

FACULTY FOCUS

Special Report

**Social Media Usage
Trends Among
Higher Education Faculty**

September 2011

A MAGNA



PUBLICATION

MAGNA

Executive Summary

Social Media Usage Trends Among Higher Education Faculty

The numbers surrounding social media are simply mind boggling.

750 million. The number of active Facebook users, which means if Facebook was a country it would be the third-largest in the world.

90. Pieces of content created each month by the average Facebook user.

175 million. The Twitter accounts opened during Twitter's history.

140 million. The average number of Tweets people sent per day in February 2011.

460,000. Average number of new Twitter accounts created each day during February 2011.

120 million. LinkedIn members as of August 4, 2011.

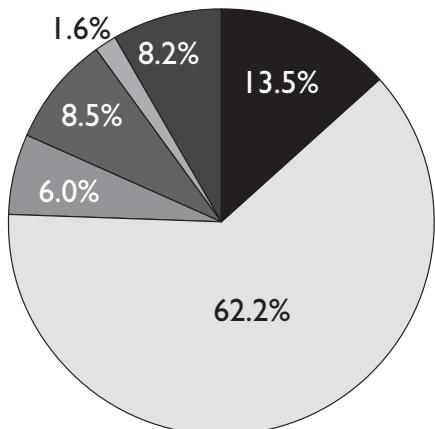
More than two per second. The average rate at which professionals are signing up to join LinkedIn as of June 30, 2011.

All of these stats, which come from the respective companies' own websites, serve as proof points to what we already knew: social media is growing at breakneck speed. Yet the story of social media is still being written as organizations and individuals alike continue to evaluate the benefits and drawbacks of social media in the workplace. When that workplace is a college or university, there's a cacophony of opinions in terms of the most effective uses, if any.

For the past two years, *Faculty Focus* conducted a survey on Twitter usage in higher education, this year we expanded the survey to include Facebook and LinkedIn, while changing a number of the questions as well. Twitter, Facebook, and LinkedIn are considered "the big three" in social media, and we thank those who recommended we take a broader look at the landscape.

All three platforms have their strengths and weaknesses, and are better used for some things than others. But how are the three being used in higher education today? It's our hope that these survey results provide at least some of the answers while lending new data to the discussion.

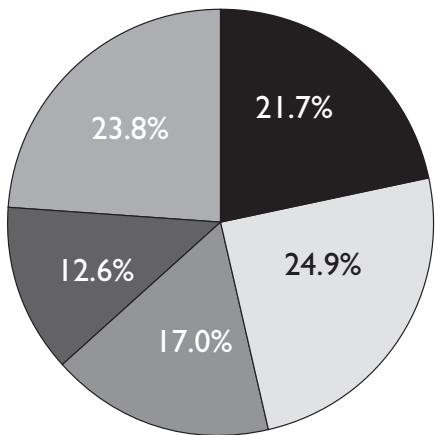
Mary Bart
Editor
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What is your role in higher education?

Academic administrator: 13.5%
 Professor/instructor: 62.2%
 Faculty development: 6.0%
 Instructional design: 8.5%
 Library services: 1.6%
 Other: 8.2%

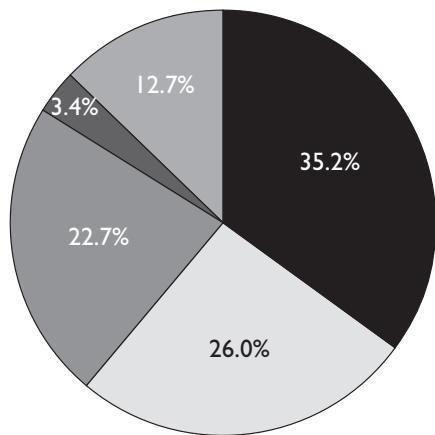
(N=862)



How many years have you worked in higher education?

Fewer than 5 years: 21.7%
 6-10 years: 24.9%
 11-15 years: 17.0%
 16-20 years: 12.6%
 More than 20 years: 23.8%

(N=860)



Which best describes your institution?

Four-year public institution: 35.2%
 Four-year private institution: 26.0%
 Two-year public institution: 22.7%
 Two-year private institution: 3.4%
 Other: 12.7%

(N=853)

Do you allow the use of laptops and smart phones in your classroom?

| | YES | NO | N/A |
|--------------|--------------|-------|-------|
| LAPTOPS | 82.9% | 9.4% | 7.7% |
| SMART PHONES | 52.0% | 36.5% | 11.5% |

(N=841)

Are laptops and smart phones big distractions or potential learning tools? For many faculty teaching in the face-to-face classroom, it's a little of both. Of the 841 who answered this question, 194 elaborated on their response in the optional comment box. When it comes to laptops, there is certainly more widespread acceptance, as nearly 83 percent saying they allow the use of laptops in the classroom. However, many noted that it's a constant balancing act — they allow laptops for note taking, to look up a quick item or access an online resource during class, but they will revoke this privilege for those using the devices inappropriately.

The use of smart phones is more of a challenge and, as a result, just 52 percent of faculty allow smart phones in the classroom and some admit to having to take phones away from students. Yet many noted that fighting the usage of smartphones in the classroom is a losing battle and they're looking for pedagogically sound approaches to incorporating them.

Finally, many respondents said that although they may allow the use of laptops and/or smart phones in their classroom and design activities around them they do require students to put away the devices during exams. While not surprising, enough faculty mentioned it that we felt we should mention it as well.

Here is a sampling of what they said, in their own words:

I do not permit laptops because I find they distract students more than phones. I have a feel-free-to-text policy as long as students understand that while they are texting, they are not permitted to ask questions about the class content because if they need to ask questions, they are probably not paying attention. That usually encourages them not to text during class. However, I've had students be very resourceful with phones in class, too, looking up answers to questions others (even I) ask.

This is a career college environment. Most students don't have/don't bring laptops or smart phones. The curriculum neither encourages nor discourages the use of personal devices.

Up until now, I have allowed laptops (with monitoring and some restrictions) and have not allowed the use of smart phones. After reading several items (including some in Faculty Focus), I am rethinking this strategy to allow both in classes.

Laptop use is invited when students are taking notes or developing an essay. Smart phone use is invited when a quick internet search is needed. In BOTH cases, there must be a classroom need for these devices, or their use is not allowed.

I have encouraged use of Smart Phones as related to class activities, but ban the personal use of them during class (i.e., if there is not a need for them to have the phone out, I ask them to put it away).

I said yes, but it is not consistent. Some campuses do allow it, others don't. We are looking at requiring iPads for all students and then we would require students to use them in class for active learning activities as well as testing.

I have never had a student request to use a smart phone in class for educational purposes.

My classes are discussion based writing and literature courses. At this time, I don't feel that laptops and smartphones would contribute meaningfully to student learning; they would be more of a distraction. In the future, depending on my curriculum, this stance could change, and I'm open to the possibility.

If you can't beat 'em, join em...! that's my motto; I gave up the fight and decided to leverage use of these instead.

Not many use laptops as there is not much wifi available.

Smart phones are permitted if they can be used to provide resources during class discussion; for instance, finding a currency converter to figure out how much income a character in a Jane Austen novel might have in today's dollars, etc.

I not only use them but encourage their use.

If a student is looking something up related to the class content, he/she can use the phone. Lap tops are always welcome, but few use them.

Students use laptops to take notes, do assigned research projects and prepare papers. I don't allow phones in class at all.

No laptops for notes but allowed if they purchased an electronic version of text which they want to access in class.

Laptops allowed in some classes, particularly junior and senior level, for students to access resources and research on-line and on classroom management site (Moodle). Also, laptops are allowed for collaborative projects.

I encourage students to quickly find information if there is a question not addressed in the text or discussion materials. It plants the seed to seek out the information rather than simply stopping the exploration. I find it works well.

We use smart phones in nursing clinical and in lab also.

I encourage laptops but not smart phones; however, I do see students use them for in class group activities

At this point it is not a matter of not allowing smart phones. It is more a matter of needing training of how to use them to support education.

I teach art classes, design and drawing, and both encourage and allow students to use either their own laptop for work or the desktops in the computer lab in my building. Phones are not allowed - they become disruptive.

However, students are expected to use the laptops for course related work, and not shopping or social networking, as they tend to do at times. They are told that it is their responsibility for their course learning if they use the computer in other ways than course related. Students are asked to turn off phones to avoid distractions of ringing phones, and they can use their laptop if they need to access the internet.

I have found allowing laptops in the classroom has become distracting to other students since they are not always being used to academic use; however I do allow them if a group assignment requiring their usage during class time is assigned.

Laptops are permitted for those with ADA accommodations only. Smart phones may be permitted for specific classroom activities or assignments only.

I post all PowerPoints in advance of the class session so students can take notes on their laptops right on the ppt presentation. I also do occasional activities in class where I have students use their smart phones to find information.

I encourage smartphones when students do not know answers! I tell them "you have a smart phone---look it up"....They forget it can be used as a learning tool.

Students are only allowed to use laptops and smartphones when the situation allows for it. No notetaking on laptops allowed.

I design lessons to encourage participation through social media and real-time research to contribute to class activities. Neither tools are required, but most students have them. Putting them to good use enriches the classroom experience and discourages their potential as distractions.

The smartphones depend on the teacher, evolving from no to yes

Not fair to students who don't have.

I warn them that they may only use their laptops for taking notes, reviewing ebook information, etc. I do not let them surf the web or use Twitter or Facebook. Smart phones are not allowed since too many students would spend the entire class period texting.

Smart Phones are limited to review days when I have a trivia contest. And not all questions are open to finding the answer on the smartphone. Laptops are allowed if a student is using the ebook version of our text.

This is at the instructor/program discretion. Institutionally, yes they can use them. However, several programs or courses choose not to allow them in the F2F classroom.

Students utilize laptops/smartphones, particularly in lab activities. However, we have a policy that they are not to be used during guest lectures (unless there is faculty permission to use), and definitely not during exams.

They take notes; probably do other things but I'm tired of being a nanny to them.

I have taken phones away (temporarily) when students were clearly distracted. And I'll sometimes tell them collectively to put their phones away.

I have not allowed laptops and smartphones in the past but will encourage their use in the fall, when I begin teaching hybrid online courses.

Because most of my students are nontraditional, I have not had too many issues with students bringing laptops in.

I do not want students texting in class, but I do sometimes allow the use of the phones for particular assignments of a social nature. I strongly encourage laptops, but I do ask for professional courtesy while I am lecturing or there is other classroom activity going on.

Do you have an account on any of the following social media sites?

| | YES | NO | UNSURE |
|----------|--------------|-------|--------|
| FACEBOOK | 84.6% | 15.1% | 0.2% |
| LINKEDIN | 66.7% | 32.5% | 0.8% |
| TWITTER | 50.2% | 49.0% | 0.7% |

(N=840)

Not surprisingly, Facebook is the most popular social media site for the people who took this survey. Nearly 85 percent have a Facebook account, following by LinkedIn at approximately 67 percent and Twitter at around 50 percent.

Interesting, last year's *Faculty Focus* survey, which focused on Twitter usage exclusively, found that more than a third (35.2 percent) of the 1,372 respondents said they use Twitter in some capacity. That was up from 30.7 percent in 2009. Although having an account and actually using Twitter are two different things, it's reasonable to conclude that Twitter usage is continuing to increase among higher education faculty.

How often do you use the following social media tools?

| | DAILY | A FEW TIMES PER WEEK | WEEKLY | A FEW TIMES PER MONTH | MONTHLY | RARELY | NEVER |
|----------|--------------|----------------------------|--------|-----------------------------|---------|--------|--------------|
| FACEBOOK | 44.6% | 15.5% | 6.6% | 9.0% | 2.5% | 7.2% | 14.6% |
| LINKEDIN | 6.0% | 11.6% | 9.4% | 16.7% | 6.0% | 17.3% | 33.1% |
| TWITTER | 16.5% | 6.6% | 3.7% | 5.9% | 2.3% | 15.2% | 49.8% |

The popularity of social media and its rapid ascension into our daily lives is nothing short of astounding. Sites that weren't even around 10 years ago are now visited every day — in some cases multiple times per day — by people from all walks of life. In fact, in late 2010, Facebook overtook Google as the most visited site. According to Experian Hitwise, Facebook received 8.9 percent of all unique online visits, compared with 7.2 percent for Google.

Clearly Facebook is a popular destination for those in higher education as well. Nearly 45 percent of those who took the *Faculty Focus* survey said they visit Facebook daily, far outpacing activity on Twitter (16.5 percent) and LinkedIn (6 percent) for daily visits.

Of the 834 who answered this question, 54 elaborated on their response in the optional comment box.

Here's a sampling of what they said, in their own words:

We decided as a program that Twitter was not going to be useful for us at this time. That could change in the future. Our students use LinkedIn a lot. We are still in the process of deciding how best to use it. We use FB everyday to connect with students.

I actually post to my Twitter account more frequently. I tweet quite a few news articles for my students. Facebook is something I check every day, although I don't post every day. I am considering creating a page on Facebook for one of my classes--it is a large section of new freshman.

These sites are not used (formally) within courses at this point.

I'm migrating to LinkedIn. Facebook—or at least my friends on Facebook—must have way more time than I do and I really don't care about what they had for lunch. I tried to keep it professional, but it's totally out of control and I can't find my professional posts in the middle of the Farmville requests for animals—whatever that means. I don't play games on it.

I rarely post to these social media sites, but do occasionally read and respond to postings from others.

We had several problems with students discussing patients on Facebook and I am quite leery of it.

I use Twitter as a part of the online course I teach.

I am using a group site for my students.

Actually, I obtained and maintain a Facebook account primarily for work -- especially student contact and retention.

Use social media to engage students in dialog on ethical issues in their own lives.

I tweeted for a while and then found it more or less useless though every now and then I will check out a few people I follow. I use TweetDeck to keep track of tweets when I feel a need to catch up, which isn't very often. Too much junk with a few nuggets mixed in.

I use Hootsuite to easily keep up-to-date with all of the social media accounts I hold. I find great resources through them all and they are an easy way for me to connect students and industry.

For personal use: daily for Twitter and Facebook, every other week for linked in. Professionally using linked in and Twitter a few times per week and looking to increase usage.

I use blogspot regularly to comment on physics-related news stories or things we are doing in the classroom (and plan to invite my student to join in).

Facebook is more friendly to both students and staff however LinkedIn is confined to communication by staff.

When Facebook first became popular, I saw the boundaries that students and professors violated. My school encouraged us not to go on to Facebook. As I teach several classes online and web-enhance face-to-face courses, I already have students in my life 24/7. I do not want to see photos of their illegal drinking or their families.

The College of Education and all the departments within have their own Facebook accounts. It is used for information, recruiting, and communication with current students.

I had a Facebook account for some time, but I really hated it. Too many distractions. I LOVE Twitter, and find it very useful. It's easier to keep up with, and its culture just seems to suit me more than Facebook's. I use Tumblr as well, and am finding (anecdotally) that more and more students are trickling over to Twitter and Tumblr from Facebook.

Approximately how long have you been using these social media tools?

| | NEVER | FEWER THAN 6 MONTHS | 6 MONTHS to 1 YEAR | 1 to 2 YEARS | 2-3 YEARS | MORE THAN 3 YEARS |
|----------|--------------|---------------------------|-----------------------|-----------------|-----------|----------------------|
| FACEBOOK | 13.5% | 4.1% | 8.8% | 25.5% | 23.9% | 24.2% |
| LINKEDIN | 31.2% | 7.5% | 9.5% | 21.4% | 15.3% | 15.2% |
| TWITTER | 46.5% | 8.3% | 10.8% | 18.3% | 10.0% | 6.1% |

(N=831)

LinkedIn was founded in 2002, Facebook in 2004, Twitter in 2006. Among faculty who took the survey, a little more than 25 percent have used Facebook for the past one-to-two years, and nearly that many (24.2 percent) for more than three years. More than 30 percent (31.2 percent) have never used LinkedIn, while 21.4 percent have used it for one-to-two years. Twitter had the highest percentage of non-users at 46.6 percent, with 18.3 having used it for one-to-two years.

When you think about how you use social media, do you use these tools for PROFESSIONAL uses (such as with students or colleagues) or for PERSONAL use during your free time?

| | PROFESSIONAL ONLY | PERSONAL ONLY | BOTH | NEITHER |
|----------|----------------------|---------------|--------------|--------------|
| FACEBOOK | 2.8% | 36.2% | 46.1% | 14.9% |
| LINKEDIN | 42.6% | 7.3% | 17.6% | 32.5% |
| TWITTER | 12.5% | 10.8% | 25.0% | 51.6% |

(N=831)

It's been said that Facebook is a backyard barbecue, Twitter is a cocktail hour and LinkedIn is a business luncheon. Each has their own rules for what is and what isn't appropriate. Therefore, it comes as no surprise that when asked to think about how they use social media, LinkedIn scored highest for professional use only. Facebook, on the other hand, is being used for both personal and professional uses by 46 percent of the respondents. While 25 percent use Twitter for personal and professional communications.

In many instances, especially with regards to Twitter and Facebook, faculty said they create separate accounts: one for friends and family, and one for work-related applications.

Google +, which was launched this summer at around the time this survey went out, also seems to be attracting interest from academia with a number of respondents reporting they're testing it out.

Of the 831 who answered this question, 31 elaborated on their response in the optional comment box. Here's a sampling of what they said, in their own words:

FB is mainly personal, while Twitter is mainly professional. I am also exploring Google + on both fronts.

Still can't figure out an academic use for Twitter.

I have five Twitter accounts; two personal accounts and three that I use in classes.

School insisted we get LinkedIn accounts. I find this whole thing silly--people can talk to one another without begging to be "friends." But then I'm willing to actually sit down and WRITE A LETTER to discuss a topic, so I guess that's pretty old fashioned.

I remain anonymous on Twitter. My profession use is for exchange of ideas with other instructors, not with those I know.

Once I started joining groups on LinkedIn, I've found it to be a very good forum for interacting with other faculty - posing questions and offering solutions. I like the Higher Education Teaching and Learning group for this. If you don't join groups and participate in the discussions, LinkedIn is fairly boring.

I teach pre-service teachers, Twitter is a resource for them to be familiar with on one of our assignments. Twitter is not just about "what are you doing" it is a fantastic way for professionals to easily and quickly share resources.

Mostly professional. Have also started using Google + and that is also professional.

Facebook - do not "friend" current students. Have done so after class ends. May possibly use Google Plus for students Fall 2011

I have heard of them being used for coursework and am interested in how.

I have a Facebook account for my students and it is required for class because I teach EFL. I have a personal account with NO students for family and friends.

I know that FB can be a great professional tool but it just isn't the way I relate to the professional world. My professional use of LinkedIn is solely via group discussions. I know it could be used professionally in other ways but I simply haven't integrated those ways into my usage. Twitter use for me has evolved. When I first began using it, I used it only for professional things. Now, I mix personal and professional but the bulk of my Twitter use (approx. 75%) is for professional reasons.

I have separate accounts for personal and professional use.

I feel it is not appropriate to use these tools academically or communicate with students through the tools.

I set up account with the intentions of incorporating Twitter into my online course. That is on hold, as the summer online session is already difficult to manage for students who are studying full-time and also working.

Have you ever "friended" a student on Facebook?

| | NO | YES | UNSURE | N/A |
|-------------------------|--------------|--------------|--------|-------|
| An undergrad | 56.4% | 31.9% | 1.3% | 10.5% |
| A graduate student | 50.5% | 30.2% | 1.3% | 18.1% |
| After student graduates | 32.2% | 55.4% | 1.7% | 10.6% |
| (N=814) | | | | |

It happens to everyone on Facebook sooner or later: an unwanted friend request. When the request comes from a friend of a friend that you might have met once at a social gathering, it can be hard to know how to handle it diplomatically. When the request comes from a student, it gets even trickier.

In this survey, we asked faculty if they ever “friended” a student. Nearly 32 percent said they’ve friended a student while that student was an undergrad, while 55 percent said they wait until the student graduates. Of the 814 people who answered this question, 90 elaborated on their response in the optional comment box. Many noted that they will accept friend requests but they don’t initiate them, while others said they regretted friending their students and have since “unfriended” them, or have created a separate account with limited information just for students.

Here's a sampling of what they said, in their own words:

I have a policy that no current students can friend me - I have had "alums" of my classes friend me, however, which I find acceptable because I make sure that my FB account is always appropriate and never too personal.

I was goaded into joining Facebook by some of my undergraduates one year. After that term was over, I was unsure on how to properly conduct myself on it, seeing as how these students would see my every post. I ended up un-friending most of them.

When new to FB I accepted an invitation from a few students to become friends but have since removed them and no longer accept current students as friends

I have a rule and stick to it: no students, past or present. I know lots of people who do otherwise, but I chose not to.

I had not friended students but in the future would change this policy and put them in a separate privacy group. I am actually sort of hoping Google+ will solve this problem.

I do not friend students, but if they friend me I accept.

I have been friends with people before they became my student and have not necessarily discontinued the relationship, but kept communication professional while they were my student

We have a community service club with a Facebook account and also after students graduate, I will be their friend to share books

We have a departmental Facebook page where students can "like" us to receive updates and information, but from my personal account, I have never and will never friend a student.

Don't feel it is appropriate to "friend" a current student at any level. If I get a "friend" request, I accept it though.

Facebook contains a lot of my personal life that I wish to keep separate from students. I make it a policy not to friend or accept friend requests from students. I also don't want to be biased in any way by the sort of activity I might see on my students' Facebook pages.

Selected students I have worked with on projects and developed a professional friendship with.

No, they have asked to friend me, though

I have a FB account for personal use, in which I friend a student after s/he has graduated from my institution. Then, I have a FB account for use with my current students, where I create FB groups based on my courses each semester. Students regularly use my FB page as a means to communicate with me.

I personally choose not to use social media. If I did I would never "friend" a student as I see it as unprofessional conduct.

I have students as friends, but they initiated the "friending"

I only friend my students in my study abroad program courses as we have assignment using Facebook, but I don't friend students in my regular semester courses, unless they have completed the courses or graduated.

Initially I allowed a few students to be my friend on Facebook but after a couple of months, I decided against it.

I do not seek out student "friends," but I have accepted friend requests from students. I only allow them to see a limited profile (ie. no pictures, videos, etc.) while they are in my class. After I am no longer officially their teacher, I grant them more access to my profile on a case-by-case basis.

I made a personal decision not to accept any friend requests of students. After they graduate, I will accept former students' friend requests.

I was persuaded to join Facebook by students, and initially my "friends" were students. But a few years on, I now regret having included them.

I have a professional Facebook account specifically for this purpose. I post articles, updates related to classes or campus activities etc. I encourage students to only "friend" me with their own professional accounts. We discuss this in the context on their professional online presence and their personal branding.

I have 2 FB accounts; one is the "official university" account where I friend students and post class-related material; the other is a personal page where the general rule is "no students allowed"

I don't use Facebook but in any case would never do this. On the other hand, joining a LinkedIn network seems more professional.

Usually not until after they have completed my class. I also put them on Limited Profile.

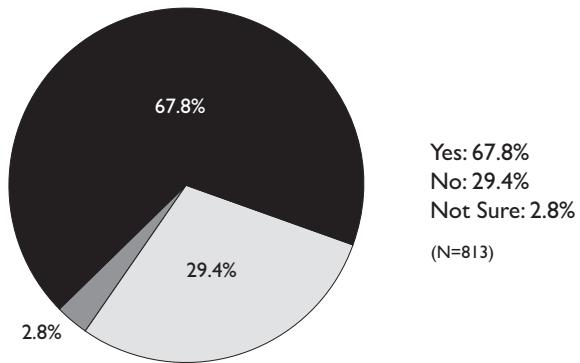
I've made it a policy not to "friend" students. I always direct them to the department's FB page and tell them to "like" our page.

I teach a social media class, so I have friended two students, AFTER discussing this quite seriously with them. In general, I only friend students after they are completely out of all my classes. In addition, I have used groups to restrict the content they can see. I prefer Twitter for students, because all conversation happens in an open environment by design.

I always tell students who want to "friend" me that I have a policy not to friend students. However, I encourage them to ask me again after they graduate.

My university has no policy on this, but I prefer not to have an undergrad as a friend while that student is in my class. After they are done taking classes with me, or (preferably) after they graduate is fine.

Have you ever talked to your students about managing their online reputation?



Right or wrong, companies have been Googling prospective employees for years. Today social networking sites like Facebook, Twitter and LinkedIn create fertile ground for unearthing information that can help them better understand the type of person they're looking to bring into their organization.

Indeed, according to a 2009 study conducted by Harris Interactive for CareerBuilder.com, 45 percent of employers questioned use social networks to screen job candidates — more than double from a year earlier, the New York Times reported.

But college students, whose lives are chronicled by a steady stream of photos, status updates and comments, often seem oblivious to the permanence of their digital footprint, or just how very easy it is for others to find information on them.

Based on the results of this survey, faculty are taking it upon themselves to talk to their students about managing their online reputation with nearly 68 percent saying they do so.

Of the 813 people who answered this question, 75 elaborated on their response in the optional comment box. Here's a sampling of what they said, in their own words:

I've asked students to "google" themselves and report on the findings. I've also discussed just how quickly an employer can research an applicant. Students are SHOCKED!

We discuss this frequently in terms of job marketing skills.

It is covered in our curriculum

Every class I teach - stress the importance of it

Especially when they mention something about class, etc. One student updated their status to say, "I just turned in a half-A\$\$ed paper." I thought to myself, "Well that will make my grading job easier."

I teach web design classes, so a large proportion of what I teach revolves around best practices and ethics of operating online in a social media environment.

I talk about this at some length in every class I teach.

We have a number of policies re this as part of our nursing professional conduct rubric.

I encourage students to think and pause before hitting the send button.

Even though I do not use these tools, I do instruct my students to maintain a "professional" image.

Discussed job search and the impact of online reputations; importance of professional networking through tools like LinkedIn.com

I have done this with all my advisees during advising sessions for class registration.

Yes, we have an online discussion about the advantages and disadvantages of social media for personal and professional use along with how and why to manage one's Internet footprint

I always talk about this topic in every class I teach.

This comes up most often when I help students set up their LMS accounts and notice their emails addresses.

I teach an introductory business course and this is one of the topics we discuss.

I teach pre-service teachers and they need to know their online presence can affect their reputation, and hireability.

I don't feel that it makes much of an impression.

I'm a career center director; I see it as part of my job to coach students about what their online presence says about them.

No, I've never really had an occasion to do that.

I require use of online tools of all sorts in my courses so I think it is definitely my responsibility to discuss issues (ethics, identity, safety, reputation, accounts management, etc.) related to the use of each online tool or service.

Colleagues who have done this have met with extreme resistance, especially from undergraduates

Not an appropriate discussion for classroom content that I teach.

Most are unaware that they have an online reputation.

I run workshops on managing digital footprints at the university level and have been doing so for the last 3-4 years. It is a key skill in the teaching profession today & I work in a Faculty of Education.

I probably should, I teach a "Freshman Seminar" class

I teach Freshman Writing, so we talk a lot about "ethos" and I include their "digital footprint"

I will if the subject comes up.

This has actually become an initiative that is included in several of our courses and is embedded into required seminars.

This is actually a significant part of what I teach, both in my public relations classes and my social media course, in addition to various workshops and seminars. Online identity is something students really need to understand as a basic form of media literacy.

Despite the benefits of social media, problems can arise when the technologies are used in inappropriate ways or at inappropriate times. Have you encountered any of the following issues with your students?

| | YES | NO | UNSURE |
|---|--------------|--------------|--------|
| Getting on Facebook during class: | 57.7% | 27.5% | 14.8% |
| Using Twitter to cheat on exams: | 3.7% | 72.8% | 23.4% |
| Cyberbullying or mean-spirited comments | 16.0% | 61.4% | 22.6% |

N=806

If you've found your students staring intently at their laptops with a smile on their faces, chances are you know what they're up to, and it's not taking notes or working on an in-class assignment ... it's Facebook. Nearly 60 percent of faculty said they have had problems with students getting on Facebook during class.

Meanwhile using Twitter to cheat on exams (3.7 percent) and cyberbullying or mean-spirited comments (16.0) are much less common in the college classroom, and thankfully so.

Of the 806 people who answered this question, 66 elaborated on their response in the optional comment box. Here's a sampling of what they said, in their own words:

Part of the reason I have been "fighting" social media in the classroom is that I have had students who are not paying attention to class and then are upset to find out they do not do well on exams. That is why I am considering a much more overt use of social media. If students are going to FB during class, I want it to be about class!

I am quite sure that students are learning less and less because they are distracted by Facebook (primarily) when they should be engaged in the class. Some faculty use Dyknow as a solution. I am more and more gravitating to online courses when the issue is completely owned by the student. Sigh.

I have seen students doing Facebook instead of their in-class assignments. I tell them that they will NOT get extra time, so they had better get busy.

Unfortunately, our institution feels it is still necessary to block many social media sites from the classroom - even the web design classes! Never experienced cyberbullying/bad comments amongst my students' blogs as we thoroughly discuss the implications of making and receiving negative feedback online, so I credit that with preventing it from happening in my classes.

I had a student trash my reputation as an instructor on Facebook - name, college, course, physical description. That situation was brought to the VP Student Affairs; I threatened the student with a defamation of character lawsuit, and the college was prepared to back me up. She had to issue a public apology on her Facebook account and then remove all postings (with the agreement of Facebook).

We have online classes, so most of this, except bullying, does not apply. However, we have had discussions about how inappropriate use could get them in HUGE problems. One student (a nurse) posted an inappropriate picture of a patient on Facebook. There was huge fallout from that. Hospitals are now making rules about employees not having Facebook accounts, which they can't enforce and may be illegal to restrict employees outside use if they are not doing something related to their employer. There are a lot of issues with Facebook abuse.

Last year I had a student who cheated using his cell phone. Another student reported it. For the next test I watched him so closely he didn't dare use it - and failed the test! I don't know if he was using a social medium to cheat.

Racist commentary on Twitter created hostile classroom atmosphere.

I'm not in the classroom, but I know Facebook is frequently on students' laptops. I have not heard of situations regarding the latter two elements from my colleagues. Quite possibly they have occurred in our institution.

I teach online. I am concerned about cheating. However, my assignments are unique and can't be googled. If a student's work gets too close to another's I usually can spot this because of my photographic memory.

Had two students failed due to cheating by Twitter

I encouraged my students to use laptops, smartphones, etc. during class to assist with learning. I have faced no problems with cheating as they are not allowed to use smart phones during exams. I have had to address issues of intimidation on a student made Facebook account.

I use these tools extensively. We discuss professional online community behaviours and I reiterate that our online learning community is an extension of our traditional classroom community. The same expectations for professionalism apply, as do the rules and potential penalties for failing to behave appropriately.

I am not concerned about cheating so much as an inability to focus on anything on the part of many students, AND what appears to be addictive behavior.

There are many ways of being disruptive in class, of cheating on exams, and of bullying; with or without social media.

This is a little difficult to police - I'm an administrator for an online program. If they use social media in the classes, the students tend to get distracted. We're in discussion about how to best use it and which one(s) will have the most successful results.

I haven't personally experienced that since all of our courses are online....we have had some online bullies in our classroom. I hadn't heard of using Twitter to cheat on exams but I do think that social media opens up a new can of worms when it comes to ethical questions, cheating, plagiarism, etc.

I don't know whether it is because I only teach online or because I only teach graduate, post-doc, and faculty students or because we always discuss these things throughout the course, but I've never had any negative issues related to social media.

Searching out content during lectures, fact checking (often offering wrong facts, wanting to do surfing/video/chat during class time when not appropriate. Ultimately the media has been much more of a nuisance than an assist. I was on a laptop committee to bring in a mandatory laptop requirement. Upon research over three years the committee finally recommended we scrap the initiative.

Students check their phones constantly during class. Rather than police their behavior, I will continue to consider how to incorporate technology and enhance classroom activities to ensure they are engaged in learning.

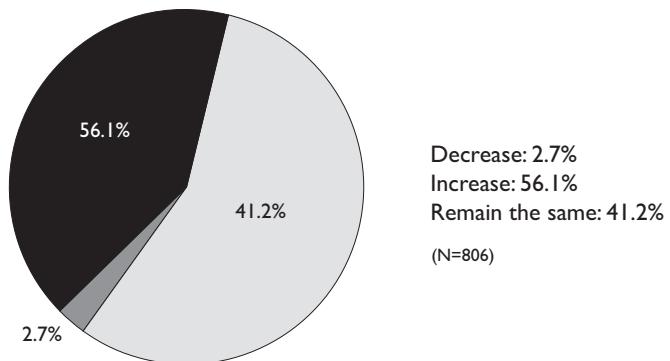
It doesn't bother me - I don't focus 100% of the time at meetings or workshops either. I worked with my students to develop a computer use policy for the class. If they are on FB inappropriately I will tell them, "You don't need to be on your laptop right now." Or "put away your phones, you don't need them right now."

Getting on Facebook in class seems to be less of a problem now than it was in the past. Not sure why. It never really bothered me, though, as long as the students weren't being disruptive.

I wish there were policies disallowing the use of smart phones in the classroom. Seriously. I had a student who used her smartphone to take pictures of my exam key.

Multitasking during class is hard to avoid--but I also think it's important for students to learn how to manage their attention properly in today's connected environment.

In the coming school year, do you expect your use of social media to most likely:



The next question asked higher education professionals if they expect their use of social media to increase, decrease or remain the same during this coming academic year (2011-12). More than half (56.1 percent) anticipate their use will increase. A little over 40 percent expect it to remain the same and less than three percent said their social media use will decrease.

If you currently DO NOT use social media in the classroom, how likely are you to start within the next 2 years?

| | NOT LIKELY | 50/50 CHANCE | VERY LIKELY |
|----------|------------|--------------|-------------|
| FACEBOOK | 37.6% | 17.6% | 12.3% |
| LINKEDIN | 45.5% | 14.8% | 8.7% |
| TWITTER | 37.3% | 20.9% | 11.4% |

(N=522)

For those faculty members who currently do not use these various social media tools in the classroom, most felt it unlikely they will start anytime soon. Only 12.3 percent said it's "very likely" they would use Facebook; 11.4 percent said it's "very likely" they would use Twitter; and 8.7 percent said it's "very likely" they would use LinkedIn in the classroom.

Twitter fared the best in the "50/50 chance" category with 20.9 percent, followed by Facebook at 17.6 percent and LinkedIn at 14.8 percent.

That leaves the majority of non-users unlikely to change their minds when it comes to academic uses of social media: 45.5 said it's "not likely" they would use LinkedIn in the next two years; 37.6 percent said it's "not likely" they would use Facebook; and 37.3 percent said it's "not likely" they would use Twitter.

Of the 522 people who answered this question, 45 elaborated on their response in the optional comment box. Here's a sampling of what they said, in their own words:

These are "social" media, and the classroom is not ordinarily intended to be a social venue. I have not seen how social media can improve the learning and teaching processes.

I teach hybrid classes, thus, I am using a semblance of a managed social network with students throughout the semester.

I might be inclined to try Twitter for a large class, but most classes I teach are small. I use other online tools (blogging, internet searches) in class - not social media.

I have other, more professional, ways of contacting students.

Teachers may not be able to avoid the use of social media to connect with students.

I cannot think of how it could be of value. I use the internet for information and videos of material, but that is not what the others are about. In addition, students can get online courses, what they come to a small, liberal arts college for is personal interaction and attention. I am not at all interested in becoming an online professor with little or no student contact.

Employer views social media as 'not work'. It is unlikely to be allowed in the near future unfortunately.

LinkedIn is a topic in some class discussions - and I recommended that students use it to network and job search.

Mostly this is because the institution does not support the use of these platforms for student communication/work. They have alternate systems in place in order to protect and control IP.

I would be interested in learning how to use them as a learning tool

Bunch of nonsense. Just use the telephone and e-mail is enough to communicate when not in class.

Not sure about Twitter but we are studying these applications and to what extent the faculty need to know about them to work effectively with students in both onsite and online environments.

Found my students don't use Twitter, so I likely won't use it. Students certainly don't use LinkedIn.

Why do you omit blogs? (blogspot, WordPress, etc.) These seem to me to be a thoughtful medium at the sweet spot between the spontaneity of Twitter and the thoughtfulness of traditional essays.

Would be more likely to use discussion features of Blackboard.

I am also interested to see how Google+ may enter this arena.

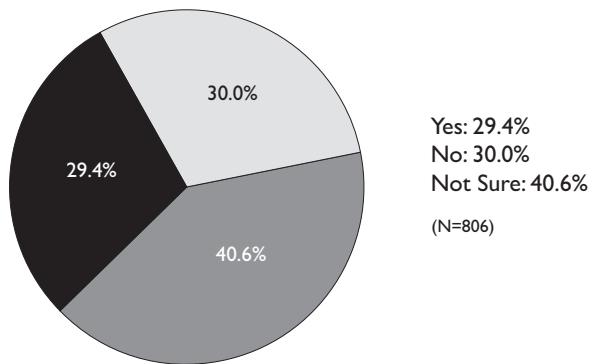
No one has ever shown me a tangible benefit

My responses may sound very closed-minded to the social media users, but I have weighed the pros and cons of using social media in the classroom and find the listed sites truly lacking in educational values.

I have considered Twitter for an easy / cheap "clicker" in the classroom.

I don't see any advantages over e-mail. Indeed, reinforcing students to reason and speak in sound-bites instead of prose is a bad idea. As for other means of communicating with students, posting notes and exercises, etc., Angel/Blackboard work very well.

Does your institution have a social media policy?



If there's one thing this and other surveys on social media have taught us, it's that faculty have very strong opinions about social media. Whether they see it as a huge waste of time with no redeeming pedagogical value, or powerful learning tools with the potential to engage learners in new and exciting ways, most give definitive answers in terms of what they believe and why.

But when asked if their institution has a social media policy, a full 40.6 percent said they were not sure. That leaves us to believe that either many higher education institutions have not yet developed social media policies, or they've done a poor job communicating it to their faculty and staff.

Of the 806 people who answered this question, 49 elaborated on their response in the optional comment box. Many mentioned that they're in the process of developing a policy, or that their specific school or department has a policy but they don't believe there's an institution-wide policy.

Here's a sampling of what they said, in their own words:

No, but we want to create one before we start using social media in the classroom.

We have convened a task force to examine and recommend a policy on social media.

Currently in the process of developing one. Expectation is to not be friends on Facebook with current students.

Yes, as part of electronic communication component.

The policy is sketchy right now. We are in the process of formalizing the policy in the form of online guidelines.

Generally we advise students in writing to do what is correct. But I've not seen a written policy specifically about social media.

We are working on it. There are guidelines (unwritten) that are common knowledge

At current institution, contact with students is encouraged only through the university portal that supports student-faculty interaction; external contact is discouraged.

No, but it needs to.

Instructors are not allowed access to Facebook from our work computers, although students are. Nevertheless, our College does have a Facebook page and we are encouraged to connect to it in our private lives.

We are in the process of refining it.

It would certainly help, if all instructors were following the same policies, but we are on our own to figure this out. It's a very large university, so a policy may not be possible.

I have a policy in the syllabus.

Is in the works. Social media is being used "under the wire" at this time by many.

We have a Spirit of Learning policy that is included on every syllabus and it includes on campus and off site communications among and about students.

My classes do, but not the institution.

But it doesn't say much. All it really says is that if you're going to use social media, make sure students have access to the tools needed (i.e. if you're going to do something with texting, don't assume all students have cell phones with unlimited free texting service). Also, we're supposed to use a disclaimer (i.e. a note on a blog stating that the opinions expressed are our own and not our institution's), and there are some guidelines about use of the institution's logo. I expect my institution will come up with an expanded policy before too long.

But only in the broadest sense: "not permitted to email any grades, as email is not a secure medium." And, students are blocked from downloading music and other memory-hogging items on school computers. However, It seems each division sets their own social media policies, if they have any at all.

College has an anti-harassment policy that extends to electronic media communication. I do not think it has a social media policy as a separate entity.

But are in the process of writing one now. We expect to have it done for the fall.

They have policy related to how the institution uses their social media accounts but they don't have a policy related to student/faculty use of social media.

Instructors use them in different ways and set the rules in their syllabi. The code of student conduct does apply to things off campus, including the web.

Please provide any additional comments or anecdotes about your impressions of the role of social media in higher education. (OPTIONAL)

The final question of the survey was an open-ended question which asked respondents to share additional comments or anecdotes about the role of social media in higher education.

Nearly 200 people added their comments, which ranged from "Facebook is evil" to "I think social media is very beneficial in higher education. I wish there was more support for professors to learn and use in the classroom."

Here's a sampling of what they said, in their own words:

I think we may be too eager to employ social media for educational purposes without adequately evaluating the risks (establishing dual roles with our students, privacy issues, maintaining appropriate boundaries, etc.) that such social media introduce into the educational milieu.

I have been reading quite a bit of material on social media from all different sources this summer. It is increasingly obvious to me that I need to seriously consider incorporating this pervasive technology into my teaching. Our students will never know how to use it appropriately and to their best advantage if we continue to treat it as though it doesn't exist. Banning it for 75 minutes twice a week just won't cut it. How will they appropriately use this media in a weekly staff meeting?? That's the question I am choosing to focus on now.

In the career college setting, social media is not part of the approach. A lot more could be done to incorporate social media into courses, but unless there is a clear financial benefit (to the school), I doubt it will happen.

As an instructor, I should be aware of what's available, and aware of what my students use. However, as an instructor, I can and should balance available technology with my own comfort zones and the requirements of the courses I teach. Since I use Blackboard extensively and want my students involved in it, I do most of my communication within that venue.

I think it is really important to start with a teaching/learning need that we aren't currently fulfilling well with our current methods. Then find the right tool to meet that need--and the right tool MAY be a social media. Right now I think many schools are saying "We need to start using social media in the classroom. What can we do with it?" That's putting the cart before the horse.

I just don't see it, though I suppose people said the same thing about printing, Arabic numbers, and every other change too.

Our College had so many problems with social media that we had to block students' access to social media from 9:00 am until 3:00 pm.

I never considered using social media for my classes before, but perhaps I will begin thinking about how I could use it to engage my students.

I understand that higher education is changing, and as a 30-year-old instructor, I am in the age bracket that didn't really grow up with technology but is generally comfortable with it. I, however, am also traditional in some ways - my pedagogy is based on face-to-face interactions rather than what happens in the world of social media. I know that there are some SM tools that would be useful in my teaching, and I will consider using them, but only if they are truly useful and not just distractions from what I am really being paid to do - TEACH.

I think best practices of social media are stymied by over-reliance by corporate LMS such as Bb. e.g. there is a "blogging" function on Bb so we don't need to deal with it.

I am very interested in using social media in higher education. I am interested in seeing ways others are using it effectively. I get a lot of good advice on how to use it from my students!

I have been surprised at the number of (young) students who do NOT yet use social media services. It is a common misconception that teenagers "know all about" blogging, Twitter, youtube, etc etc, but I have found that most have never seriously used them as a tool. More often than not the students I encounter have "played with" a couple of services, and may have setup accounts, but have not taken the time to use them in depth to create a network for themselves. I have received several comments from students that they through social media was "only a toy" and I wonder if this opinion is perhaps based on the negative attitudes some teachers at school place on social media as "time wasters" i.e. Facebook. I have been delighted to be able to completely turn these students opinions around, and get them involved in social media in a way that will work for them.

It is going to change the face of education

Will be teaching more courses online for which social media are important communication tools for connecting with students as well as for student group work

It will be woven into the fabric of student interaction in online courses. Given past experience with students, it will take years before any social media is universal among all students and can be a required part of the course. However, I expect to retire within the next five years and doubt that I will make it part of my class. It is enough to keep up with changes from one LMS to another.

A concern that I have is that some students use social media inappropriately with faculty...e.g. too friendly and exposing personal matters...

The students are independently taking their Blackboard Group Projects to these social media with or without guidance or feedback from instructors. I think instructors should be informed of all student activities if only to shadow progress toward goals and unacceptable communications.

I should qualify my use of Facebook with current undergraduate students. We have a clinical simulation laboratory with high-fidelity mannequins that speak, have breath sounds, heart sounds, bowel sounds, etc. Many students were "afraid" of these "dummies" and even more unnerved by their speech and ability to be human. So I created a Facebook page for one of the dummies, Noelle, and she friends students in the Obstetrical Nursing course so they have a sense of her being a "real person" prior to performing in the simulation lab. She also poses questions to the students and helps with questions and issues students may have prior to lab, clinical, or exam days. My identity is completely hidden and they have no idea Noelle is really me. So in a way as a faculty member I have no real connection to the students via social media - I am connected to them only in a "simulated" manner.

It is here and it will be an adjustment to learn how to continually make decisions on the best use in an academic environment

I have considered creating a separate Facebook page strictly limited to an educational role, but I doubt that will happen because I like to track communication between myself and students through email - which is a more legitimate form of communication. Adding Facebook to the mix only increases the number of places I must now check for messages. I also anticipate that Google Plus will soon have a product more suited for educators.

I suspect the use of social media is not benefitting education, but just another case of using technology for technologies sake alone.

Social media is a great way to initiate critical bonds with students. I invite students to form networks the first day of class. I often comment when students leave comments about exams or homework and follow student's academic progress well after they have completed my class.

I'm a senior faculty member and it took me time to get over my resistance...now, I wouldn't be without these tools for professional and personal use.

I think those of us who have been in higher education for over twenty years will need to understand how to harness the students' interest in this media in order to capture their interest and help them reach their highest potential. In many instances, we face a rather steep learning curve in terms of knowing what is out there, how to use the various devices/media and even what these media are called. This became very evident yesterday during an apps presentation to a group of high school students who participated in our summer program at the university. I did not even recognize the names of apps they responded to very enthusiastically when questioned by the presenter.

Ever since we adopted the use of social media we've had better communication with students and the community. We also use it as an assessment and planning tool. We are using Twitter for an entire program.

I think it is highly over rated. The process of teaching involves an interchange of ideas in a real world context and this is not possible using social media. If everyone within a course were connected to Skype at the same time so that visual and verbal interaction were possible then my answer might change. If the social media is used simply as a way of reminding students about something within the course fine. Or, if it is used to alert students to potential opportunities outside of their classroom experience to further their education than fine. But its use within a classroom environment - I don't know how that would be done.

I think we may be too eager to employ social media for educational purposes without adequately evaluating the risks (establishing dual roles with our students, privacy issues, maintaining appropriate boundaries, etc.) that such social media introduce into the educational milieu.

Social media has not yet reached its full potential - educators need to focus on research to develop innovative use that supports achievement of student learning.

I teach interactive media and encourage students to engage in social media (even tolerating it in my classroom) and use it to communicate and expand the classroom teaching. We discuss online ethics and reputation extensively in my classes.

I think that social media has the potential to isolate students who spend more time with electronic media than exploring real life relationships and opportunities.

Instructors must have access to training and appropriate use of social media

Students are using smart phones in class, sometimes for class activities (take notes, access text, look up information relevant to class discussion). Both faculty and students need to address this issue more effectively than banning all smart phones (faculty) or unfettered use of smart phones (students).

The use of social media will increase, but the variety and competitiveness of the market will also increase. Students will be able to selectively optimize the use of social media more efficiently as time progresses; they will be wiser about what and how to present themselves in social media as time progresses.

It has a role? I don't think so.

Student relayed entire question paper by SMS to accomplice in another city, and got responses within seconds. Unfortunately for him he was apprehended. Young people's fingers fly on keyboards. Unless we channelize this energy towards constructive activity, many bright minds will stray.

I think the millenials are making a mistake by embracing media-lean technologies (eg, Twitter, texting) for social interaction over media-rich (eg, video-conferencing). I will not encourage nor enable that mistake. Mind you, I'm not anti-technology and use quite a bit of it in my teaching (a required disclaimer, isn't it?) , far more than 80% of professors. But I use only those technologies that enhance learning (e.g., role playing simulations; electronic whiteboard capture and posting) and avoid those technologies that hurt learning (e.g., powerpoint).

We've been posting brief case studies of ethical issues that students confront, such as study drugs, friends with benefits, cheating, helicopter parents, etc. Project is only 3months old, but students from many institutions have become fans and are commenting.

I hope that more instructors learn the value/opportunity in using these tools for learning - especially when instructors often use these tools for their own learning.

I think there is no role suitable for the use of social media in higher education. It is a waste of time and resources.

I find You Tube to be a better resource for classrooms. There are often Videos that support concepts with which we are involved. Facebook is for friends, but often former students will connect with me, and I keep in touch. All my students have my e mail and can contact me without the use of Facebook.

I find some of the "chatter" on Twitter to be very opinionated so I don't much use it with my students. Although I am an administrator (now retired) I still teach.

It is very risky for a professional educator to use social media as a learning tool.

I teach an online class for instructors titled "Building Online Community with Social Media." It includes many tips and strategies from my own teaching experiences. I use FB and Twitter regularly for my own socialization and networking but really prefer Ning and VoiceThread for their social, participatory environments that offer nice privacy options. Twitter I love too -- just still trying to navigate the "how to" element.

It is easy to let the applications take on more importance than course content. We work hard on the balance and making sure that technology does not become a series of ever-changing gimmicks.

There will always be people who abuse the system, I find it as a very valuable teaching tool in my profession.“The 3 C's of life: choices, chances and changes “You must make a choice to take a chance or your life will never change”. In Teaching, this involves adaptation, modification, accessibility to assist the learners to apply knowledge learned in school and prepare them for joining the workforce.

Social media is the best thing that has happened for motivation in my classes. Students are accustomed to having their say through these media. By giving them an opportunity to transition this beloved behaviour from their personal lives to their academic ones, their social media conversation matures, their interest in their studies rises, and their collective contributions powerfully demonstrate the value of community.

I have observed students posting comments on Facebook that I would rather not have seen even though they were not my "friend" on Facebook. I saw the comments when they posted on other people's pages who were my friends. On several occasions I responded directly to them so they would know I saw the comment and would consider more carefully in the future who all may be able to see their comments. One comment was about a "boring" teacher and how they just sat in the back during the lecture doing Facebook. Having just fought hard to get permission for students to have their lap-tops in the classroom, I had a few thoughts on their use and advertisement of such. As a college, faculty specifically talk about the potential impact with HIPPA and potential violations, but are now also focusing on the impact on their professional image, and the image of their profession as a whole.

Our institution is interested in reaching people in easiest method possible for our learners. We have serious concerns about privacy and maintaining student confidentiality so that their performance in a class does not affect their clinical practice negatively or future job prospects tied to performance in a role play. We are cautious of using social media that would harm our students in any way. We may delay the use of social media in classes containing confidential information until we are confident that the information cannot be used outside of a class.

Need to work these together with LMS. Professional social media such as LinkedIn can have considerable value

I teach online courses at the master's and doctoral program so my classes use our online learning platform for communication. I also use Skype in all of my courses to facilitate face-to-face communication as well as a sense of community.

Good when used in on-line or hybrid classes. Some use when in traditional setting but I prefer to tell students to contact me through the college's e-mail account so there is no question about the content or intent of the message.

I believe social media can play an important role in higher ed. One reason I use it is because students are familiar with it and like it. I have come down to their level, so to speak.

I use this as a way to connect students with industry experts, build their PLN, and learn about the tools they will need in business.

I believe use will increase but since I am just a couple of years from retirement, I don't plan to further engage.

I am not sure of the value of social media in online learning.

I have explored using it for teaching, but I have security concerns. I like that since students use Facebook frequently communication would be timely. I have concerns about students who don't Facebook and the data-mining social media sites use.

I think that it has not lived up to early expectations. Like private industry, higher ed has tried to co-opt it for its own purposes.

FERPA laws get in the way of using social media since we can't guarantee privacy of the student's enrollment at my college. Or maybe our registrar's office is taking too narrow of a view on having students enroll in social media for a class.

It can be a useful tool to motivate the younger learner but it can also be difficult to manage.

Of course we all have to keep up with new communications technologies. Facebook and the other toys are toys for socializing. I don't need to use a popular play toy to develop an effective blend of in-class and online communications, activities and assessments. But I do work hard to "keep up" with tools that are effective for engaging and assessing my students. Online tools are my focus are for the scholarship of teaching and learning, so I put a bunch of energy into both research (with my students) and development of useful tools.

My main concern with social media use is tracking and assessment. When I go outside the LMS, record keeping gets to be a challenge.

I believe it can be very useful. I don't use it much now due in part to time constraints. I understand how it can save time and broaden reach but I have too many projects going on right now to increase my use significantly.

I really like to keep my professional life and my social/personal life separate. Some of my students feel the same - they don't want "work" to show up on Facebook, for instance. I will continue to use our course management system to encourage student-to-student and student-to-instructor contact outside of class hours. I try to make it convenient and interesting for them to do so.

I think it has a place as an educational tool and will probably expand my use in the classroom via group pages, once I figure out how to do it.

I teach at two colleges and use Bb and Moodle for web-enhanced classwork; but find that I get the greatest (and fastest) responses in our closed class Facebook sites.

Overrated, as with most new gadgets like clickers. The issues are complex, interrelated, involved, there is no one answer nor can the issue be reduced to 140 characters :).

Social media plays an important role in everyday life for students and faculty alike. Rather than fighting its existence, we need to find creative ways to incorporate it into education.

I think students are distracted enough in class without adding this to the mix. I think they need to learn to focus in the classroom, just as they need to focus when driving a car. To do otherwise courts disaster.

The students coming into our classrooms have always had access to technology, not just computers in general, but specifically smart phones, laptops, and social media. I believe that we should adjust carefully and cautiously to what they have grown up with. We should not jump in and friend every student in our class on our personal Facebook page. Having a class Facebook page is a good option.

I might use Twitter if I had more examples in my area: social work. Do not see how I might use Facebook or LinkedIn.

Social media is exactly that - social. Social does not preclude usage in the classroom, but as social media is used by the majority of users today, it certainly clouds the issue. I prefer to have a clearer running field than what is available on current social media sites for educational purposes. (e.g., Farmville may have educational value, but I am sure that it is rarely used for that purpose.) Perhaps that will change someday, but I sincerely have reason to doubt it.

With Google + circles, I think we could see social media in the classroom increase dramatically (if + catches on, that is). Circles would let students and faculty speak only to their friends when they want to and only to their class when they want to, keeping all content appropriate to be shared between faculty and students.

We always experience a period of fascination and euphoria with new technology. There will be new additions/applications that will make FB, Twt, and IN as old school as email. Let's keep focused on the site where learning occurs...within the person and not the tools. All machines well used assume intelligent operators, otherwise the machines become weapons.

I teach Marketing in Social Media. I use Facebook to help administer the course with announcements between weekly class meetings. All course communication and documents are posted on Facebook (with the exceptions of their grades which use the university cyber platform) I also use Twitter just for the students to experience it.

In addition to the online social media sites mentioned in this study, I have students use their cell phones during class. I think it is imperative that we take advantage of the affordances of these technologies to increase student engagement and to teach them how to use them for their own learning.

I have an open mind, but at this point in time, I think it's distracting and I have not seen a "good" classroom use for backchanneling

Although not used widely, I thinks social media, in the end, will have had great impact on society in general. Higher education needs to be ahead on figuring out how to use it effectively in the classroom.

I think social media has a place in Higher Education. I have been able to connect with other faculty to network and valuable share information which would have taken longer through email. It breaks the cycle of isolation among faculty members.

Social media will continue to be a part of higher education, I believe we will just get better at using it. Rather than increased use, maybe intentional use.

I accept the fact that students want to be socially connected; I want to incorporate more appropriate use of social media in my teaching.

I think it can be a powerful learning tool, but professors need to take the time or be positively encouraged, in a practical setting, to learn how to use it. With all of our other responsibilities, it's hard to find the time to really properly understand, let alone integrate, the technology.

As a school with a long history of focusing on communication, we tend towards early adoption of social media. Sometimes the only way to get a clear picture of a tool's strengths and flaws is to actually try it out and live with it for a while before deciding how it can best meet your needs.

For the most part I think it distracts students from study. However, if we could find a way to utilize it in presentations perhaps it would be a way to both get the student involved in the classroom and promote our school.

It has the potential to engage students with their professors and to in turn for professors to reach out to them and appear more approachable.

Social media are a big problem. They encourage a short term attention span. They also have privacy ramifications and make it too easy for the (rare) stalkers to find out personal info about faculty.

I do not friend students unless they request it, out of respect for their privacy. Our students are required to use tablet PC's for class, and they are on Facebook ALL the time. Because some of them have friended me, and I am on Facebook often, I see some of their comments when they are in other classes; sometimes they are way less than respectful in talking about what is going on in class. This does bother me, but I feel it is an education/training issue.

I am frustrated with my students' use of social media during class. This is especially true in my real-time cable TV classes that allow access to students on other islands (Maui). Students interrupt class to ask for information that they missed while they were on Facebook, etc. As a result, instead of taking advantage of this technology, I have banned the use of social media during class.

I doubt anyone has figured out how to effectively use social media to promote learning — yet.

How the survey was conducted

This survey was conducted in July - August 2011. An email invitation to participate in the online survey was distributed to *Faculty Focus* subscribers. *Faculty Focus* also notified its Twitter followers of the survey via <http://twitter.com/facultyfocus>. In addition, we noticed that a few people on Twitter tweeted the link to the survey, making it impossible to calculate the response rate.



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