The Journal of Social Media for Learning 2020

Editorial

Dawne Irving-Bell, Sue Beckingham, Matt McLain and David Wooff

Welcome to our inaugural edition of The Journal of Social Media for Learning. A new journal where our ethos is centred around the creation of a supportive space where all colleagues, but particularly those new to publishing, can contribute to the scholarly discourse about their academic practice, and if they so wish secure opportunities to gain experience of peer-review and journal editing.

Out inaugural edition is a special edition in many ways, not least because it celebrates the outcomes of work presented at our 2019 Conference, but also because it comes at the end of what has been a most unusual year. There can be no doubt that the past few months have been unprecedented, and with colleagues facing both personal and professional challenges and as such we are grateful to all of our authors for their continued commitment in working to share their innovations with us in this way.

The disruptions caused by Covid19 have left us all at one time or another with feelings of uncertainty, and there can be no time more important than right now to share our practice; to support each other and help ensure our students continue to have equity of opportunity and an outstanding student experience. As Higher Education institutions globally have pivoted to online pedagogical approaches for delivery, sharing the most innovative learning and teaching strategies could not be timelier.

Building upon presentations given at the Social Media for Learning in Higher Education Conference, held at Edge Hill University in December 2019, mindful that we are all adapting to different ways of teaching, this special edition captures and shares for dissemination our authors current thinking. Cognisant that many of us have been (and continue) to teach from home, and coupled with the challenges of blended delivery, the papers, presentations and posters published here offer a breadth of tried and tested interventions and approaches.

This inaugural issue opens with several thought-provoking papers. The first, written by Alison Suzanne Hartley, Valerie Farnsworth and Helen Bradbury examines the use of Social Media for Learning in Advancing Theoretical Frameworks to Understand Complex Learning Environments.

Next up is Christie Siettou, from the University of Nottingham, who examines the Flipped Classroom through case studies facilitated using social media, to enhance learning in Higher Education. This is followed by Sebah Al-Ali who poses the question 'Can Social Media Use Predict Intercultural Knowledge, Attitude, and Skills Among Generation Z?' While Rebecca L Barron and Linda K. Kaye, from Edge Hill University, tackles the importance of self-regulation and strategies of smartphone use during university self-study in this stimulating paper. This section ends with Curation, Connections and Creativity, a wonderfully reflective account of how Paul J Reilly, The University of Sheffield, explores the challenges and opportunities for teachers of using Twitter to teach digital activism.

Our next section is headed up with a paper by Sue Beckingham, Sheffield Hallam University who presents an extremely interesting piece on co-creating learning experiences with students as partners. Then in the first of three 'playful' papers, developed from their enchanting presentation Rachelle Emily O'Brien, University of Durham and Scott Farrow, BPP University show us a way forward to escape the inactive classroom with Escape Rooms for teaching technology.

In the second paper under this theme Kiu Sum, Sue Beckingham, Suzanne Faulkner and Deborah Baff offer thought-provoking insights into the creative use of interactive social media workshop using Lego® Serious Play®. Then the final piece in this section Jennifer Louise Worswick Irving-Bell offers an intriguing insight into an undergraduate students' perspective on the use of 'Memes' to engage learners and enhance learning.

Next Emma Grady, from Edge Hill University and Michael Brian Haslam, The University of Central Lancashire, explore the nuances of professional learning in their presentation 'Crossing Boundaries between Twitter and online communities of practice for nursing education'. Developing this theme, the final paper in this section is an insightful paper by Michael Brian Haslam who discusses how Virtual Communities of Practice (via Social Media) might enhance Nurse Education.

All too quickly we come to our final section. Here Conor Courtney presents a visual account of his work, to encourage us to consider Online Legal Resources and their Potential for Visual Learning Inclusivity. Then in the first of two insightful papers that examine the pedagogical potential of 'snapchat', Paul Fenn and Paul J Reilly tackle the issues of 'Problematising the use of Snapchat in Higher Education Teaching and Learning'. This is followed by Gary W Kerr and Suzanne Faulkner who invite us to explore the use of snapchat as a tool for learning and teaching in their stimulating paper 'Dog filters & flower crowns: Using Snapchat as a Pedagogical Tool in Higher Education'. Then brining our inaugural issue to a close, in advance of this year's event, using social media imagery #SocMedHE19 co-chairs Dawne Irving-Bell and Sarah Wright present their 2019 conference journey through a diary of visual reflection.

In summary, it has been a challenging year, with possibly more challenges ahead, hence we hope that you will find this inaugural issue invaluable for sharing practical innovative ideas that you can adopt and adapt for immediate use within your own practice.

Finally, we would like to thank everyone for their support in the production of this inaugural edition of the journal. The impact of Covid19 has led to the increased workloads for us all and coupled with grappling with a new Open Journal System (OJS) led to frustrating delays in publishing! So, as this editorial draws to a close we would like to acknowledge the time, effort, understanding and patience of everyone involved. All of our reviewers and authors, and in particular Catherine Dishman who oversees the OJS at Liverpool John Moore's University.

It truly has been a team effort with everyone pulling together on this journey to bring this issue to fruition!

Kindest
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