



Center for Academic Development
Webinar Series: Online Learning for All

USING SOCIAL MEDIA IN TEACHING AND LEARNING



9 April 2020 | Thursday
2:30pm – 3:30pm

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Structure of sharing session

01

What is
social
media

02

Examples,
advantages
and
limitations of
social media

03

Leveraging
**WhatsApp
mobile
application**
as the most
common
social media
in teaching
and learning



Social media is the new normal

- Ziemnowicz

Social Media

web-based services that allow individuals to construct **a public or semi-public profile within a bounded system**, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

(boyd & Ellison, 2007)



Social Media

the media (content) that you upload — whether that's a blog, video, slideshow, podcast, newsletter or an eBook.

a one-to-many communication method.

lets users to create digital information (express themselves in different forms) and share this data on Internet by using computer-mediated technologies.

media for social interaction, using highly accessible communication techniques.

the use of web-based and mobile technologies to turn communication into interactive dialogue.

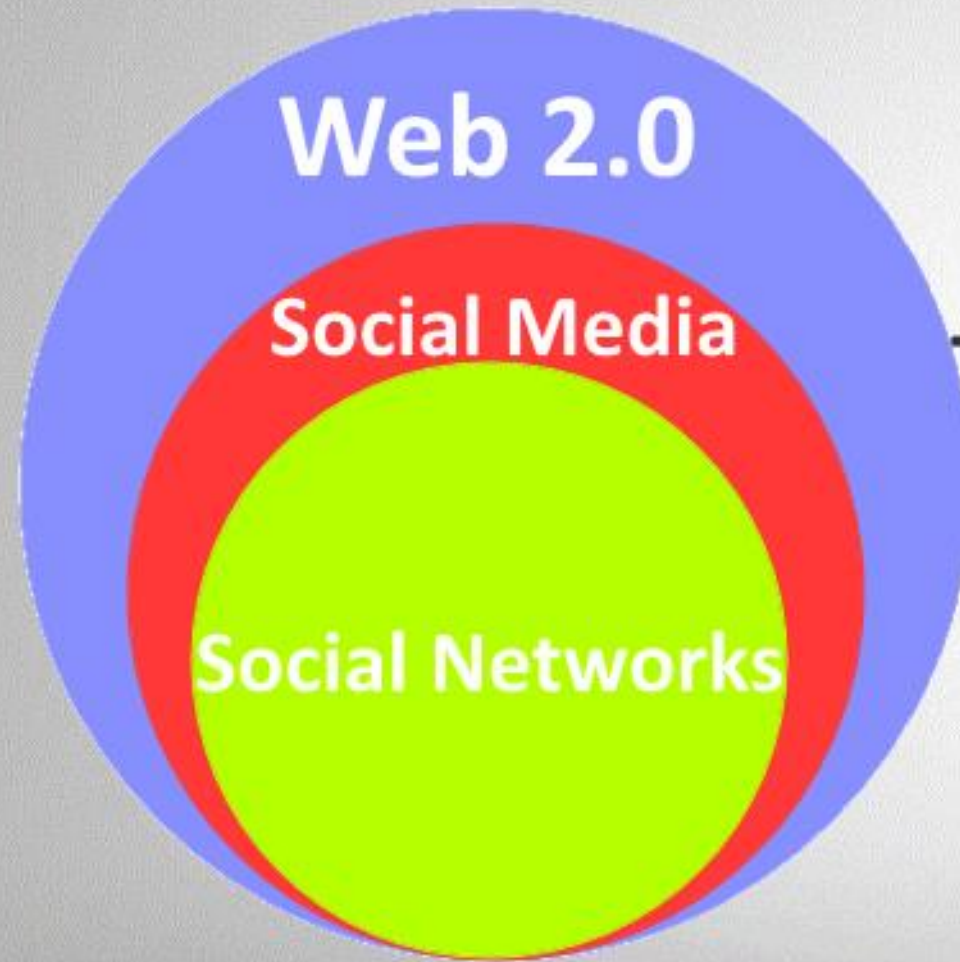
Social Network

focusing on engagement — creating relationships, communicating with your readers, building your following and connecting with your online audience.

A dedicated web app or site, which validates end users to exchange ideas and information with each other on Internet by means of sharing mixed types of information and data.

The data includes images, videos, blogs, files, comments, etcetera

Social Media vs. Social Networks

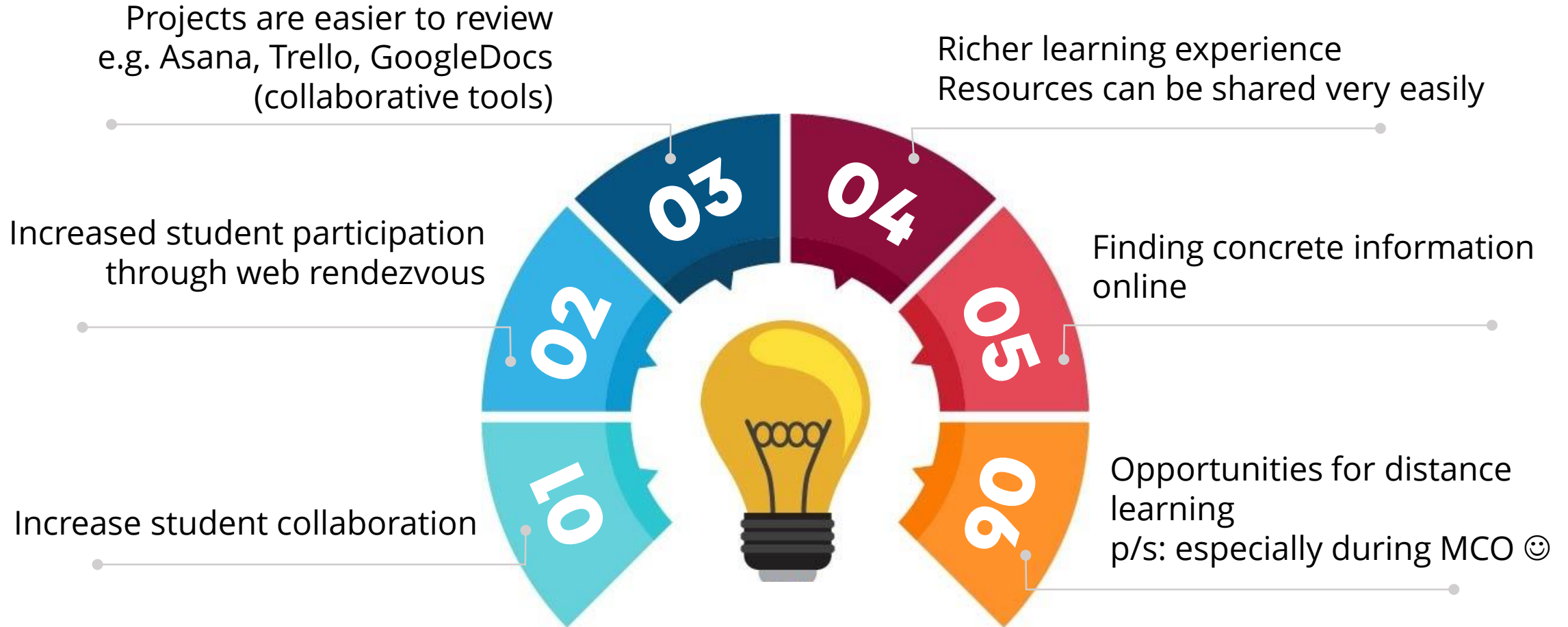


The World Wide Web



Advantages and Limitations of Social Media in Teaching and Learning

Advantages & Benefits



Limitations & Disadvantages

Lesser control on student participation

01

Distractions can become an issue

02

Delayed feedback

03

Privacy issues

04

Assessment and academic honesty

05

Examples of Social Media



Which one would you use?

Keypoints to consider (for text messaging social media apps)



Know your students

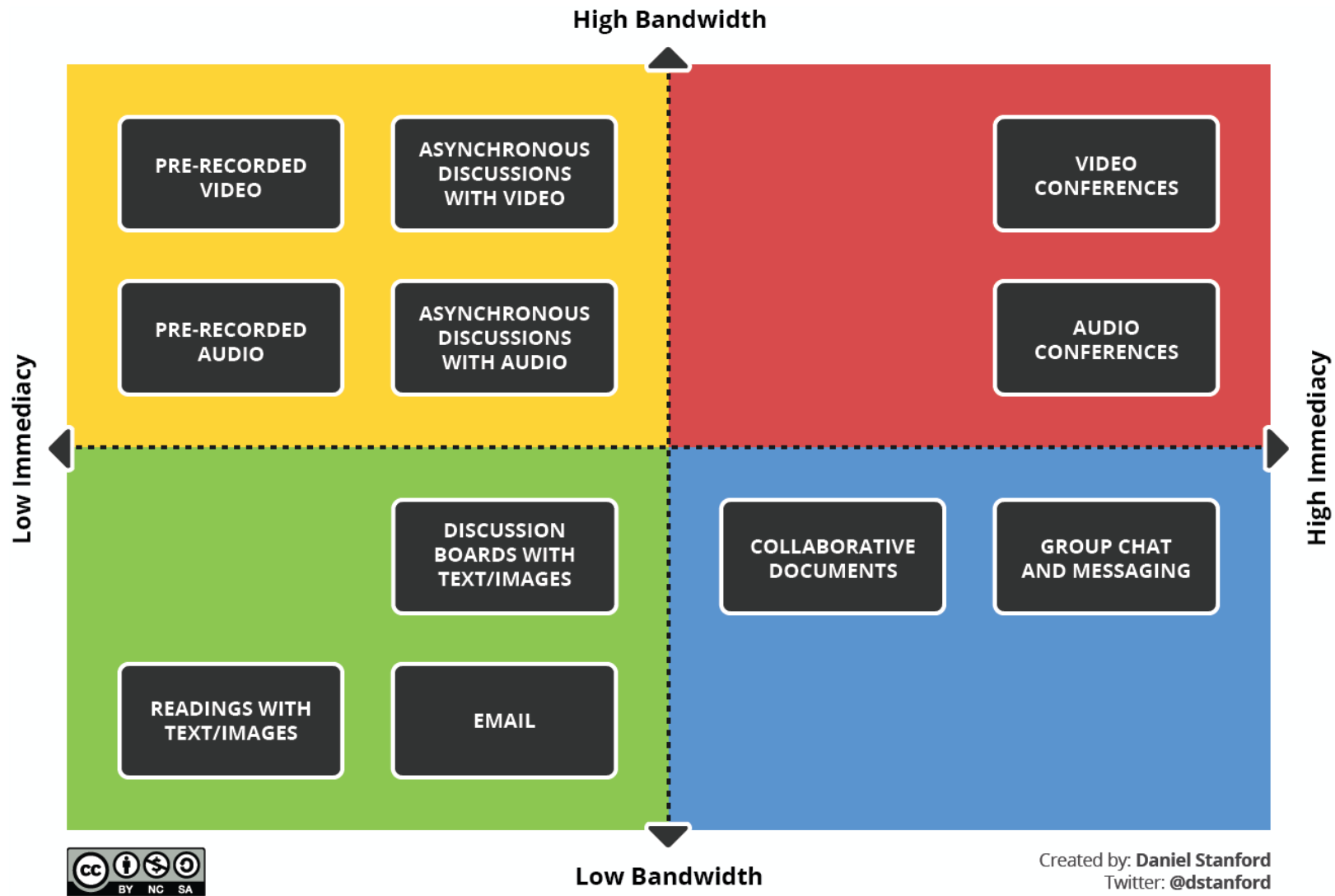
International & local
Location
Time difference
Bandwidth

Accessibility of social media

Allowed or blocked social media

Limit number of participants

Groups vs. Broadcast
vs. Channels



<https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/>

Q: What are choices of teaching approach in various bandwidth connection?

A: Usage of Learning Management System (e.g., PutraBLAST) and video conferencing requires high speed and stable internet connection. For low-bandwidth connectivity, consider the following alternatives:




- a) **microlearning** - Break your lesson into focused, concise, small chunks. Use materials such as PDF, images of selected slides (e.g., you can Save As selected slides in your PowerPoint as JPEG), voice notes, recorded explanation.
- b) **group messaging apps** - Whatsapp or Telegram has high penetration and access so utilise this. Create activities that allow student to discuss the focused topics through effective learning nuggets.
- c) **go text only or audio only** - These files consume less bandwidth. So write summary of important units in the topics and go step by step together with students to make sure they understand. You can quiz them using text too. Recorded audio may support your explanation. You may upload image with scribbles and sketches to emphasize points.

Students' Bandwidth	Low	Medium	High
Teaching Apps	Group messaging (e.g., Whatsapp, Telegram)	PutraBLAST Gamification apps (e.g., Quizizz, Kahoot) YouTube, FlipGrid, H5P	Virtual Conference (Big Blue Button, Zoom, Microsoft Team, Webex) Google suite (Doc, Slides, Drawing)
Teaching Approach	Microlearning	Presentation slide Interactive content Survey Quiz Collaborative activities	Virtual conference
Actions to Conduct Teaching	<ol style="list-style-type: none"> 1. Choose a focussed content to learning outcome and save as image. Write description as caption and upload. 2. Create Q&A activity. 3. Respond to students' answers 	<ol style="list-style-type: none"> 1. Upload interactive learning content 2. Conduct collaborative activity 3. Create assessment using gamification apps 4. Respond to students' answers 	<ol style="list-style-type: none"> 1. Conduct virtual conference using various functions such as share file, chat, annotate, presentation 2. Conduct collaborative activity 3. Create assessment using gamification apps 4. Respond to students' answers

Suggested reference for low bandwidth teaching:

<https://www.skillbuilderlms.com/how-to-convert-elearning-content-to-microlearning/>
<https://youtu.be/WyjIjwM5CGs>

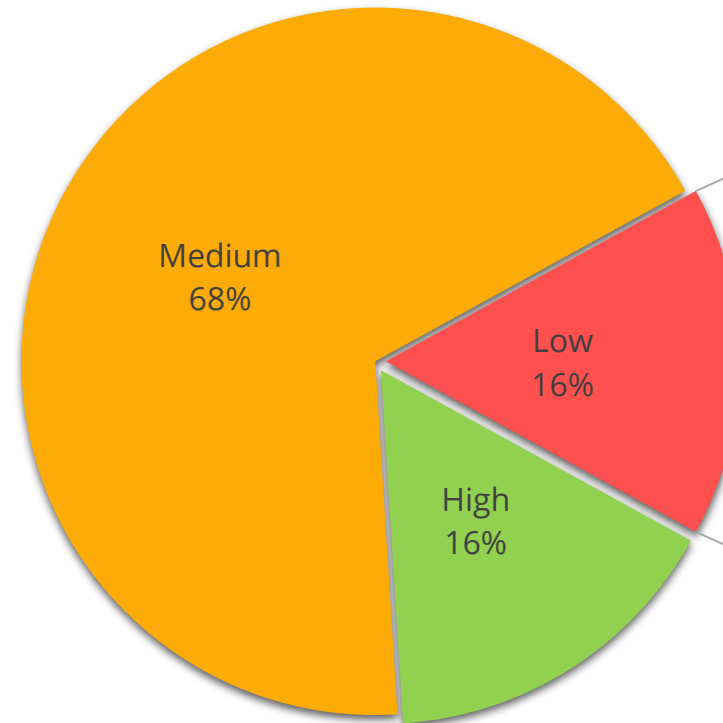
INTERNET BANDWIDTH

	Low 	Medium 	High 
SPEED	Below than 1.5 Mbps	1.5 Mbps to 2.5 Mbps	More than 2.5 Mbps
APPS	Group messaging (e.g., Whatsapp, Telegram)	PutraBLAST Gamification apps (e.g., Quizizz, Kahoot) YouTube, FlipGrid, H5P	Virtual Conference (Big Blue Button, Zoom, Microsoft Team, Webex) Google suite (Doc, Slides, Drawing)
APPROACHES	Micro learning (slide as pdf, voice note, image with caption, text messages)	<ul style="list-style-type: none"> • Presentation slide • Interactive content • Survey • Quiz • Collaborative activities 	<ul style="list-style-type: none"> • all approaches of low and medium bandwidth • Virtual conference
ACTION	<ol style="list-style-type: none"> 1. Choose a focused content to learning outcome and save as image. Write description as caption and upload. 2. Create Q&A activity. 3. Respond to students' answers 	<ol style="list-style-type: none"> 1. Upload interactive learning content 2. Conduct collaborative activity 3. Create assessment using gamification apps 4. Respond to students' answers 	<ol style="list-style-type: none"> 1. Conduct virtual conference using various functions 2. Create assessment using gamification apps 3. Respond to students' answers

*Lecturers are encouraged to **conduct surveys** of students' internet access before sharing in order to plan for the development of virtual classes
 *Please **check the internet bandwidth** on relevant apps like Ookla and speedtest.tn



Identify students' Internet connection (Data for FCE3401 Educational Technology Group 1)



Can be used even if you have basic data (for people with slow/disruptive communication). The file can easily be shared through phones here. Gov has given free internet and not all phones can use their phone as hotspot. Very basic to use.. and with the current situation the internet connection is not that stable and whatsapp is the least app that require internet data consumption. It's the most commonly used app if not the main app that most of us use. Plus ws is where we alert among ourselves whether the online classes has start or spread any info. So why not just use WS.



Some concerns...

How do I take attendance?

How do I do assessment?

How do I save their submissions?

How do I get evidence?

Focus on WhatsApp



Fun Facts about Social Media & WhatsApp

...and why you should consider using it for teaching and learning

Malaysians are world's largest WhatsApp users

By **Bernama** - September 12, 2017 @ 2:59pm

KUALA LUMPUR: The Digital News Report 2017 found that Malaysians are the world's largest users of WhatsApp at 51 per cent.

The report also found that Facebook and YouTube are also popular with Malaysians, with 58 per cent and 26 per cent users respectively, and WeChat and Instagram, with 13 per cent.

Communications and Multimedia Minister Datuk Seri Dr Salleh Said Keruak noting these, said the report also mentioned Malaysians as getting 86 per cent of their news feed from social media, 45 per cent from publications, 54 per cent from television and 15 per cent from radio.

"Smartphones are used as the main device, at 65 per cent, computers (45 per cent) and tablets (18 per cent)," he said in his latest posting at www.sskeruak.blogspot.my, today.

According to him, a study made by another organisation, TNS Global similarly found Malaysians as being the largest group of WhatsApp users, at 77 per cent, and Facebook Messenger, at 41 per cent.

1.6 billion montly active users on WhatsApp.

As of January 2020, Malaysia is at 81% of penetration rate of Social Media, ranked 4th in the World.

WhatsApp is top 3 most active social media apps in Malaysia.

7 minute read

Telcos get on board government's Prihatin Rakyat initiative

By **New Straits Times** - March 27, 2020 @ 10:12pm

KUALA LUMPUR: Telecommunication companies (telcos) are coming together to support the nation, as part of the Prihatin Rakyat Economic Stimulus Package, announcing the mechanics of what they will be offering to customers nationwide.

In a joint press release, industry operators Celcom Axiata Berhad (Celcom), Digi Telecommunications Sdn Bhd (Digi), Maxis Berhad (Maxis), U Mobile Sdn Bhd (U Mobile), Telekom Malaysia Berhad (TM) and TIME dotcom Berhad (TIME) announced they were offering RM1 billion support to ensure customers stay connected and supported.

Earlier today, Prime Minister Tan Sri Muhyiddin Yassin announced telcos will provide free internet data usage to their respective customers throughout the Movement Control Period (MCO) beginning Apr 1.

Muhyiddin said the government has allocated RM600 million under the Prihatin Rakyat Economic Stimulus Package for this initiative.

In their statement, these telcos listed several initiatives to help customers remain connected during the ongoing Movement Control Order (MCO), and to support them with assistance in the form of free data during these unprecedented times.

The following are the initiatives:

Free Internet

7 minute read

Telcos get on board government's Prihatin Rakyat initiative

form of free data during these unprecedented times.

The following are the initiatives:

Free Internet

1. All Postpaid and Prepaid customers of Celcom, Digi, Maxis, and U Mobile will receive free high-speed internet of 1Gb per day, to be used between 8am and 6pm. This will begin by 1 April 2020 and will be in effect throughout the duration of MCO. Customers will be able to enjoy this service from their respective operators.

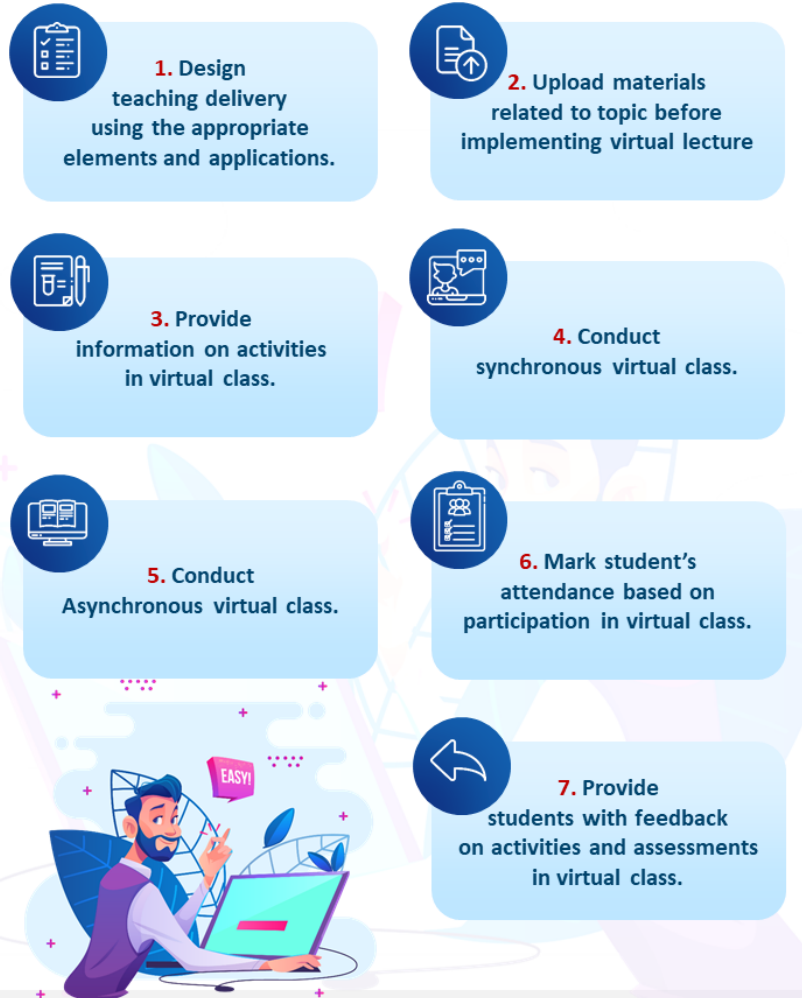
2. TM and TIME are supporting the mobile operators by providing additional fibre capacity to serve higher traffic demands.

3. The industry is also working on ways of easing the burden of the B40 segment during this period and will announce plans around this aspiration in due course, following discussions with the relevant authorities on the best mechanisms to support this segment.

4. All operators are also offering specific packages and assistance for their customers. Customers may refer to their respective operators for more information.

<https://www.nst.com.my/news/nation/2020/03/578840/telcos-get-board-governments-prihatin-rakyat-initiative>

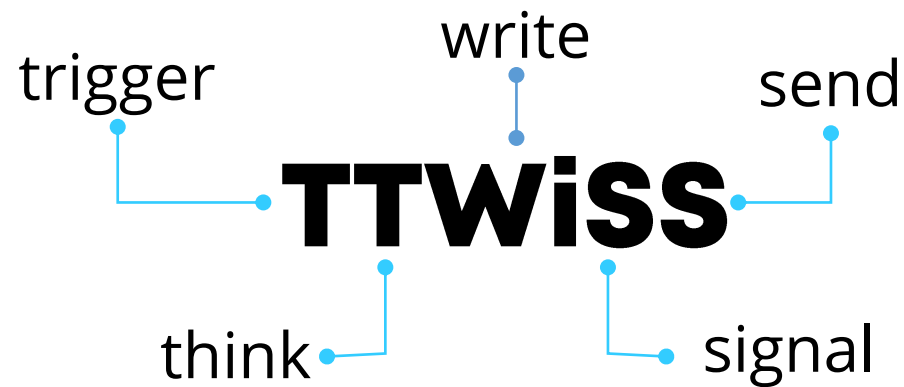
THE ROLE OF LECTURER IN CONDUCTING VIRTUAL CLASS



Next step is **knowing how to design or making your lesson systematic** on a social media platform

2TWiSS

A technique my team and I developed to systematically teach using WhatsApp, as a means to solve teaching and learning challenges especially when we have to go to conferences, mobility programmes and now we found it useful, when we are facing the pandemic crisis.



Guiding Instructions

Please read the instructions carefully, and practice proper netiquette during the our learning session.

Step 1: I will give either a picture/document note/audio and throw a few questions for discussion.

Step 2: You (students) will be given the time to digest and think before you can start giving your responses.

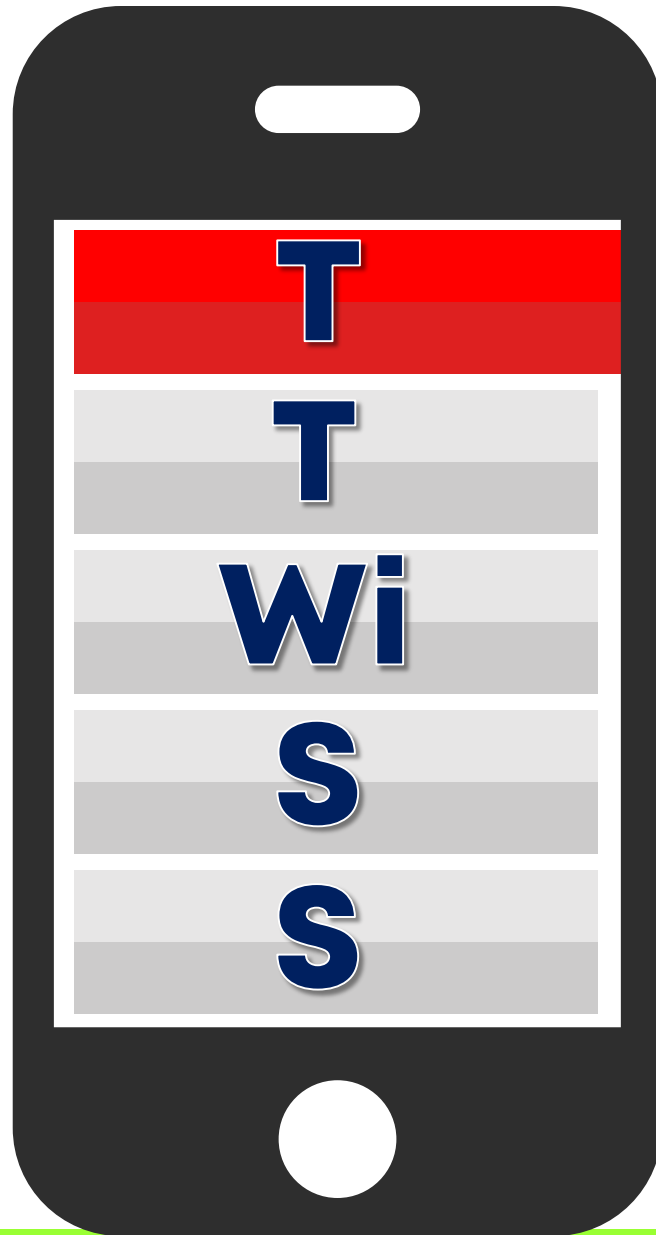
Step 3: Type your responses in the dialogue box. (As an alternative, you may also give this instruction: Draw your responses on a piece of paper and snap a picture of it, upload it onto the dialogue box). Do not click on the "Send" icon yet.

Step 4: I will give instructions for you to submit your responses with a 3-2-1 countdown method.

Step 5: Once I said "Now/Send" you may click on the "Send" icon and submit your responses to the group chat.

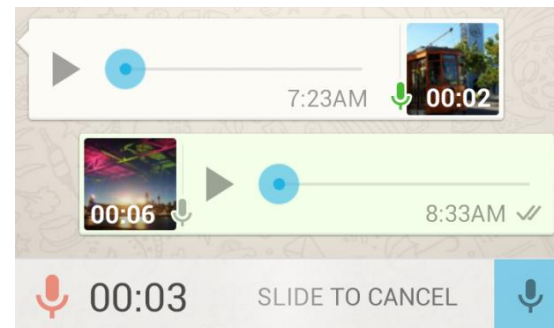
Please do not interrupt at any times, unless there is an urgency. Only I (the instructor) can use the BOLD function for you to easily identify me in the group chat, unless otherwise stated.

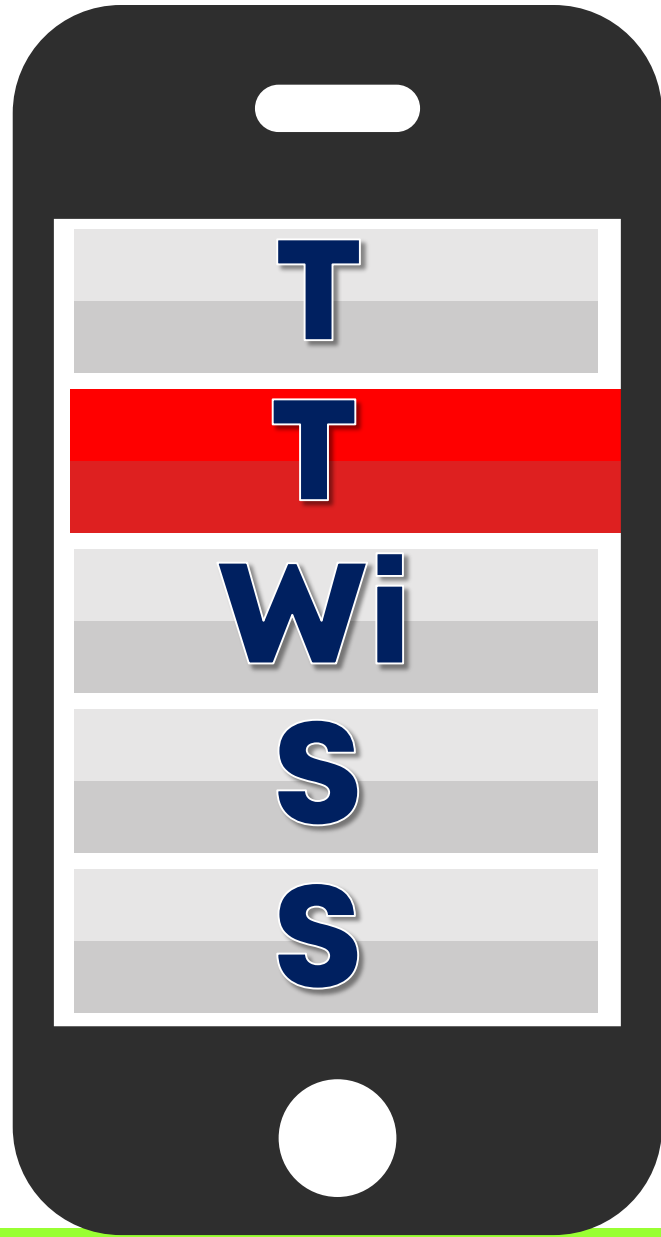
TRIGGER



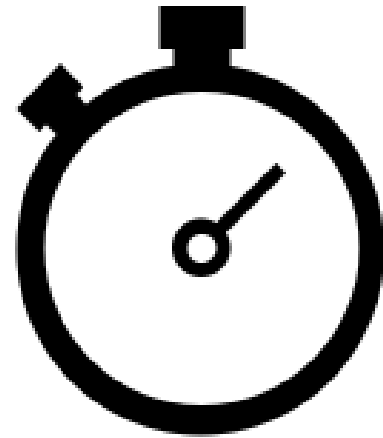
Ok, topik hari ini adalah tentang ethical issues atau isu etika dalam penggunaan komputer

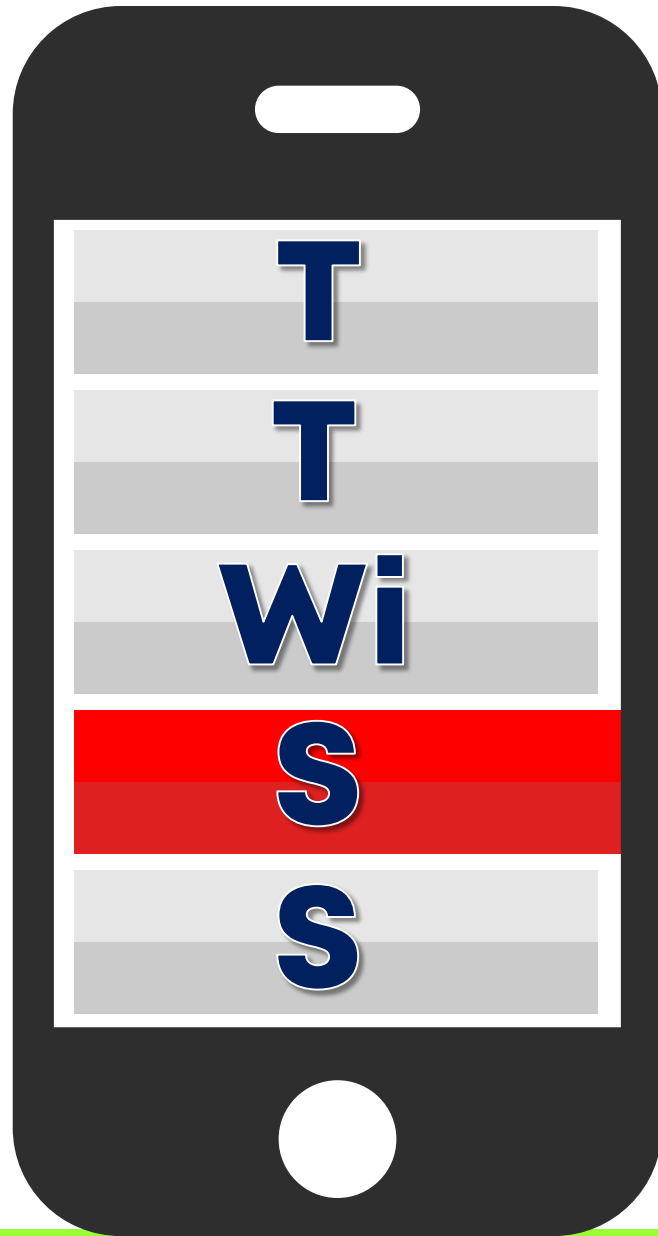
8:36 AM ✓✓



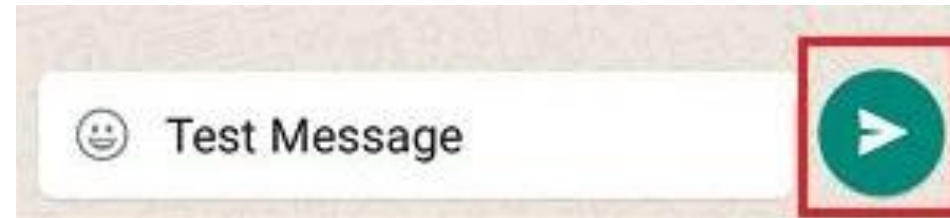
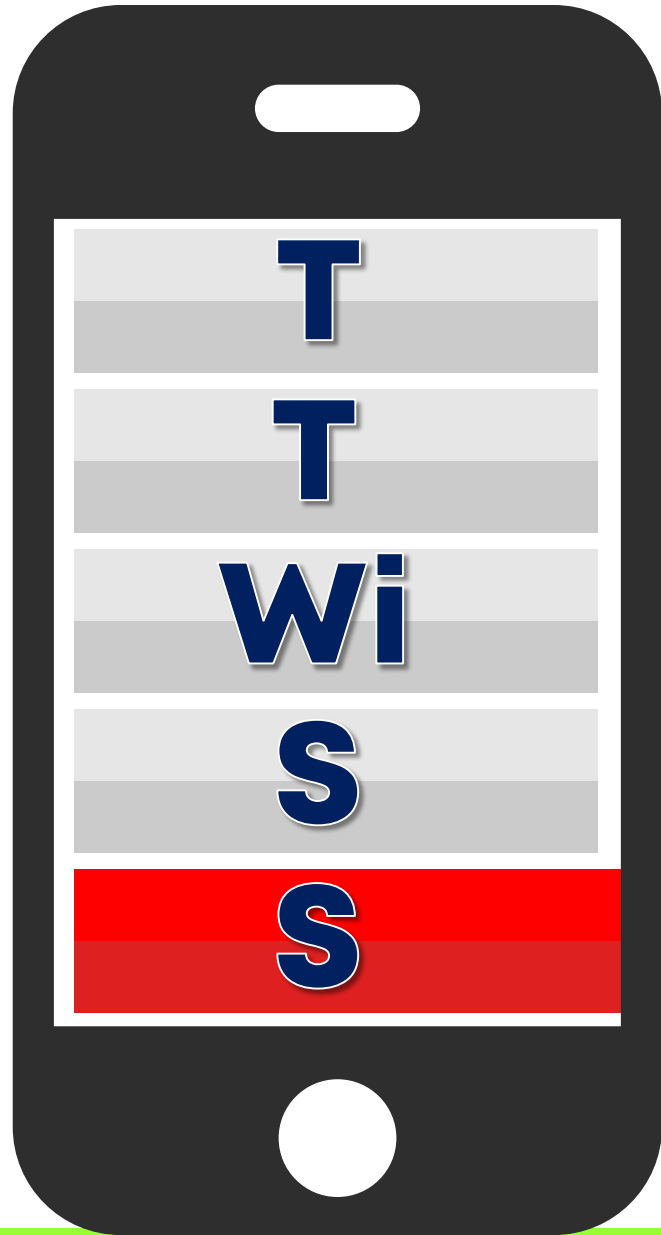


THINK

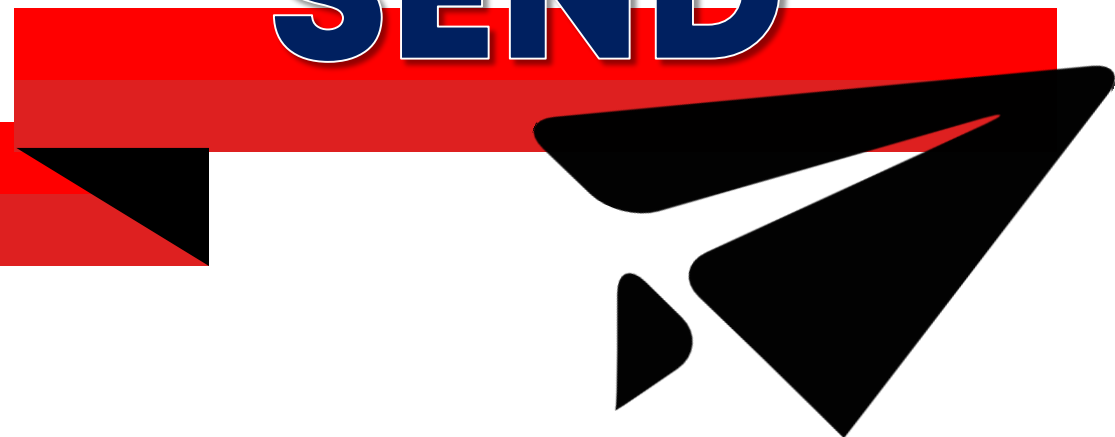




SIGNAL



SEND



Prior to the lesson: TAKE STUDENTS' ATTENDANCE



Application of 2TWISS

The screenshot shows a WhatsApp chat interface within a browser window. The contact is 'Online Classroom FCE3401'. The chat history includes:

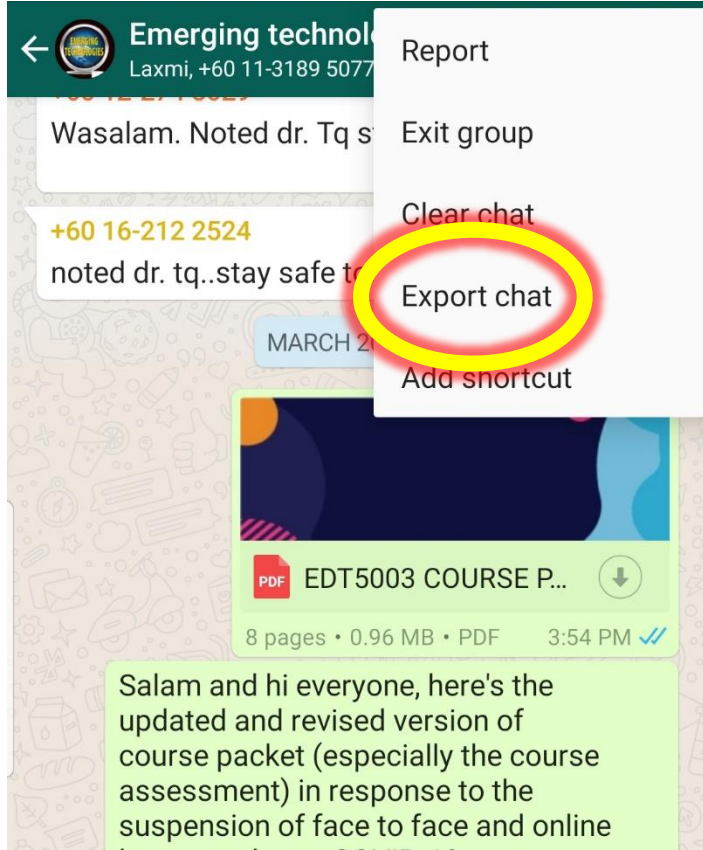
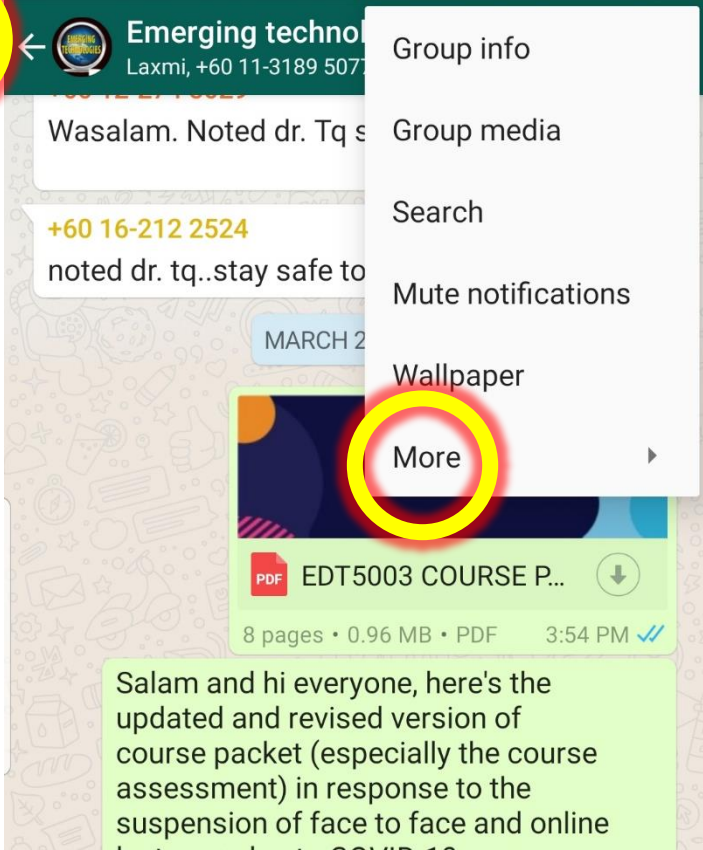
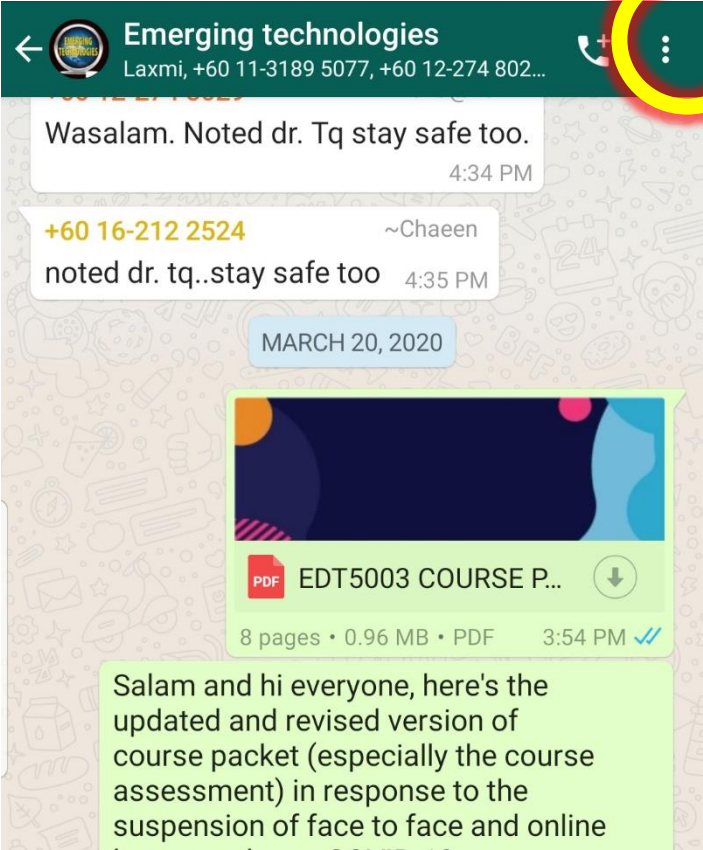
- Message: *manakala CAL untuk pelajar (9:36 AM)
- Message: +60 16-959 2332 Double CAI tu,hehe
- Message: Thank you! (9:36 AM)
- Image: A slide titled 'Examples of Disruptive Technologies' with the following content:
 - ▶ The **personal computer (PC)** displaced the typewriter and forever changed the way we work and communicate.
 - ▶ The **Windows operating system's** combination of affordability and a user-friendly interface was instrumental in the rapid development of the personal computing industry in the 1990s. Personal computing disrupted the television industry, as well as a great number of other activities.
 - ▶ **Email** transformed the way we communicating, largely displacing letter-writing and disrupting the postal and greeting card industries.
 - ▶ **Cell phones** made it possible for people to call us anywhere and disrupted the telecom industry.(9:37 AM)
- Message: Topik: Disruptive Technology. (9:37 AM)
- Message: di atas disenaraikan beberapa teknologi baharu yang telah mengambil alih teknologi sedia ada. perhatikan slaid ini, dan fikirkan, mengapa teknologi tersebut mampu untuk mengambil alih teknologi sedia ada? (9:38 AM)
- Message: 12 minut (9:38 AM)

The input field at the bottom contains the text: *Ok, bersedia untuk hantar respon anda dalam kiraan 3-2-1*

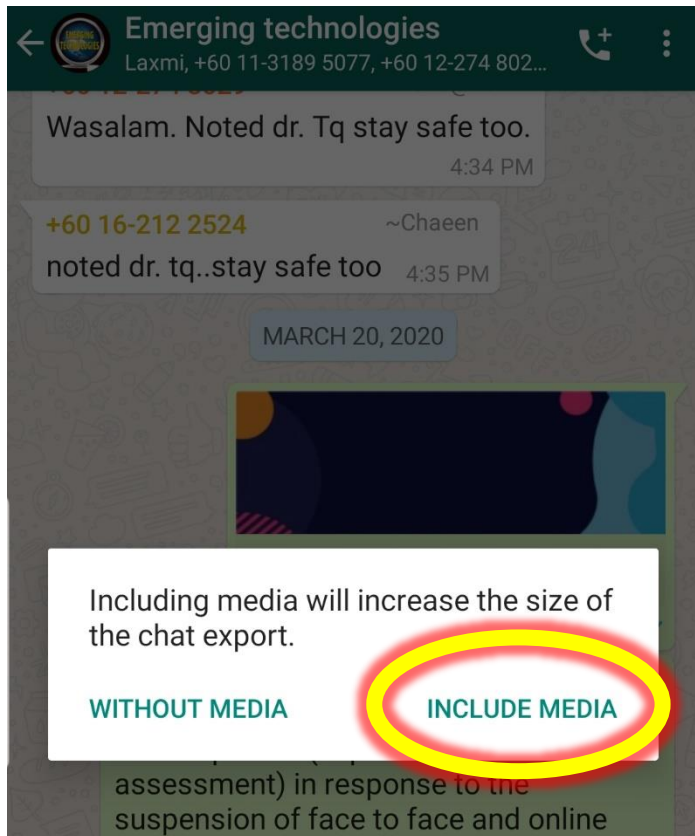
01

02

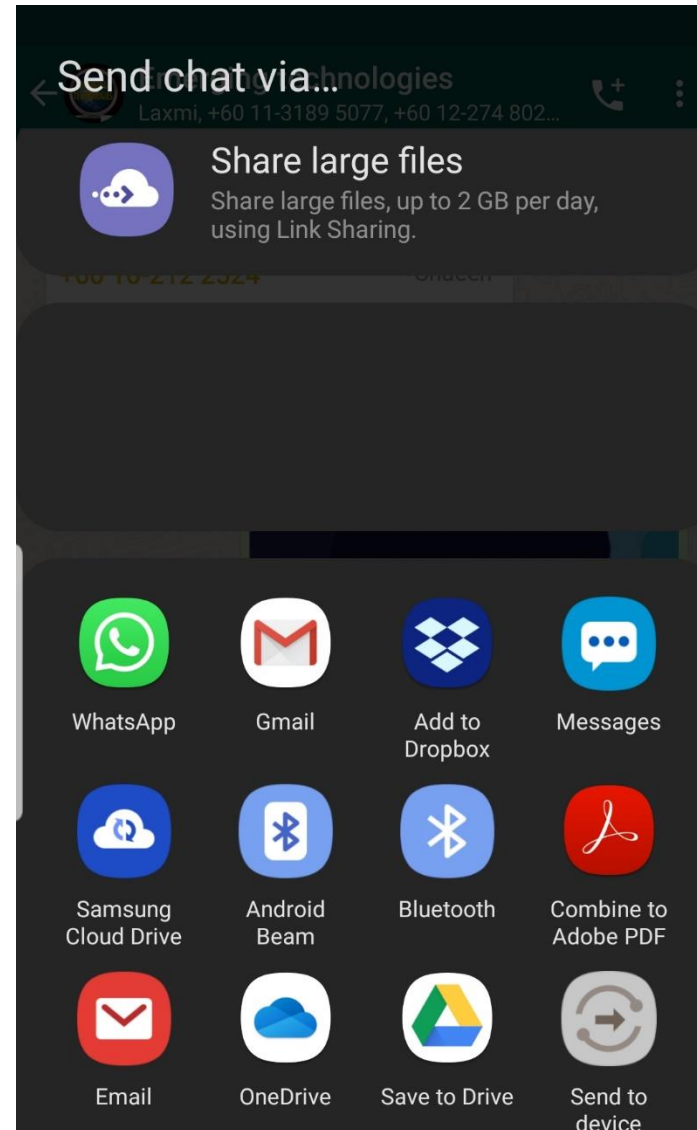
03



04



05



06

Access the chat archive in the chosen location. (should appear within an hour or less, depending on the size)
Chat is saved as .txt
Documents & images will be exported as well.

Additional Tips

- 01 > Design your lesson as a Flipped Classroom – give notes ahead of online lecture time (asynchronous and synchronous).
- 02 > Start the lesson/class earlier to allow time for attendance taking and house keeping.
- 03 > Consider giving audio lectures (compared to video) to accompany your notes. Be sure to label your notes for swift referencing.
- 04 > Use a desktop version on computer to manage a large number of messages quickly and efficiently.

Take Aways



Choose a social media that is not intimidating to you and your students.

It all boils down to how you design your lesson/how you want your lesson to be conducted.

Use “light” or reduced size media: e.g. images, reduced size pdf files (Adobe Acrobat). (WhatsApp always reduce 30% of the original size to save space and make for faster transmission.)

Lessons on WhatsApp or social media can be done asynchronous or synchronously, depending on the nature of your lesson for that specific topic (micro manage).

Take Aways



Apply micro-learning principles: turn lessons into bite-sized packages. Help to reduce attrition rate as well as cognitive load.

2TWiSS technique is a synchronous technique (which can also double as a flipped classroom method if materials are given prior to the lesson).

2TWiSS technique can be used on other SM platform as well like Facebook Group Messaging and Telegram. (be sure to check on how you can gather evidence and media).

More info on how WhatsApp can help educators can be found at:

<https://www.whatsapp.com/coronavirus/educator/>



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*Thank
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