

# Exploring student-led use of social networking tools to support learning in undergraduate clinical education

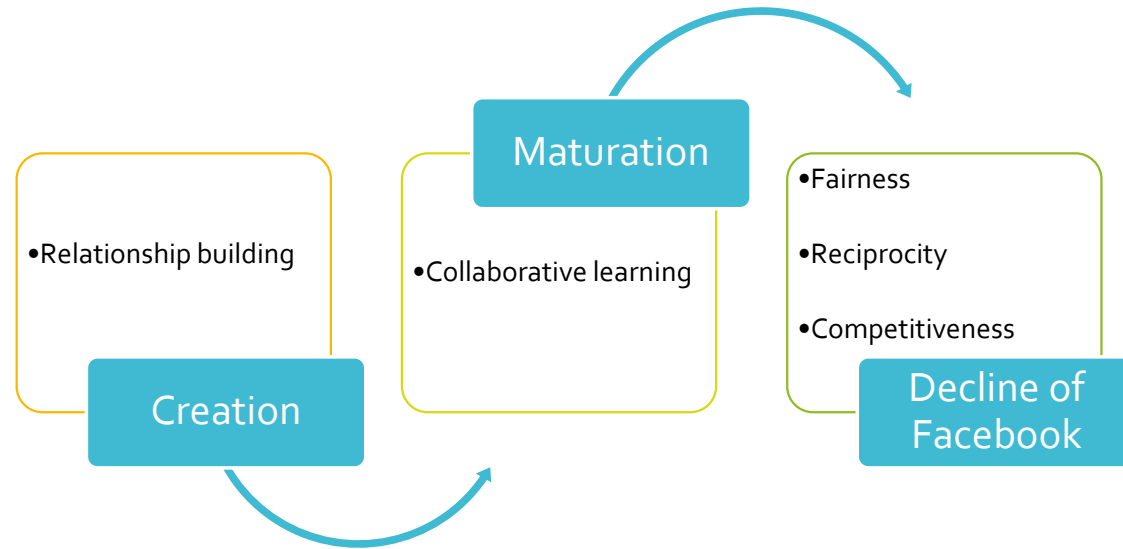
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# Social Networking for Learning in Higher Education: Capitalising on Social Capital

Hartley, A and Kassam, A (2015)

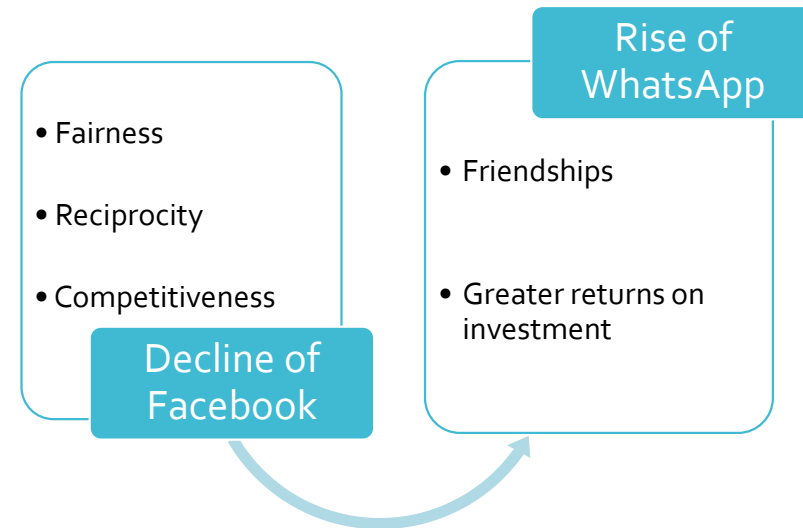


## Context:

Final year UG healthcare students

Evolution of Facebook Group: Three stages

Offline to online



# Digital Lives of Learners

## *Ubiquitous* Rise of Social Media



NMC and JISC reports evolution in higher education learners digital experience

Evidence of use of social media in healthcare students in clinical practice (Cheston et al, 2013) and in academic setting (Maloney et al, 2014) in a growing literature base

Technology: A social and cultural phenomenon? Laurillard (2013)

Social Media Spaces: Significant transformation of practice? (Dabbagh and Kitstantas, 2012)

# Literature to support use of social networking in undergraduate healthcare education

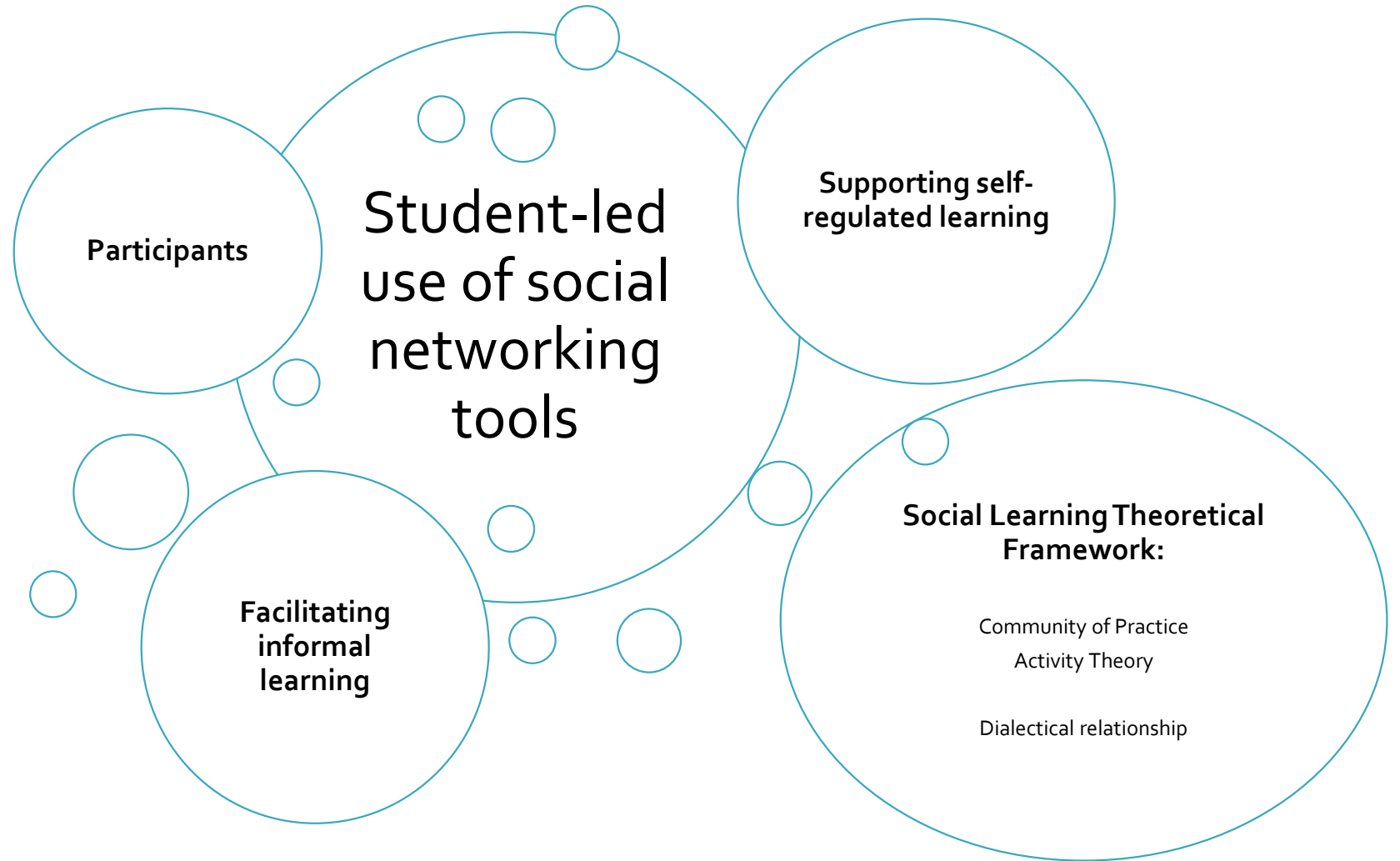
Question for ourselves: What is learning anyway?

- Literature to support use of social networking in HE :
  - Academic achievement
  - Knowledge construction/sharing
- Literature to also support use of social networking in HE
  - Transition and socialisation, social acceptance and academic interaction, psychological wellbeing, social connectedness, social trust, satisfaction
- Caution to over-emphasise value of social networking and context of required professionalism on social media guidelines
- Literature to also support use of social networking in clinical education:
  - Growing, positivist: *"Enable knowledge transition", "difficult to determine specific impact of tool"*

Identified Research Gap

Student-led social networking groups  
Interpretivist, qualitative, exploratory  
Student voice

# Narrowing down the research focus



# Research Aim:

My research will, through the lens of the learner, analyse the nature of any student-led use of social networking tools through the undergraduate student journey.

It aims to explore whether there is a dialectical relationship between the use of such tools between student peers and whether this supports a move towards self-regulated learning.

## My research questions

- To what extent do undergraduate healthcare students create and use social networking tools to discuss their educational experience with peers?
- How, if at all, does the pattern of use of social networking tools evolve over the period of the undergraduate degree programme?
- Is there a dialectical relationship between the use of social networking tools and the development of self-regulated learning skills in undergraduate healthcare students?
- In what ways do our learning and teaching theories need to change for an evolving higher education context?

## Methodological Approach

### Phase 1:

- Student Questionnaire: extent of use, recruitment tool
- Staff Questionnaire: context of programme, identification any relevant taught elements or teacher-led social media activity

### Phase 2:

- Case study approach
- Semi-structured interview

# Exploring student-led use of social networking tools to support learning in undergraduate clinical education

Over to you:

How might you consider the implications for clinical educators?

How might you consider the implications for learners?