Chapter 8
Students’ Out-of-School Writing Practices in an Educational Facebook Application: The Case of Hot Dish

Thor Gibbins
University of Maryland, USA

Christine Greenhow
Michigan State University, USA

ABSTRACT
In this chapter, the authors seek to help educators understand trends in students’ writing outside of the classroom, with a particular emphasis on illuminating students’ purposes and practices in writing within social media spaces. The authors synthesize current research on students’ Internet and social media practices and offer a case study from their own research on students’ writing within an educational Facebook application called Hot Dish. This chapter seeks to elucidate the reciprocal relationship between students out of school writing using popular social media and their in-school practices. Ultimately, the authors seek to help readers make connections between what students are doing with new media in their leisure time and the improvement of students’ writing performance in K-12 settings, believing there may be important but under-explored synergies.

INTRODUCTION
The New York Times recently headlined a story that inquired: “If Twitter is a work necessity …” (Preston, 2012). The article argued that digital literacy is fast becoming a necessary skill as employers seek employees with social media savvy. Increasingly ubiquitous access to the Internet and social media in schools, homes, and communities makes new forms of reading and writing possible, and these influence educators’ desired competencies for learners and goals for learning, instruc-
Students' Out-of-School Writing Practices

As social media become significant and pervasive in most young people’s lives, and their relationship with these technologies no longer formed primarily within school but in the domain of popular culture, educators must move beyond conventional views of these media as curriculum-delivery devices, teaching aids or “neutral” tools for learning (Buckingham, 2007, p. viii) to find ways of engaging with them more creatively as ways of representing the world, of communicating, and as social and cultural processes (Buckingham, 2007; Greenhow & Robelia, 2009).

The purpose of this chapter is to help educators understand trends in students’ digital writing outside of the classroom, with a particular emphasis on illuminating students’ purposes and practices in reading and writing within social media spaces. Toward this end we synthesize selected studies on students’ out-of-school Internet and social media practices to highlight their potential relationships and implications for learning. We also offer a case study from our own research, looking at the out of school literacy practices of high school and college students in a Facebook application called Hot Dish. In this case study, we seek to make connections between students’ social networking practices and recent position statements within U.S. standards-setting organizations such as the National Council for the Teaching of English (NCTE). Ultimately, we seek understand what students are doing with social media out of school and its relationship to the improvement of students’ writing performance in K-12 settings, believing there may be important but under-explored synergies.

BACKGROUND

Recent NCTE Policy Briefs suggest the convergence of in-school and out-of-school literacy practices with new media (NCTE, 2011). NCTE’s...
Examining Middle-School Students' Uses of Diigo Annotations to Engage in Collaborative Argumentative Writing


[www.igi-global.com/chapter/examining-middle-school-students-uses-of-diigo-annotations-to-engage-in-collaborative-argumentative-writing/109169?camid=4v1a](www.igi-global.com/chapter/examining-middle-school-students-uses-of-diigo-annotations-to-engage-in-collaborative-argumentative-writing/109169?camid=4v1a)