

BOOK REVIEW

Social Media and the New Academic Environment: Pedagogical Challenges

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

Reviewed by Pei-Di Shen, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Yi-Chun Chiang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Hui-Wen Tang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Social Media and the New Academic Environment: Pedagogical Challenges

Bogdan Patrut

© 2013 by IGI Global

512 pp.

\$150.00

ISBN: 978-1-46-662851-9

Social media now impacts a variety of domains, including education regarding formal curriculum, informal curriculum and hidden curriculum (Vollum, 2014). The definition of social media is cyber technologies or communication tools for delivering information, sending messages, and communicating with humanity (Dabbagh & Reo, 2011). Social media tools such as Facebook, Twitter, Youtube and other interactive APPs, which refers to software for general productivity and information retrieval purposes to provide access to information on business, finance, life-style and entertainment (Hsu & Lin, 2015), can be regarded as innovations in education (Mao, 2014), are being widely used in many ways to enhance students' learning experiences in the 21st century, and have improved student engagement, college experiences and pedagogical practices in higher education (Bradley, 2009; Grosbeck, 2008). According to some evidence, social media is supporting informal learning at home, while informal learning is becoming a key factor in

education for learners of all ages (Selwyn, 2007). However, not all students have the ability and self-regulatory skills to use social media effectively, and it may not provide the learning experience they desire (Dabbagh & Kitsantas, 2012).

Social Media and the New Academic Environment: Pedagogical Challenges is a book aimed to introduce relevant theoretical frameworks, research trends of social media and challenges in the educational context. The authors base the book on extensive case studies that have been carried out by the authors. In addition to the preface, there are 20 chapters divided into four sections, which cover seven main topics including: 1. Analytics for social media; 2. Content management systems; 3. Mobile social media and mobile teaching/learning; 4. Online learning environments; 5. Pedagogical challenges; 6. Social media in academia; and 7. Web 2.0 technologies. In reviewing this book, we have chosen to extract the snippets that significantly resonate with using social media tools in education and improving understanding of social media at different levels of education.

The first section, on pedagogical challenges of social media in academia, is presented from chapter 1 to chapter 4. Chapter 1 illustrates the trends of online learning and the difficulties present when integrating new technologies with teaching methods in higher education. Chapter 2 describes the needs for new pedagogy in online education and explains the function of social media technologies to support students' learning. Chapter 3 discusses Facebook use in education, especially focusing on the student-faculty interaction on a social networking site. Chapter 4 introduces the concepts of mobile learning and digital storytelling, and further attempts to combine them.

Chapters 5 through 7 comprise the second section, focused on social media as a means for current education. Chapter 5 presents that social media have positively influenced distance education courses. With the rapidly changing society, school is no longer the only window to assist learners in understanding the world; now they can learn by mobile technologies or via social media. Chapter 6 reveals that students can be influenced by the Internet and taught via non-formal education, as schools and teachers are not the only approach to obtain knowledge. Nowadays, educators should be aware of the importance of digital tools and the Internet, and attempt to adopt them in their teaching. Chapter 7 presents the history and development of social media, and then suggests that both academia and industry should collaborate well to assist students in receiving the correct high level of media literacy.

With the theme of national practices of social media in higher education, the third section is presented in chapters 8 to 10. Chapter 8 introduces new information and communication technologies via case study, and then explores how they influence teaching approach, learning style, industry, higher education and the whole world. In Chapter 9, the authors analyze the effects of educational blogs via a case study, from the blog users' perspective. The feedback seems very positive, but there are still some negative experiences such as unwillingness to share knowledge and the lack of involvement. Chapter 10 investigates the use of communications in Spanish that some schools make through social media. The authors indicate that the success of social media presence at school must abide by an initial plan, a specific control and supervision of the plan.

Chapters 11 through 14 present the fourth section, on the impact of social media technologies on the academic environment. Chapter 11 illustrates that besides students' motivation, the use of web-based social media also improves their academic life and to their relationship with the teacher. Chapter 12 investigates the social media usage, the relationships between social media and personality traits among university students in Malaysia, and finds that social media usage can be associated with students' learning needs. Chapter 13 reports the results of social media use in a cross-cultural, web-based professional communication project and provides new directions for further research. Chapter 14 describes the digital outputs of the use of social media

applications by students and faculty. According to these results, social media could contribute to improving students' academic records.

Finally, chapters 15 to 20 conclude the book. Chapter 15 describes the influence of Twitter on the academic environment and provides a short overview and an initial insight into the various ways to use microblogging. In Chapters 16, the authors present two case studies that investigate how to utilize microblogging well in teaching and training. Chapter 17 mainly focuses on the impact of social media on scholarly practices in higher education. The author's research reveals that most participants are used to selecting and adopting both old and new tools to solve problems. Chapter 18 illustrates that, as social media tools provide new learning environments to students, instructors should cultivate students' digital literacy to correspond with the changes. Chapter 19 affirms that the use of augmented reality (AR) in architecture and building construction is appropriate and helpful for students' learning. Moreover, the authors find that both students and teachers are satisfied with this innovative educational technology. Chapter 20 is an empirical study using qualitative triangulation research methods, which exposes the problems hidden beneath the surface of overused digital social media. Based on the authors' findings and suggestions, they sound a warning signal about the overuse of social media. Schools, teachers and parents should pay attention to students social media use, and rethink how to use it well.

We are profoundly impressed by this book. The authors are very sensitive to their subject and are able to raise much attention to social media's appropriate use and emerging perspectives. More importantly, the book informs how social media takes on various applications and connotations in the rapidly changing world, in different countries and education fields, and even the effects on both faculty and students.

REFERENCES

- Bradley, P. (2009). Whither Twitter? *Community College Week*, 21(19), 6–8.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15(1), 3–8. doi:10.1016/j.iheduc.2011.06.002
- Dabbagh, N., & Reo, R. (2011). Back to the future: Tracing the roots and learning affordances of social software. In M. J. W. Lee & C. McLoughlin (Eds.), *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp. 1–20). Hershey, PA: IGI Global.
- Grosbeck, G. (2009). To use or not to use web 2.0 in higher education? *Procedia: Social and Behavioral Sciences*, 1(1), 478–482. doi:10.1016/j.sbspro.2009.01.087
- Hsu, C. L., & Lin, J. C. C. (2015). What drives purchase intention for paid mobile apps? – An expectation confirmation model with perceived value. *Electronic Commerce Research and Applications*, 14(1), 46–57. doi:10.1016/j.elerap.2014.11.003
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior*, 33, 213–223. doi:10.1016/j.chb.2014.01.002
- Selwyn, N. (2007). Web 2.0 applications as alternative environments for informal learning-A critical review. *OECD CERIKERIS International expert meeting on ICT and educational performance*. Cheju Island, South Korea: Organization for Economic Co-Operation and Development.
- Vollum, M. J. (2014). The potential for social media use in K-12 physical and health education. *Computers in Human Behavior*, 35, 560–564. doi:10.1016/j.chb.2014.02.035

Chia-Wen Tsai is an associate professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking, and Taiwan Corresponding Editor of British Journal of Educational Technology. He is interested in online teaching methods and knowledge management.

Pei-Di Shen now works as Director of the Teacher Education Center and professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. Professor Shen is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design. Her primary interest areas are E-learning, Knowledge Management, Virtual Community, and Management Information Systems. Her research focus is distance delivery in higher education.

Yi-Chun Chiang has a M.Ed. and is a staff member of the Teacher Education Center, Ming Chuan University, Taiwan.

Hui-Wen Vivian Tang, associate professor of the Teacher Education Center at Ming Chuan University. Her current research focuses on leadership development, emotional intelligence, and cross-cultural studies. In 2011, her papers entitled "Prioritising the emotional intelligence (EI) needs of tourism undergraduates" published by Journal of Hospitality Leisure Sport & Tourism Education, "On the fit and forecasting performance of grey prediction models for China's labour formation" published in 2012 by Mathematical and Computer Modelling, and "Prioritizing emotional intelligence training needs using optimal globalization grey relational analysis" published in 2013 by Journal of Modelling in Management.