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Using and resisting Facebook for back channel discussions: two experiences, two views

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B1: Using and resisting Facebook for back channel discussions: two experiences, two views

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Inspiring tomorrow's professionals

Louise Mycroft – The Northern College

Alison Iredale – University of Huddersfield (University campus Oldham)

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Inspiring tomorrow's professionals

Back channel discussions – the what and the why

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Louise

- residential blocks of in-service training
- trainees potentially recruited from across England and Wales
- rethink as ‘blended learning’: need to engage trainees outside residentials

Alison

- Weekly classes of in-service and pre-service training
- “IT for Teachers” programme as part of personal skills development
- MSc Action Research module - twitter hashtag #mscmmel

Using Facebook

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Northern College Cert Ed/PGCE/BA/Graduates

- ‘closed group’ on Facebook
- 57 members (75 current students)
- message board (queries/mutual support)
- monthly discussion groups (question posed by students)
- Tweets posted automatically to inform/inspire debate

Northern College Facebook Group

Other Platforms

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Northern College Cert Ed/PGCE/BA/Graduates

- growing Twitter presence for TeachNorthern ‘brand’ #teachingforasocialpurpose
- Northern Eye VLE
- UniLearn discussion board and local materials
- BA Collaborative Journal (Campus Pack)
- Weekly catch-up email
- Texts to all at key encouragement points

Other ways of generating and sustaining back channel discussions

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- Twitter
  - Followers
  - Re-tweeting and Favourites
  - Lists
  - Daily newspapers and Scoop-it
- Drop Box
- Posterous
- Blogs and wikis

Re-tweeting and favourites

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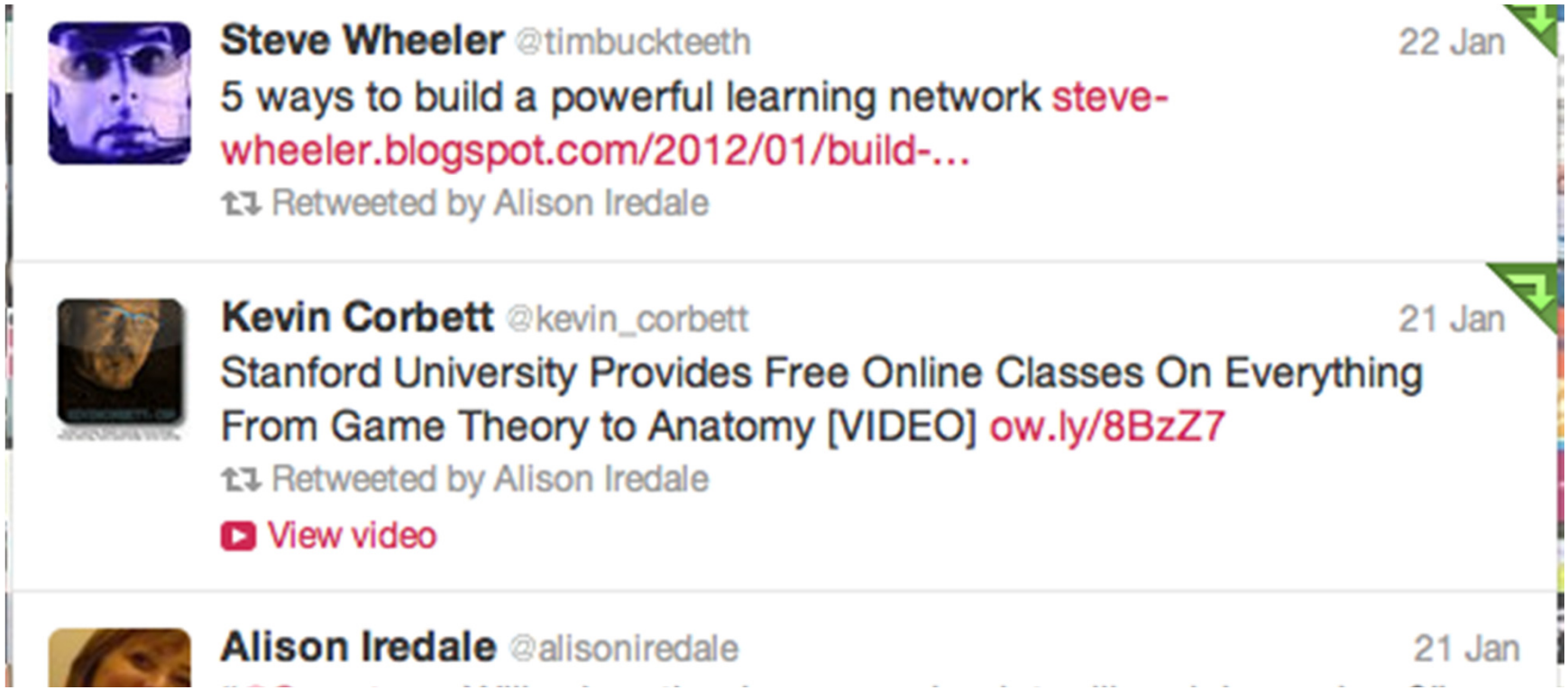

Tweetdeck - Following,, mentions, hashtags and followers

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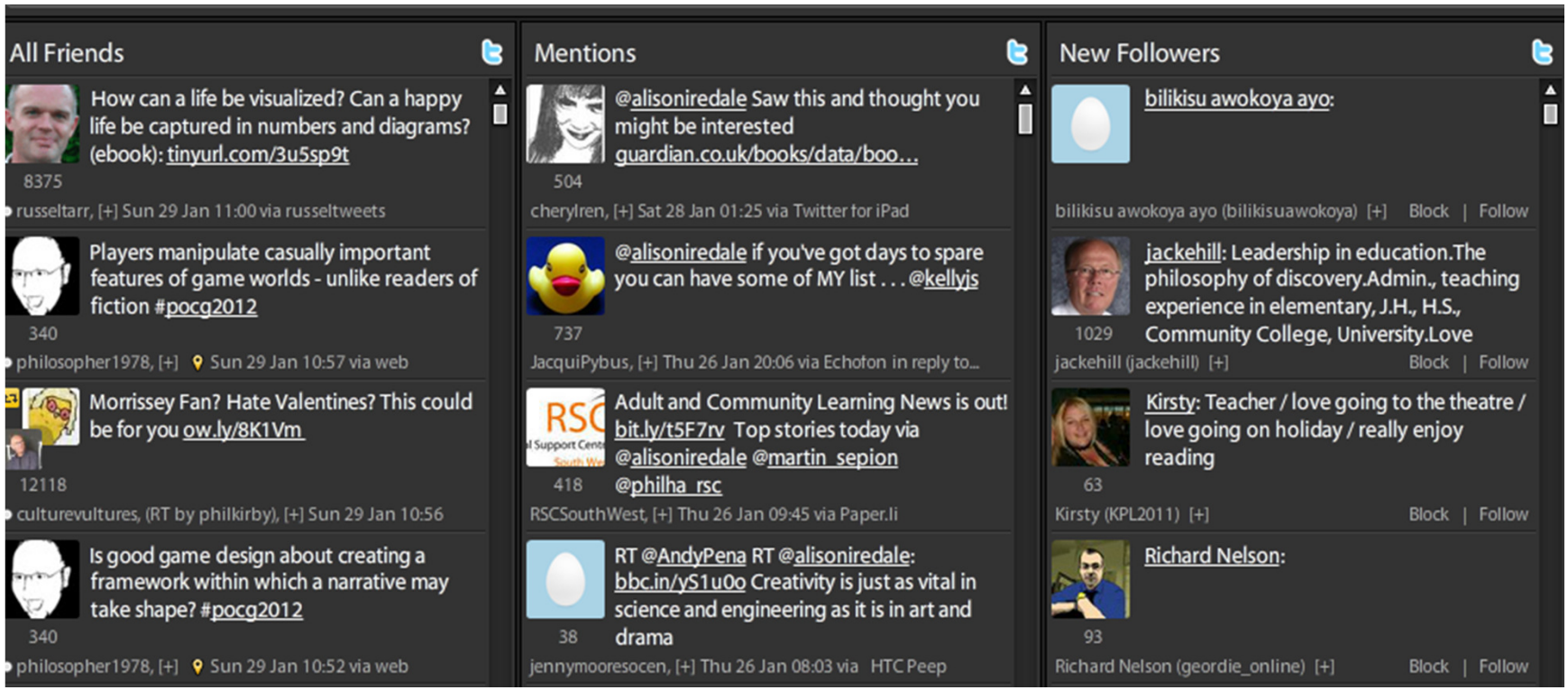

Lists

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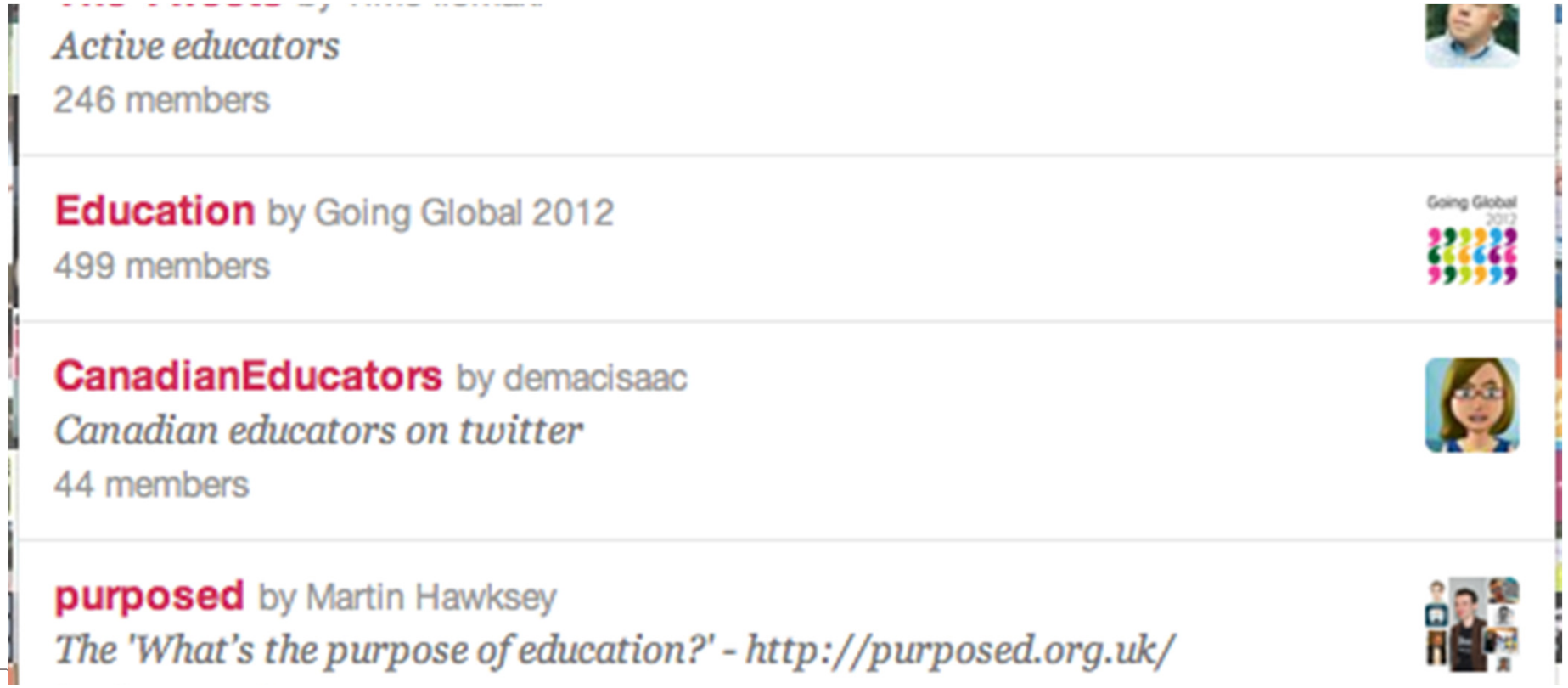

Followers

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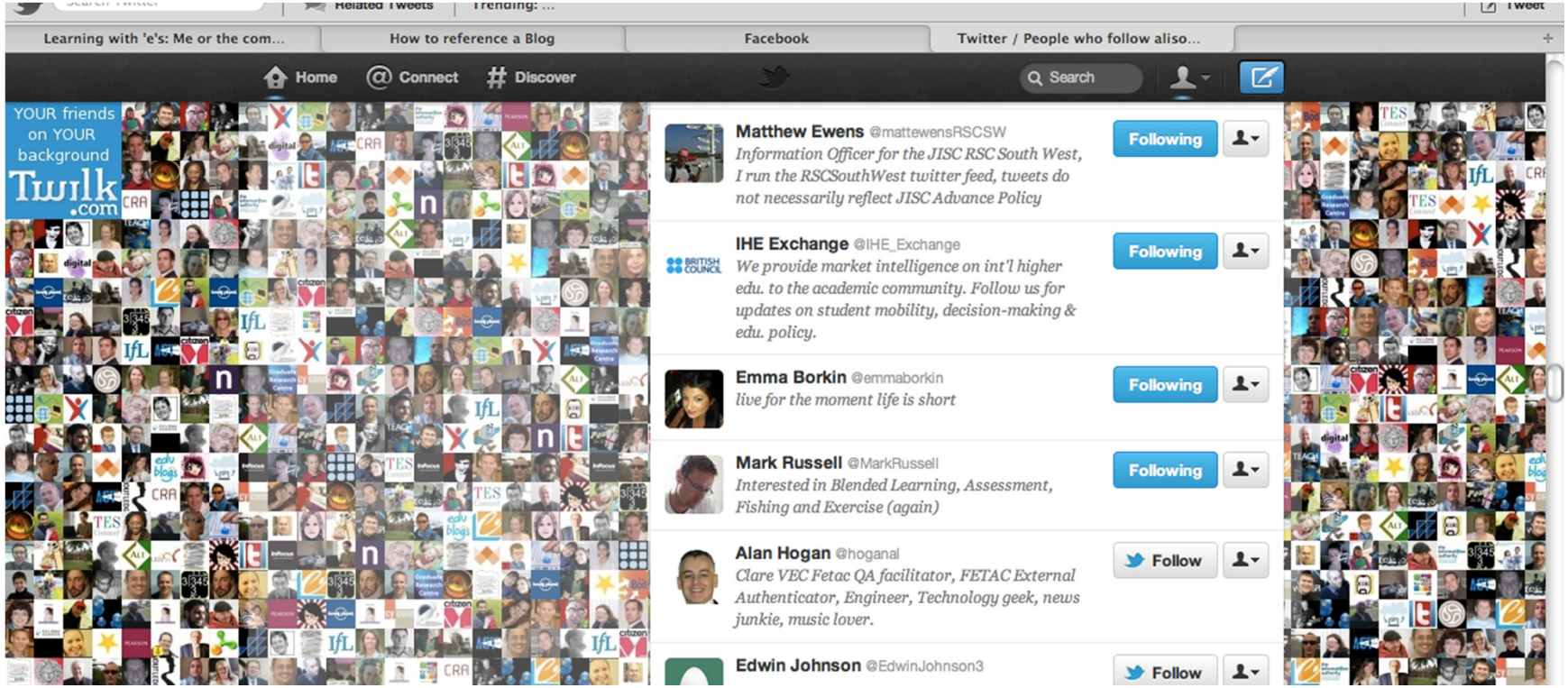

What the literature tells us

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- Emerging professional use of Facebook (Hart and Steinbrecher, 2011)
- Used to communicate with known individuals; potential for privacy risks (Hew, 2010)
- Potential for use by students to organise classroom experiences (Lampe, Wohn, Vitak, Ellison and Wash, 2011)
- Opportunity for professionals to network and share ideas (Rutherford, 2010)
- ‘Connectivism’: different platforms, different purposes (Bell, 2011)

What Next?

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- Collecting qualitative and quantitative data on usage of Northern College Facebook page
- Continuing to read, communicate and network via Twitter
- Possible future academic research collaboration

What does the future hold for Pedagogy 2.0?

Resistance is futile?

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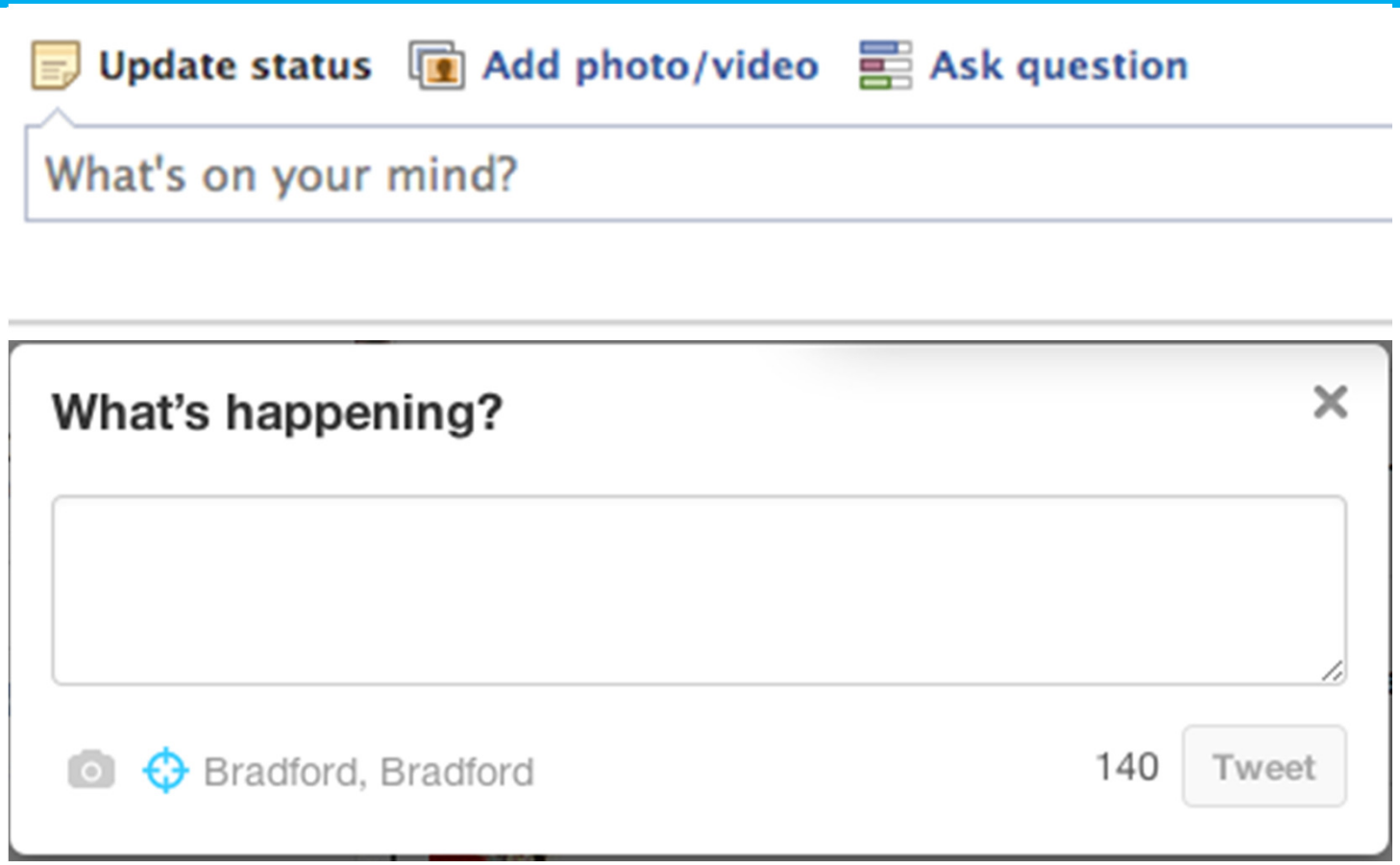

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