

BOOK REVIEW

Social Media in Higher Education Teaching in Web 2.0

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

Reviewed by Pei-Di Shen, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Yi-Chun Chiang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Over the last few years, social media (such as Twitter, Facebook, Flickr and Instagram) has become widespread as a ubiquitous means for users to share their daily activities include check-ins, taking photos and expressing their personal feelings on these platforms (Cao, Wang, Hwang, Padmanabhan, Zhang & Soltani, 2015). These kinds of online applications have attracted hundreds of millions of users who routinely employ social media as their primary source of news and entertainment (Li & Tsai, 2015). Due to its ease of use, speed, and convenience, social media has fast changed the public discourse in society (Asur & Huberman, 2010). Social media no longer plays a passive role of just delivering messages; users can create, renew, modify, share, and discuss content individually or collectively (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). Interestingly, social media have also become scholar media and been adopted in the educational field; students can interact with their teachers, classmates and build learning groups via social media, which may evolve into innovative educational environments. In view of this, it is necessary to rethink how to use Web 2.0 technologies, social media, and their applications in higher education as effective and efficient educational tools.

After reviewing the book, *Social Media in Higher Education Teaching in Web 2.0*, readers may comprehend how the new types of social media tools such as Twitter, Facebook, blogs and other social media have been adopted in teaching, and start to be concerned with issues such as cyberbullying and what challenges we may face in the educational context. The book is based on extensive studies that have been carried out by the authors. In addition to the preface, there are 19 chapters divided into four sections, which cover seven main topics, including: 1. academic events through social media, 2. Blogs, 3. mobile social media, 4. Podcasting, 5. social media education and training, 6. social media tools, and 7. social networking. All chapters present a

broad analysis of social media that focuses on developments worldwide, which typically fit logically into the topic of the chapter.

The first section, "Teaching 2.0" is composed of five chapters. Chapter 1 covers the different models of e-learning and Web 2.0 tools that have been analyzed by the author. Chapter 2 reveals the benefits of Web 2.0 in the support of teaching or pedagogical process and suggests that social media can be applied in a Marketing Information System course. In Chapter 3, the authors focus on the use of new web-based technologies in strategies of teaching gender studies. Chapter 4 mainly highlights the perspectives on learning and teaching between students and teachers, compares the use of traditional media and new media in classes and integrating them within the academic environment. Chapter 5 points out that Facebook could be a student-centered approach in teaching and learning but there some limitations still remain for educators to overcome, such as low socioeconomic status students may face Internet connection failure problems at home, and to what extent teachers should impose the use of Facebook for educational purposes upon their students.

The second section, "Student 2.0", comprises Chapter 6 to Chapter 9. A historicist approach is used in Chapter 6 to present the trends of the educational process and learning environment in post-industrial society. Chapter 7 discusses the use of the Personal Knowledge Management model, explores the influential factors, and outlines what students need to learn to be prepared for Enterprise 2.0. In Chapter 8, the results of EU Kids Online II project about children's and adolescent's use of social networking sites is presented. Chapter 9 emphasizes how information literacy can support students' learning, such as academic reading and writing skills. Therein, the authors introduce examples of the positive effects of students' participation in publishing projects on the development of media literacies.

The third section, "Tools and Technological Issues in Web 2.0" points out some technological and philosophical issues of Web 2.0, and introduces the use of social media tools in the education field. The focus of Chapter 10 is the adoption of pedagogical frameworks such as Lev Vygotsky's Zone of Proximal Development to support the implementation of cloud software in public schools, and also gives some suggestions for the use of free software in the secondary curriculum. In Chapter 11, the major question of "What are the main ideas that should be considered when elaborating software systems for communication streamlining and diversification (CSD) between the actors of a learning system" is proposed. Furthermore, the authors also express concern about how social media impacts the information systems of the near future. Twitter, which is a social networking platform, could also be used for educational purposes in higher education. Chapter 12 provides a model of how to meaningfully engage with Twitter in higher education. Chapter 13 reveals the use of Facebook as the most effective communication tool between Australian Aboriginal academics and their Australian Aboriginal tertiary students.

The final section, "Educational and Ethical Issues in Web 2.0 Age" is composed of six chapters. Herein, the authors present that even though social media brings benefits to humanity, there are always two sides to everything. Therefore, Chapter 14 aims to critically examine the incorporation of innovative technologies and social media in the classroom. The authors note some core ideas that users should consider when using technologies in teaching, such as different technologies have their sensory biases, social biases, or content biases. Chapter 15 highlights the problems of anxiety about the online environment, which can be viewed as an important part of the educational process. Thus, educators should prepare alternate strategies to overcome users' anxiety. Recently, some users' online behavior has changed to include bullying. The use of Internet or communication technologies for the intention of harming another person is now called cyberbullying (Li, 2007). Chapter 16 introduces the definition of cyberbullying, compares the difference between school bullying and cyberbullying, explores the negative effects of cyberbul-

lying on children, and then provides common cyberbullying behaviors and coping strategies. In Chapter 17, the authors analyze three case studies which cover the use of innovative technologies in higher education research and teaching and policy, and also highlight the difficulties when promoting tools and platforms not supported by either the IT infrastructure of universities or the policies in place. The use of mobile technologies in education is convenient and offer potentiality for the exploitation of contextual learning. In Chapter 18, the authors first introduce the unique mobile culture in the 21st century, the convenience that mobile and contextual learning offer in informal situations, and the potential conflict between mobile informal learning and traditional classroom education. Chapter 19 covers a complex of important topics, theories and methods applied in media and communication studies. Besides, the specific activities in social media such as engagement, participation, bookmarking, and aggregation, are analyzed from the media effects perspective to explain or predict them. In this chapter, the authors specifically illustrate that the studies, theories and methods of social media must be transformed or applied more appropriately in further research.

The beauty of *Social Media in Higher Education Teaching in Web 2.0* is that it collates numerous studies focus on social media, and illustrates the advantage of using social media in higher education. This book is well organized and lends itself successfully to the study of different social media. In addition, the authors offer extraordinary viewpoints to rethink the academic work environments based on social media tools and applications, such as Twitter and Facebook, in accordance with the needs of students. Overall, the book provides teachers, researchers, educators, as well as software developers, up-to-date content about the impact of different social media tools on the current educational environment.

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Chia-Wen Tsai is an Associate Professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking. He is interested in online teaching methods and knowledge management.

Pei-Di Shen now works as Director of the Teacher Education Center and professor of Graduate School of Education, Ming Chuan University, Taipei, Taiwan. Professor Shen is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design. Her primary interest areas are E-learning, Knowledge Management, Virtual Community, and Management Information Systems. Her research focus is distance delivery in higher education.

Yi-Chun Chiang, M.Ed., is a staff member of the Teacher Education Center, Ming Chuan University, Taiwan.