Adoption of Social Media in Learning: a Student Perspective

Kerstin Siakas[1], Elli Georgiadou[2,3]

[1]Alexander Technological Educational Institute of Thessaloniki, Department of Informatics, Greece, siakas@ka.teithe.gr
[2]Middlesex University, School of Science and Technology, London, UK
[3]SEEQMA Ltd, London, UK,
elli.georgiadou@gmail.com e.georgiadou@mdx.ac.uk

and limited reuse, lack of customer orientation, and poor quality of IT support are no longer accepted by users. IT departments need to actively adopt entrepreneurial mindsets to meet the new market requirements. Some researchers argue that the responsibility for application software is shifting from IT professional development to the users of the software. It also seems that the IT professionals lack commercial skills to deliver and maintain IT solutions for customer satisfaction and added business value.

This paper discusses potential solutions regarding how IT departments can become more business focused by aligning business activities to organisational strategy and by defining and measuring specified value objectives. It also emphasises that IT professionals must become more entrepreneurial and aware of user needs and costs.

Keywords: Social Media, IS/ICT learning, Technology Adoption

1. Introduction

Technology enhanced learning has become a fundamental part of Higher Education (HE) in recent years. Rapid advances in ICTs have introduced easy access to services and more electronic learning environments. Social Networking Sites

(SNSs) present a new channel for communication and collaboration by individuals [1]. People use SNSs to interact with each other within a common information space and participate in diverse interactive and social activities, such as posting content, sharing pictures and videos, tagging and organizing events [2] The foundations of social media are communication, collaboration and sharing. Social networking sites are able to increase the engagement of the students in an online learning community as they offer a technology which is well known among their generation [3]. While initially younger individuals used SNSs, such as Facebook, older people have recently become actively involved in using SNSs [4].

As a result of the underlying tendencies in practices related to SNSs, learning to learn seems to be considered to have greater impact on future experiences than the construction of domain specific knowledge itself [5]. Learning how to identify and initiate, support and maintain, but most importantly to exploit these learning envirrit 92u use k7 TD [yinnitd iz

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individual mentally constructs the world of experience through cognitive processes while social constructivism has a social rather than an individual focus' [19]. Social Cognitive Theory (SCT) provides the foundation for understanding how social media usage emerges from a reciprocal relationship between personal factors, behaviors and the environment [20]. Applied to social media use, SCT suggests that learning about diverse social media technologies may result in new thinking and/or modified sense. so(s)6(3(o)-

innovation as a social process. The next explanation for technology adoption is the Theory of Reasoned Action (TRA). TRA has its background in developing technology diffusion and adoption theories [28]. According to this theory, a person's activity is the result of their attitude and personal norms. A person's attitude is based on values and beliefs. According to Hofstede [22] values are the deepest level of culture and often unconscious to the person holding the value. The personal norms are based on motivation to act according to accepted norms. The Technology Acceptance Model (TAM) model by Davis et al. [30] discusses practical technology use issues. TAM emphasises usefulness in addition to user friendliness. Later theories have been modified and expanded. Mathieson et al. [13] emphasised that the TAM model should be expanded by adding available resources.

Venkatesh and Davis [23] expanded TAM further to include the concept of perceived usefulness. This model is called TAM2. Subsequently the Unified Theory of Acceptance and Use of Technology (UTAUT) was presented by Davis et al. [30]. The UTAUT theory deals with the social aspect which is a notable factor in the emergence of social media in various areas including education. Figure 1 shows the major components of the UTAUT theory.

Figure 1: Unified Theory of Acceptance and Use of Technology [31]

Previous studies on individual level adoption of SNSs showed that trust, no 12(a)4(ddi)7(t)0(nd)-12( )4(ddi)

4. A Social Media Adoption in Learning Survey

The literature review revealed various factors and issues including the diffusion theory concerning the use of social media. These insights informed the design of a questionnaire forcapturing responses from students of IS and ICTs. Being computer literate we assumed that they will be early adopters of social media both in their studies and their life in general. We also assume that male students are earlier adopters than female students due to the fact that Computing and Engineering have been traditionally male dominated professions [8].

Thus we assume that

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to create their own content and share it with a broad network of individuals. Social media provide to students and educators an unprecedented way to access, socialize, communicate, speak, publish and create.

With the advent of MOOCs the pedagogic debate concentrates on learning design to support independent learning. Connectivity in MOOCs is usually provided through conventional computer mediated communication media such as discussion fora (mostly unmoderated or lightly moderated) and through social networking. Web and social media tools (such as wikis or blogs and social networking) are now as central to learning as the lecture theatre and campus infrastructure in a traditional university campus [24-43].

Due to the emergent new media it is important to review the whole educational system. It is generally acknowledged that good education requires two-way connection with students. Our conviction is that there is no better way of communicating with students than with their own language - the social media. Universities should seek to incorporate social media into their curricula. This requires careful thought and research in order to find the best way to leverage these new tools to enhance teaching and learning activity. Educators should become innovators in education, to experiment with different technologies and to choose the most appropriate technology to incorporate into their lectures. Social media can be a useful supplement to technology enhanced learning. They can be used to facilitate the learning outcome by encouraging informal learning, supporting reflection and fostering communication as well as collaboration.

The results show the meaning of the different aspects of the Unified Technology Adoption model when applied to the adoption of social media in education. However, as our results show, the first priority is the need to pay special attention to ICT infrastructure before implementing social media solutions. Another issue is that we are not aware of the conditions at home.

model itself, the relationships between educator and learner, the way the

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