

BOOK REVIEW

The Social Classroom: Integrating Social Network Use in Education

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The Social Classroom: Integrating Social Network Use in Education

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In recent years, the emergence and rapid development of social network sites (SNSs) has been one of the most important and influential phenomena in digital technology (Ranieri, Manca & Fini, 2012). The famous SNSs, such as Facebook and Twitter, have dramatically changed the way in which people share information and interact with each other (Hughes, Rowe, Batey, & Lee, 2012). Collaborations and interactions occur in every minute and in every corner of the world virtually (Gao, Luo & Zhang, 2012; Java, Song, Finin & Tseng, 2007). Given the fact that SNSs has more than billion active users, incorporating SNSs into classrooms should be extensively and fully explored. However, there is little research on this topic and people

have limited knowledge about that. In order to advance current knowledge on the pedagogical use of SNSs, and encourage innovations and changes in teaching and learning, the book, *The Social Classroom: Integrating Social Network Use in Education* was born.

This book contains 22 chapters which are divided into five sections. Section 1 (Chapter 1 to 4) explores the role that SNSs plays in formal and informal learning settings. Answers for the following questions can be found in this section: 1) which specific technologies do students want to use in their classrooms? 2) Whether and how they use specific Web 2.0 technologies for educational and personal purposes? 3) Whether and how Facebook facilitate communication and collaboration in formal and informal learning activities? Section 2 (Chapter 5 to 9) focuses on the use of Facebook in several domain-specific teaching and learning, including mathematics, journalism, environmental education, and English as a foreign or second language. Section 3 (Chapter 10 to 14) provides an in-depth discussion on ethical, social, and psychological issues

related to SNSs use in education. Topics in this section are related to privacy, digital legacy, institutional restrictions, and academic and social misconducts (e.g., plagiarism, cheating, etc.). Section 4 (Chapter 15 to 19) introduces several social networks-Diigo, Facebook, Twitter, MOOCs, and Pinterest- and their usage in instruction. The theoretical debates about the educational potential of Facebook, and the relationships between Facebook usage and students' academic achievement are highlighted here. Section 5 (Chapter 20 to 22) introduces the concept of Personal Learning Environment and its application in teaching and learning. Topics in this section are related to Special Interest Groups in Facebook, continuing professional development, and self-directed learning. A need for appropriate training targeting teachers' PLN management skills is addressed.

The variety and diversity is the strength of this book. A variety of Web 2.0 tools are introduced in details which helps readers, particularly those who are new in the field of educational technology, to absorb a huge amount of knowledge within a short time. Moreover, the disciplines covered in this book are diverse, including art, engineering, computer science, language, journalism, mathematics, and environmental education. The striking range of disciplines not only broadens readers' views but also provides opportunities for them to share information cross different subject areas. Furthermore, a lot of countries and their varying cultures are embraced in the book. This expands the width of the book and opens a window for readers to learn new things from differences. In addition, the innovative diversity in instruction would definitely inspire and motivate educators to work on their own innovations in teaching and learning. The book is a valuable resource for educators, practitioners, faculty developers, and those who are pursuing excellence and innovation in teaching and learning. It will be of interest to researchers in the areas of educational

technology, information management, and computer science. It is believed that everyone who is interested in education innovations and technology pedagogy would benefit a lot from this book.

The Social Classroom: Integrating Social Network Use in Education presents actual hands-on application in the design and implementation of instructions which incorporate the use of SNSs. The desirable and undesirable effects of the SNSs use as well as the ethical and social issues raised by the SNSs use are also extensively explored in this book. It is no doubt that the book is a pioneering and comprehensive work that contributes to the innovations in educational technology, pedagogy, and curriculum. The book, *The Social Classroom: Integrating Social Network Use in Education*, is highly recommended by us. It is worth your while to read it.

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