

The Journal of Social Media for Learning 2022

Editorial

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Welcome to the 2022 Winter Edition of The Journal of Social Media for Learning.

We still regard ourselves a relatively new journal, so we are proud that as we move into our fourth year of publication our ethos, which 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 secure opportunities to gain experience of peer-review and journal editing, holds firm. This became apparent during a recent conversation, where offering feedback on their experience of submitting to the journal it was clear that the open and genuinely constructive feedback is pivotal in building confidence. In the absence of the ubiquitous ‘Reviewer 2’ we are delighted to report that our approach is proving invaluable in supporting emergent scholars to build their academic career.

So, moving to explore this, our 2022 ‘Winter Edition’, which is distinct from those we have published before in that. While it captures for dissemination current thought-provoking thinking from the field, unlike previous editions where authors have shared their research informed interventions and approaches via presentations, posters, reflections and think pieces, this edition comprises entirely of research papers.

First up we welcome a paper from Md Sajjad Hosain, Nazmus Shoeb Jamil and Mahbubun Nabi Rasel. Published first via early view, Hosain et al. invite use to discover more about the Utilization of social media for different business purposes: A social media age? Specifically, the utilization of social networking sites, and social networking information as parts of a broader social media for business purposes and practices. Setting the scene, Hosain et al. explain how each has gained substantive importance in recent years, and within their paper they highlight examples of its utilization via an analysis of 132 research papers. Findings suggest that the utilization of social networking sites and social networking information will continue to gain attention, and they conclude momentum from multiple users in the coming years.

Next, we present a paper that explores the Computer Science Educators’ Use of Twitter for Conference Engagement. Adopting Grounded Theory Analysis in this insightful paper, Lenandlar Singh, based in the Department of Computer Science, at the University of Guyana, explores how the computer science education community used Twitter as a conference backchannel. Using Constructivist Grounded Theory methodology, Singh’s work illuminates’ findings generated from participants use of Twitter during five computer science education conferences. Presenting the themes: Promote Scholarship; Connect, Promote and Extend the Research Community; Engage in Professional Learning; Humanise the Conference Space, Singh examines how participants use of the conference backchannel contributed to scholarly discourse extending beyond conference boundaries, and shares the benefits of discourse for the computer science education research community. These include networking, enhanced professional learning, and different ways researchers may engage in public scholarship to promote computer science education research.

Our third paper is from Dr Alice Macharia Njuguna, Zetech University, Kenya and Joyce GIKANDI, Mount Kenya University, who explore ‘Using Learning Management Systems to Scaffold Collaborative and Interactive Teaching and Learning’. Cognisant of the United Nations Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all, the aim of this study was to establish how Learning Management Systems are used to improve collaboration and interaction in online teaching. Establishing which tools are used to aid in interactivity and collaboration, and how these tools are used to scaffold the teaching and learning process, this paper examines the effectiveness of technology in the classroom to ensure interactivity and collaboration. Adopting a qualitative methodology, data is drawn from the outcomes of two virtual focus groups consisting of faculty staff and students. Analysis indicates that synchronous and asynchronous Learning Management Systems scaffold collaboration and interaction, improve learning outcomes and help build a sense of community. The need for flexibility was identified as crucial, and the study established clear benefits to both learners and faculty staff.

Our fourth paper ‘Social Media as a Pedagogical Tool in Class: Tiktok Case Study’, is a research study undertaken by Sarah Seif, who explores the potential of social media platform ‘Tiktok’ as a pedagogical tool for learning in the university classroom. In an ‘Online Behaviour Class’ undertaken at a University in Egypt, findings suggest that Gen-Z students favour integrating social media to their educational experience. Sharing one example, Sarah Seif illuminates how the creation of short video content, introduced as an alternative approach to assessment, enabled students (participants within this study) to express themselves more creatively, and how via this medium, reflections on learning were more effective.

All too quickly we come to our fifth and final paper which brings this edition to a close, ‘The Cross-Platform Social Engagement of Students’. Penned by Dr Miriam J Johnson, this fascinating paper explores how media, journalism, and publishing students use social media not only within, but beyond the classroom. Focusing on how student cohorts use social media during class, it goes onto examine how it is used by students to communicate about course related content outside of formal teaching. Dr Johnson’s research brings to the fore the obligation that some students feel to answer questions that come into the group social channels, while linking that obligation to a sense of reciprocity. In summary her findings show how these issues are embedded in the value exchange of emotional labour and its relationship to gender. Not all students feel obligated to take part and many indicate levels of frustration at the stream of questions, which can, in turn, exacerbate negative mental health issues in students.

So, as this, our first Winter Edition editorial draws to a close we would like to thank everyone for their support in the production of the journal. Acknowledging the time, effort, understanding and patience of everyone involved. We look forward to publishing our third Conference Edition in the New Year and having supported the journals work for two years in her capacity as Conference Edition Guest Editor we warmly welcome Dr Sarah Honeychurch to the Editorial Team. In addition, we give huge thanks to our reviewers, authors, and in particular Catherine Dishman who oversees the OJS at Liverpool John Moore’s University.

Once again this has truly been a team effort with everyone pulling together on this journey to bring this issue to fruition! If you would wish to get involved, please do not hesitate to get in touch, and as we sign off for 2022, we wish everyone a wonderful festive season and best wishes for a happy and successful 2023.

Dawne, David, Sarah, Sue and Matt