

Can Social Media Impact Learning?

<http://libproxy.umflint.edu:2106/docview/1664941129/abstract?accountid=14584>

Gonzales, L., & Young, C. (2015). CAN SOCIAL MEDIA IMPACT LEARNING? *Tech & Learning*, 35(8), 36. Retrieved from <http://search.proquest.com/docview/1664941129?accountid=14584>

The use of social media can increase student engagement, foster collaborative community learning environments, and promote teaching and learning (Gonzales & Young, 2015). Today's students are connected through a variety of social media platforms to keep *connected* with their peers. The use of social media for learning can increase students' engagement by providing a means to "...help students share information, communicate ideas, and create videos to extend and enhance their learning and demonstrate their mastery of content and skills" (Gonzales & Young, 2015, p. 36). Furthermore, social media can be used to create a collaborative community to encourage students to explore in multiple ways. For example, Twitter has the potential to help students develop a deep connection with their peers while reinforcing learning by collaboration through short, but meaningful contributions.

Overall, social media can be used as a supplement to course content to help students deepen the understanding of topics through reflecting and sharing.

Like us on Facebook: The role of online social media in language learning

<http://libproxy.umflint.edu:2327/doi/full/10.1108/DLO-09-2014-0064>

Like us on facebook: The role of online social media in language learning. (2014). *Development and Learning in Organizations: An International Journal*, 28(6), 21-23.
doi:10.1108/DLO-09-2014-0064

Social networks allow university students to stay in touch with each other in an informal setting. However, the question was asked if Facebook could be integrated into language classrooms as a supplement to promote collaboration between students who are enrolled in the class. "Creating a community of practice like this means language learning can take place informally outside the classroom environment" ("Like us on Facebook", 2014). However, some teachers who were concerned with confidentiality, or who were not familiar with *Web 2.0* tools were reluctant to integrate social media into their Learning Management System (LMS).

Instructors built-in Facebook as part of their course curriculum as a result of a case study to learn if social media could be utilized in an educational setting. Upon the completion of the semester, students reflected on their experiences by completing a questionnaire. Once Facebook was added to their LMS, students "...preferred Facebook to the discussion forum in Moodle for class

discussions” (“Like us on Facebook”, 2014), and 80 percent of students thought it made the class more interesting while building a sense of community; therefore, enhancing their learning experience.

Social networking and language learning with twitter

<http://libproxy.umflint.edu:2106/docview/1526126151?pq-origsite=summon&accountid=14584#>

Fewell, N. (2014). Social networking and language learning with twitter. *Research Papers in Language Teaching and Learning*, 5(1), 223-234. Retrieved from <http://search.proquest.com/docview/1526126151?accountid=14584>

“The potential benefits of utilizing these tools in language education have been recognized early in the development of the Internet” (e.g., Bump, 1990; Kelm, 1992; Soh & Soon, 1991, as cited by Fewell, 2014, p. 225). Microblogging, a Web 2.0 tool, has become increasingly popular due to the ease of access to mobile devices that are connected to the internet, while giving mobile devices users the opportunity to always feel connected. Through the use of Twitter, which limits text to 140 characters, make it easy to stay in communication with classmates while keeping responses short and meaningful (Fewell, 2014).

During this study, Japanese students adapted to the use of Twitter while communicating in English on a daily basis. Students reported Twitter was easy to use, and it made them feel part of a social community while completing assignments (Fewell, 2014).

Let’s tweet in Chinese! Exploring how learners of Chinese as a foreign language self-direct their use of microblogging to learn Chinese

<http://libproxy.umflint.edu:2106/docview/1702677995?pq-origsite=summon&accountid=14584>

Hsiao, Y. P. (., & Broeder, P. (2014). Let's tweet in chinese! exploring how learners of chinese as a foreign language self-direct their use of microblogging to learn chinese. *Language Learning in Higher Education*, 4(2), 469-488.
doi:<http://dx.doi.org/10.1515/cercles-2014-0024>

“In language learning Twitter can be used as a chat tool, to develop a sense of community, to give feedback, and to discuss grammar” (Stevens 2008, as cited by Hsiao, 2014, p. 471). Participating students found themselves more engaged, which led to them checking Twitter post several times a day while taking a basic Chinese course (Hsiao, 2014). However, students stated they needed to be self-motivated since most of the Twitter conversations took place outside of the classroom (Hsiao, 2014). In addition to being self-motivated, this study pointed out students

tend to Tweet on topics they felt comfortable about (Hsiao, 2014). Moreover, this study observed most tweets involved a salutation that was addressed to others.

Social Networks for Language Learning

<http://libproxy.umflint.edu:2106/docview/1685872545?pq-origsite=summon&accountid=14584#>

Derakhshan, A., & Hasanabbasi, S. (2015). Social networks for language learning. *Theory and Practice in Language Studies*, 5(5), 1090-1095. Retrieved from <http://search.proquest.com/docview/1685872545?accountid=14584>

This study analyzed the impact social networks have while learning a second language. More specifically, this study concentrated on the effectiveness of using Facebook, Email, and multimedia to learn a second language. The use of social media provides a vast amount of information that is always available when needed by second language learners. In addition to always having information available, social media, Facebook in this case, allows language learners to "...keep in touch with people specially, with their family, friends and even their teachers whenever they want to" (Derakhshan & Hasanabbasi, 2015, p. 1090).

Learning a language with Web 2.0: exploring the use of social networking features of foreign language learning websites

http://libproxy.umflint.edu:2166/ps/i.do?p=AONE&u=lom_umichflint&id=GALE|A219449921&v=2.1&it=r&sid=summon&userGroup=lom_umichflint&authCount=1

Liu, M., & Stevenson, M. P. (2010). Learning a language with Web 2.0: exploring the use of social networking features of foreign language learning websites. *CALICO Journal*, 27(2), 233+. Retrieved from http://libproxy.umflint.edu:2048/login?url=http://libproxy.umflint.edu:2166/ps/i.do?id=GALE%7CA219449921&v=2.1&u=lom_umichflint&it=r&p=AONE&sw=w&asid=cfc833d2e543baabf7d1c1ae15721783

"Using Web 2.0 technologies in the classroom may give teachers another way of reaching the latest generation of learners who are already heavily immersed in the Web 2.0 world outside of the classroom" (Downes, 2005, as cited by Liu & Stevenson, 2010). Unlike Web 1.0, Web 2.0 allows users to create and contribute content instead of reading content that has already been created (Liu & Stevenson, 2010). Furthermore, Web 2.0 tools has the potential to become an important part in formal learning. "Interactive, user-developed content within Web 2.0 tools may provide 'real-world' listening and speaking skills not provided by static Web 1.0 learning tools" (Liu, Stevenson, 2010, p. 235).