

Clove room  
4.10-4.25pm

## Applying connectivism for students and faculties in teaching and learning on a contemporary social media platform

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University students today are adept in technologies and most check in to their social media applications (apps) every day. The pervasive usage of apps such as Instagram and Snapchat has taken up a chunk of the students' daily activities. Students communicate with their peers on learning by exchanging questions and answers one-to-one, however, often without the supervision of the knowledge expert. When incorrect information is passed, students may perceive the new information as accurate, even if it is not. There may not even be an opportunity to be corrected. Therefore, the idea of bridging students and faculties in teaching and learning via a social media platform, was conceived. We integrate the connectivism by applying the social media network to connect students and faculties with lessons learned in a laboratory setting (Lim *et al.*, 2017). In this PechaKucha presentation, we share how students and faculties collaborate to apply *connectivism* in teaching and learning on a contemporary social media platform.

### Preamble

*Connectivism* is defined as the enrichment of a student's learning process, via the aid of individual networks to help increase knowledge and gain insight. The implementation of Snapchat into laboratory teaching is also in line with the theory of "Connectivism" (Bell, 2011; Duke *et al.*, 2010; Husaj, 2015; Siemens, 2014). By making use of these networks, students will be able to adopt the stance and different opinions of others (Rap & Blonder, 2016). It is not possible to experience everything by oneself, so students could learn from others via collaborative learning. *Connectivism* is now made possible with the advancement of technology that brings about social media apps like Facebook and Snapchat, to allow live sharing of content (Bayer *et al.*, 2016; Ernsberger & Venable, 2016).

### Method

We conducted our pilot project in the laboratory sessions, during which the lecturer recorded laboratory contents as he made his way around the fume hoods to check on the students' progress. The purpose of highlighting correct laboratory techniques and setup improvisations was to commend the students and motivate them to continue giving their best for the experiments, as well as to encourage their fellow peers to follow their good examples. A public account "chemfunman" was also created for both Instagram and Snapchat respectively to facilitate the sharing of the real-time contents with the students.

A flowchart that summarises the steps involved to upload the content onto Snapchat is as shown in Figure 1. Since mobile phone usage is not prohibited in the laboratory, students were able to view the stories during the laboratory session, as well as after their sessions. Students were also reminded of the safety and distraction issues of mobile phone usage while conducting experiments.

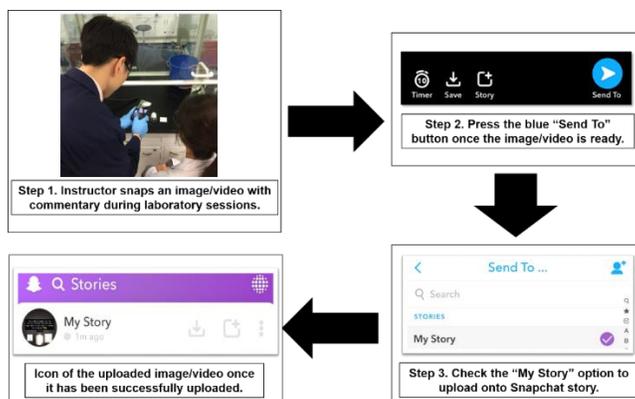


Figure 1. Flowchart of the steps taken to upload a Snapchat story.

A flowchart that summarises the steps involved to upload the content onto Instagram is as shown in Figure 2. Hashtags like #FunManPosits and #infunguencer were also included as captions of the uploaded contents.

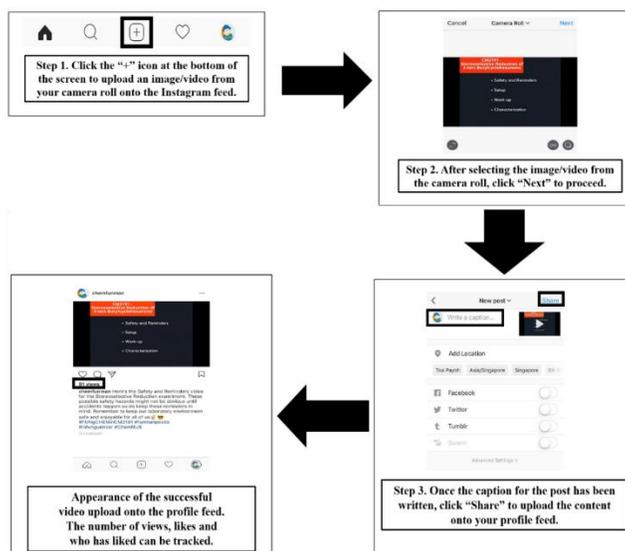


Figure 2. Flowchart of the steps taken to upload contents on Instagram feed.

The figure consists of 28 numbered slides arranged in a grid. The slides are organized as follows:

- Slide 1:** Title slide: "Applying Connectivism for Students and Faculties in Learning on a Contemporary Social Media Platform".
- Slide 2:** "INSTASNAP-PROACH In Laboratory Teaching".
- Slide 3:** "Instagram and Snapchat" with a comparison of features.
- Slide 4:** "Why Instagram?" with a bar chart showing 51% for Instagram and 63% for Snapchat.
- Slide 5:** "Why Instagram?" with statistics: 85% of 16-24 year olds use Instagram, 3.4 hours daily on mobile phones.
- Slide 6:** "Why Snapchat?" with statistics: 100 million daily users, 45% aged 18 to 24 years old, Snapchat users in Singapore doubled over a year.
- Slide 7:** "Disproportionate Ratio" showing a diagram of students vs. instructors.
- Slide 8:** "Objective of Project:" Encouraging active learning through social media.
- Slide 17:** "Materials and Methods:" Examples of laboratory content uploaded.
- Slide 18:** "Materials and Methods:" Examples of laboratory content uploaded - correct demonstration by students.
- Slide 19:** "Rationale" comparing 30 seconds for Snapchat vs 60 seconds for Instagram.
- Slide 20:** "Rationale" listing benefits like one-to-one engagement and peer learning.
- Slide 21:** "Filming of digital content" listing steps like capturing on iPhone 6 and no capturing of faces.
- Slide 22:** "Snapchat" listing features like 24-hour stories and no watermark.
- Slide 23:** "Instagram" listing features like hashtags and geotagging.
- Slide 24:** "Summary of Differences" comparing Snapchat and Instagram features.
- Slide 25:** "FINDINGS: Preliminary Survey" with a pie chart showing 80% positive responses.
- Slide 26:** "FINDINGS: Mid-Survey" with student feedback quotes.
- Slide 27:** "FINDINGS: Final Survey" with a pie chart showing 80% positive responses.
- Slide 28:** "FINDINGS: Final Survey" with a summary of positive responses and future use.

Figure 3. How faculties can partner with students to co-create and transform teaching and learning on the contemporary mobile platform.

## Conclusion

The use of Instagram and Snapchat as an instant video-sharing platform has shown to be a refreshing pedagogical tool. Snapchat enhances the student learning experience by allowing students to view real-time images and videos uploaded by the instructors. This method promotes active learning and makes the learning process more enjoyable and engaging. Students are able to view the practical aspects of the experiments with minimal delay, enhance their comprehension towards the lessons materials and increase their confidence when they conduct future experiments. Moreover, students are engaged in learning even after school hours, as they are able to watch the snaps on the go. Going forward, instructors can explore this social media platform as a technology support in their laboratory teaching.

## Keywords

Innovation; educational approaches; technology; social media; blended learning; Instagram; Snapchat; connectivism

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