SOCIAL MEDIA USE IN COMMUNITY BUILIDING FOR COLLABORATION: HOW DO UNIVERSITY TEACHER EDUCATORS AND PRESERVICE TEACHERS MEASURE UP?

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Social media, citizenship & community building

✖ New methods of social interaction via social media venue, influence the central notions in teaching, learning, as well as the conceptions of citizenship and community building.

Competencies for the information society

* Teachers need to acquire the competences needed in a changing information society. The way in which someone teaches, their idea of teaching, is generally formed based on one's own experiences as learners.

LITERATURE

× Social media applications are increasingly used to exchange information thereby facilitating learning, collaboration and community building in the sphere of education (e.g. Reuben, 2008; Ulrich, Borau, Luo et al, 2008; Grodecka, Wild, Kieslinger, 2008)

SOCIAL MEDIA AND COLLABORATION

× The various types of social media and web 2.0 applications (blogs and feedback, wikis, google calendar, google docs) are used as collaborative tools in the field of higher learning. These tools can be used to form collaborative teams, who can share common objectives different from personal networking objectives. Learning comes from the process of collaboration, interaction and reflection on how a given task should be approached

RESEARCH QUESTIONS:

- 1. Do European higher education students use the social media for educational purposes? If they do, what is their perception of social media applications on learning outcomes?

- 2. Are there differences in distribution of social media in European higher education institutions?

- 3. Do H.E. students use social media to support communities and activism purposes?

- a) To what extent do teacher preservice education programs utilize social media with their students and for what purposes;
- b) To what extent do preservice teachers utilize social media privately and with respect to both their studies; and
- c) To what extent do these efforts lend themselves to collaboration and community building?

SAMPLE & RESEARCH PROTOCOL

* Undergraduate teacher education students from three European universities:

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  Greece = 50
* Finland = 50
* Turkey = 50

* Questionnaire administered Spring 2012.

FINDINGS HIGHLIGHTS:

* The majority of the students' use of computers, internet and cell phones began as early as 9 years of age and as late as 20/25 starting between the ages of 13-15 (GR & TR) and 10-13 (FI).

* Their web use tends to be several times a day as well as via free wifi but not internet café.

* ED Use at university regularly: 52% (GR) 38% (FI), 33% (TR) [daily and/or weekly]

FINDINGS HIGHLIGHTS:

- The students across the three universities were familiar with various social media programs and applications. The appear to be evenly divided though in their use websites, blogs, wikis, and others.

- As to the effects: there tends to be agreement that it helps promote critical thinking but not necessarily problem solving while it can make them an more effective member of a group.

FINDING HIGHLIGHTS

* The primary reasons for using it in these contexts are:

* Express an opinion: 66%, 34%, 2%

* Share photos/music: 92%, 74%, 6%

* Professional Activities: 74%, 49%, 2%

* Communicating w/classmates: 86%, 94%, 6%

* Communicating w/instructors: 82%, 25%, 0%

* Studying/related to courses: 92%, 38%, 6%

Use SM to participate in activism for communities

	Percent % GR	Percent % FI	Percent % TR
NEVER	22,0	11,4	5,9
RARELY	38,0	18,2	33,3
OCCASIONALY	38,0	61,4	47,1
FREQUENTLY	2,0	9,1	13,7
Total	100,0	100,0	100,0

Thank you very much,
Σας Ευχαριστώ Πολύ,
Kiitos,
Çok tesekkür ederim ...

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