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Scaffolding and supporting virtual communities

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Scaffolding and Supporting Students

Vicki Fisher, Camilla Goodman, Jean Hatton, Lehan Medlock, Jane Mullen and Kirsty Rowan
Starting Point

‘Young People have a strong impetus to connect and socialise with their peers online’ (Thomas, 2011:10)

• Promote autonomy and collaboration

• Privacy settings and challenges.
• Using social networking sites professionally.
• Isolated on placement: mentoring support.
• Building virtual communities.
Methodology

- Setting up of Facebook pages 2 professionally endorsed undergraduate courses
- Professional use and safeguarding
- Childhood Studies student led Facebook page
- Questionnaires and evaluation
- Listening to students’ voices
‘You don’t build a community by building one’ Valerie Hey (SRHE, Feb 2012)

- Are these 3 Facebook (FB) pages real communities?
- Who should build a FB community?
- Whose needs are these pages satisfying?
- What size is an effective FB community?
- Are we enforcing sociability spaces on students?
- Lave and Wenger (1991:94) questioned the control of the learning community and ‘legitimate peripheral participation in communities of practice’. Is using Facebook inclusive? What about the ‘lurkers’ and the non users?
28% Good for support/to share information or questions.

7.5% Think it helps to get to know people/develop community.

93% Think it would be a good idea to keep this page after the first year.

72% think the Youth & Community shared page is a good idea!

48% use it only when receive a notification.

2% Still don’t use Facebook.

7.5% Think it helps to get to know people/develop community.

40% Have posted something on the page and 48% read what others have put.

James Sutcliffe
hi this is a really good link for sexual health when working in groups really good video done by young people
http://www.wehaveababy.com/#/prettyPhoto[frames]/0/
We Have A Baby
www.wehaveababy.com

Like · Comment · Share · January 13 at 9:19am ·
Annette Wilson likes this.

Rockit Elizabeth
It's an extra 300 words on the end I believe
October 24, 2011 at 6:57am · Like

Huddersfield Youth & Community work Students AliC
October 24, 2011 at 7:11am · Like

Huddersfield Youth & Community work Students Alice I would suggest that you check out with Helen of Lyn via email from Jean
October 24, 2011 at 7:11am · Like

Camilla Goodman
I thought it was an extra 300 word at the end too, do you know if were aloud to say us so we in the essay?
October 24, 2011 at 1:55pm · Like

Alice Upright
In what context? X
October 24, 2011 at 1:55pm · Like

Camilla Goodman
erm if im talking about a theory and how it can help us...... does that make sense?
October 24, 2011 at 1:57pm · Like

Alice Upright
Ye I think u r correct, best of email in checkin, may b worth this can help informally youth workers rather then us, just to make sure x
October 24, 2011 at 1:55pm · Like

Camilla Goodman
ok thanks x.
Broke the ice first day of Uni
30+ students met outside to
go to first class.

Childhood Studies Year One
Early Primary

Student feedback

- 47% of 1st years posted on the site but most of the remaining 53% gained help from reading other posts.
- 100% comments very positive about staff presence on site.
- 100% want SOS to continue and still have mentors from 3rd years

3rd years still need help too!

'We must stay in touch when we are at placement - it can be so lonely!'

Inspiring tomorrow’s professionals
Reflections:
‘You don’t build a community by building one’

- Are these FB pages real communities?
- Who should build a FB community?
- Whose needs are these pages satisfying?
- What size is an effective FB community of practice?
- Are we enforcing sociability spaces on students?
- Lave and Wenger (1991:94) questioned the control of the learning community and ‘legitimate peripheral participation in communities of practice’. Is Facebook inclusive? What about the ‘lurkers’ and the non users?
Our thoughts and questions

• Only 2% of youth work students said that they would use the FB page cf 85% said that they would use face to face contact to discuss an issue with peers.
• Should virtual mentoring for placement students be further developed?
• Does virtual mentoring need tutor presence?
• If no tutor presence on FB page does this become ‘the blind leading the blind’?
• Student only page and professionalism?
• Ecclestone & Hayes (2009) critique of the ‘cotton wool approach’ - therapeutic education that is not needed and doesn’t benefit students in the long run
Reference list

• Gosden (2007) ‘Students’ trial by Facebook’ *The Guardian*
• Kennedy (2010) ‘The trouble with Facebook’ *The Guardian*