

The background features abstract green geometric shapes, including triangles and polygons, some with a fine grid pattern, set against a white background.

Social Media Enabled Teaching and Learning

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Social Media

- ▶ Social media is one of the Web 2.0 technologies
- ▶ The others are blogs and wikis
- ▶ Web 2.0 = read/write web
- ▶ Web 2.1 = read only web
- ▶ Web 2.0 = Users can participate by creating and uploading content
- ▶ Web 2.0 applications help users to socialize and work with each other collaboratively.



Social Media

- ▶ Social networking (Facebook, LinkedIn, Google+).
- ▶ Microblogging (Twitter, Tumblr).
- ▶ Photo sharing (Instagram, Snapchat, Pinterest).
- ▶ Video sharing (YouTube, Facebook Live, Periscope, Vimeo).



Affordance

- Affordance of an environment is

“what it offers the animal, what it provides or furnishes, either for good or ill. An affordance refers to both the environment and the animal and implies the complementarity of the animal and the environment”

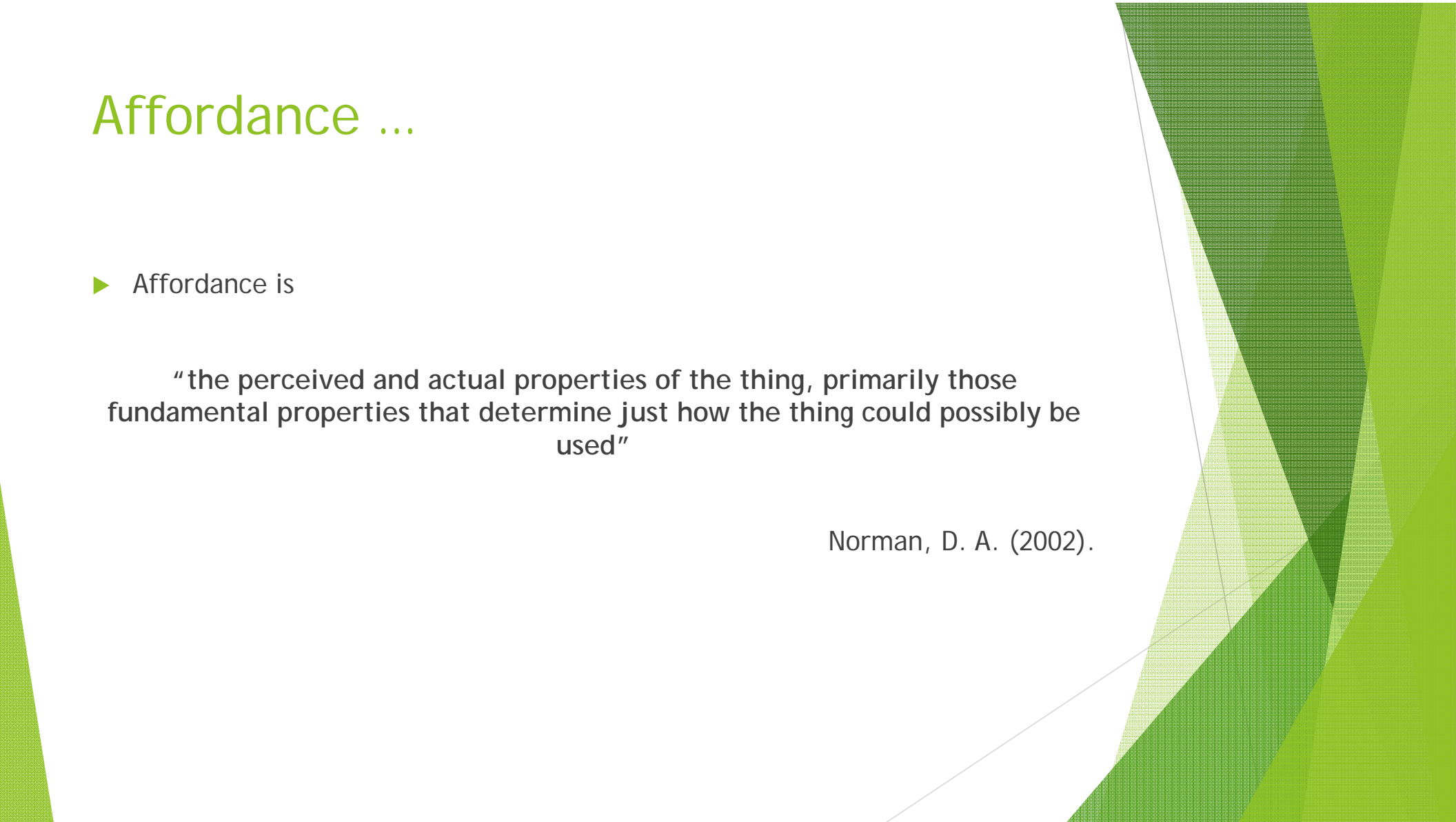
(Gibson, 1979)

Affordance ...

- Affordance is

“the perceived and actual properties of the thing, primarily those fundamental properties that determine just how the thing could possibly be used”

Norman, D. A. (2002).



Affordance ...

- ▶ According to affordance theory, our interaction with the environment is based upon our perception of what it affords to us.
- ▶ Therefore there are real affordances and perceived affordances
- ▶ Designers have real affordances of objects
- ▶ Users have perceived affordance
- ▶ This can create an affordance gap
- ▶ This gap occurs when the user does not understand the intended actions of the designed object



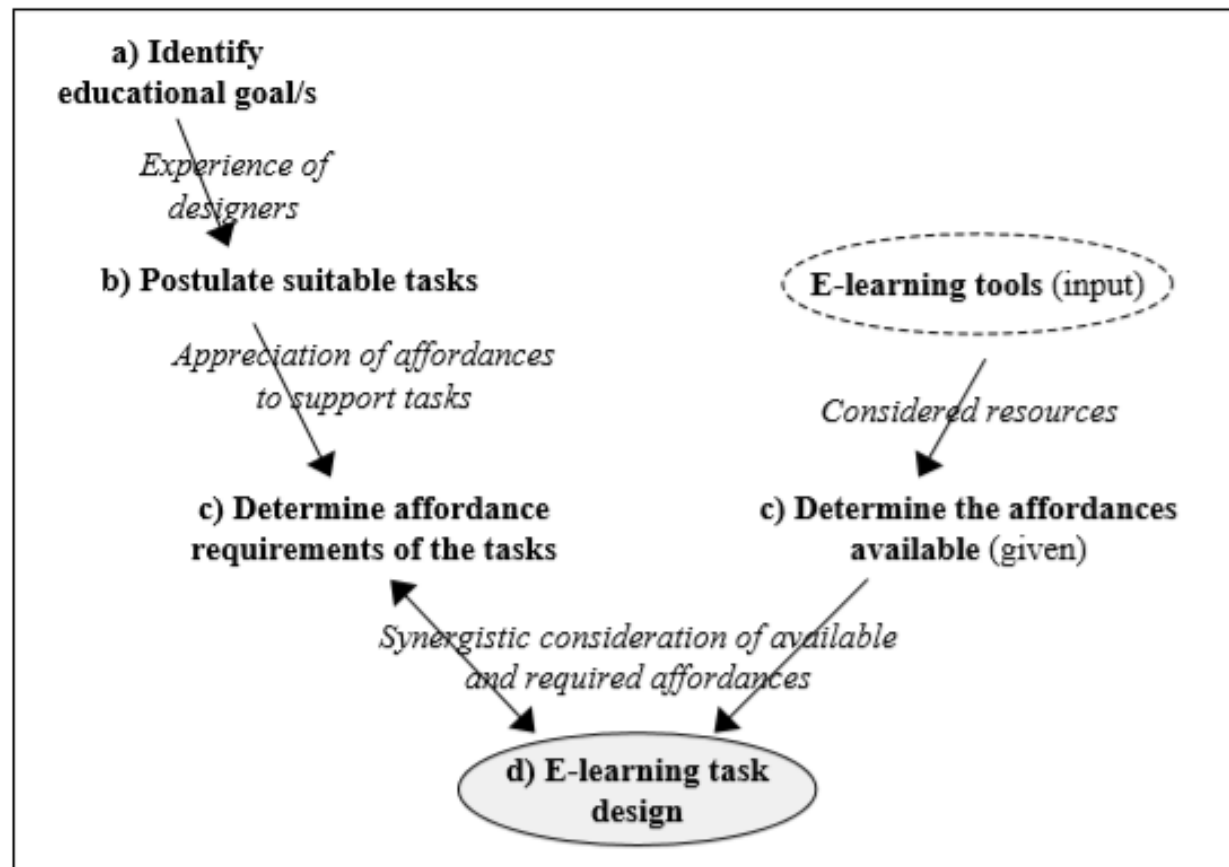
Affordance ...

“Affordances specify the range of possible [uses of an object], but affordances are of little use if they are not visible to the users. Hence, the art of the designer is to ensure that the desired, relevant actions are readily perceivable”

(Norman, 1999)



Social media integration in pedagogy



Bower,
2008

Learning goals

- ▶ Learning goals are the intended learning outcomes
- ▶ What do you want learners to go away with after learning
- ▶ For example,
 - ▶ By the end of a given unit learners,
 - ▶ Should be able to diagnose symptoms of malaria



Postulate suitable tasks

- ▶ L01: Learners should be able to diagnose symptoms of malaria
- ▶ Tasks
 - ▶ Watching a video of persons with malaria symptoms/Attending to malaria patients
 - ▶ Sharing individual observations with groupmate
 - ▶ Commenting on shared observations
 - ▶ Writing personal reflection in personal learning journal

Determine requirements of the task

- ▶ Task 1:

Watching videos of persons with symptoms of malaria symptoms/attending to malaria patients

- ▶ Video-ability
- ▶ Video play-ability
- ▶ Ability to watch - watch-ability

Determine requirements of the task

- ▶ Task 2

Sharing individual observations with groupmate

- ▶ Space to write - write-ability
- ▶ Ability to edit - edit-ability
- ▶ Ability to share - share-ability

Determine requirements of the task

- ▶ Task 3
 - Commenting on shared observations
 - ▶ Ability to comment - comment-ability
 - ▶ Ability to edit - edit-ability
 - ▶ Ability to comments - share-ability

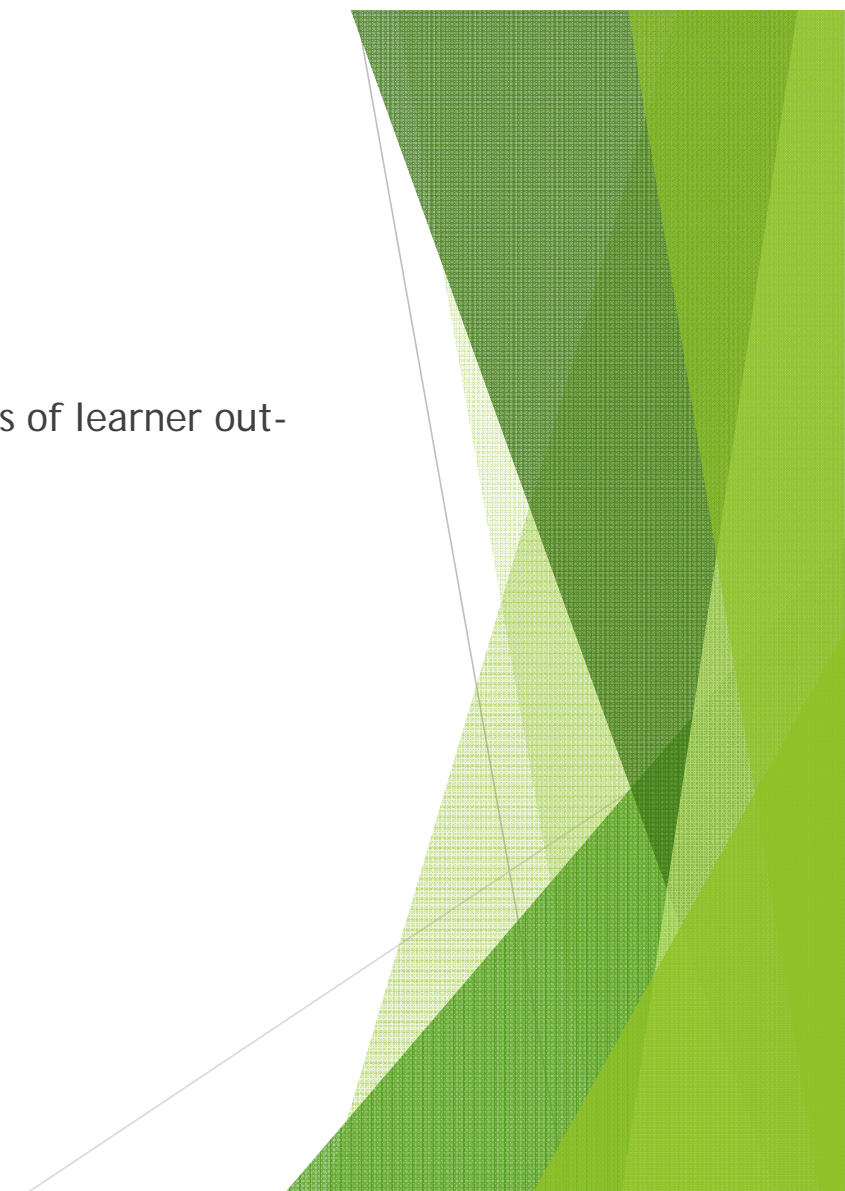
Task affordances/Pedagogical affordances

- ▶ Possible pedagogical affordances
 - ▶ Discuss-ability
 - ▶ Communication-ability
 - ▶ Video share-ability
 - ▶ Interaction-ability
 - ▶ Debate-ability
 - ▶ Collaboration-ability
 - ▶ Share-ability
 - ▶ Expression-ability
 - ▶ Content create-ability
 - ▶ Resources share-ability



Group Activity

- ▶ In groups of two to three, list the tasks and their affordances of learner out-of-classroom support.
- ▶ Brainstorm on this



Integrate social media in pedagogy

- ▶ Determine the available and accessible technology in this case what is the most commonly available and accessible social media
 - ▶ Facebook???
 - ▶ Twitter???
 - ▶ WhatsApp???
- ▶ What affordances do the available social media tools present?

Integrate social media in pedagogy....

- ▶ What affordances do these social media tools present
 - ▶ Group 1: Social networking (Facebook, LinkedIn, Google+).
 - ▶ Group 2: Microblogging (Twitter, Tumblr)
 - ▶ Group 3: Photo sharing (Instagram, Snapchat, Pinterest)
 - ▶ Group 4: Video sharing (YouTube, Facebook Live, Periscope, Vimeo).

Integrate social media in pedagogy....

- ▶ Match affordances
 - ▶ Task Affordance Vs Tool Affordance
 - ▶ Integrate social tool with an affordance compatible to the task affordance.



Integrate social media in pedagogy....

- ▶ Example of matched affordances

- ▶ Task 1:

Watching videos of persons with symptoms of malaria
symptoms/attending to malaria patients

- ▶ Video =====> Video of a malaria patients presenting themselves to Dr.
- ▶ Video-ability =====> Smartphone; computer; laptop; iPad
- ▶ Video play-ability ===> YouTube, Facebook Live, Periscope, Vimeo
- ▶ Ability to watch - watch-ability ==> Smartphone; computer; laptop; iPad

Case Studies

Some Case Studies at Makerere University



Case Study 1

Muyinda, B. P., Mayende, G., Hodgkinson-Williams, C.A. and Brown, C. (in press)
WhatsApp as Tool for Mobile Continuous Professional Development for Tutors of
Distance Learning Programmes. *Contemporary issues in Educational Research,
Policies and Practice in the Global South*

WhatsApp for CPD of Tutors on DE

- ▶ **Interaction ability:** Tutors interact with one another on topical professional development issues
- ▶ **Collaboration ability:** Tutors work together on a common task
- ▶ **Create ability:** As they chat away on different issues, threads of the different chats are left behind to refer to later, new knowledge on distance learning, materials production, facilitation and student support can be co-created.
- ▶ **Resources Share Ability:** WhatsApp's affordance of group chatting permits groups of tutors to work together and develop common artefacts.
- ▶ **Expression Ability:** Tutors can freely express themselves including their weaknesses among peers and community of practice
- ▶ **Resources share-ability:** Tutors can share learning and teaching resources

Case Study 2

Mayende, G., **Muyinda, B. P.**, Isabwe, G. M. N., Walimbwa, M & Siminyu, N. S. (2014). Facebook mediated interaction and learning in distance learning at Makerere University. *In Proceedings of the e-Learning 2014 International Conference*, 15 - 18 July, Lisbon, Portugal, Edited by Miguel Babtista Nunes and Marggie McPherson, ISBN 978-989-8704-08-5, pp 333-338.

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Did Facebook mediate learning?

- ▶ Access to lecture notes
- ▶ Access anywhere anytime via mobile phones
- ▶ Facebook complemented other support options
- ▶ Facebook enabled the teacher to understand the learners' ZPDs
- ▶ Facebook increased interaction among students
- ▶ Had affordances of feedback, questioning, contingency management, modeling & instructing

Case Study 3

Muyinda, B. P., Lubega, J., Lynch, K. (2008). The Mobile Research Supervision Initiative (MRSI) at Makerere University: Lessons to Learn. *International Journal of Computing and ICT Research (IJIR)*, Special Issue, Vol. 1, No. 1, pp 48-59.
Available at www.ijcir.org/specialissue2008/article6.pdf.

MRSI

- ▶ Created a virtual community of practice amongst research students and their supervisors
- ▶ Motivated lonely distance learners in the field
- ▶ Created a customer care feeling amongst students, and
- ▶ Bred intimacy amongst the alumni and their institution



END, THANK YOU