

# SPEED DATING SOCIAL MEDIA CONNECTIVITY IN HIGHER EDUCATION

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## Abstract

This workshop is a means for those not familiar with key higher education relevant social media forums to gain an active and practical understanding of their importance in the current space in which we teach.

We will address issues such as: “I never have time to learn how these social media things work,” “I’ve heard it’s all bad out there is social media land,” and “why might we consider using social media in higher education?”

The workshop is highly practical, with support provided to quickly establish and implement the basics of engaging with students in a selection of relevant platforms.

## Objectives

To quickly familiarise participants with some of the key social media tools students currently engage with in learning spaces.

To facilitate the establishment of basic user capacity with these tools.

To provide a short block of time and space for those who would like to overcome threshold learning aspects of using social media.

Facilitation of a discussion of the pros and cons of using social media in HE and how to avoid some of the pitfalls.

## Workshop description

One hour with 30 participants’ maximum. The intended audience is

- (i) academic staff with limited experience using social media and
- (ii) those who might like to spend a little time refining their knowledge and application of social media in the teaching and learning context

Activities include:

Upskilling the non-Digital Native in use of: LinkedIn, Facebook, Twitter, Snapchat

Pedagogical applications of social media

Discussion of the pros and cons of using social media in teaching in higher education

The workshop will be flexible to adapt to the specific needs of those attending. For example, if everyone already has a LinkedIn Profile the focus will switch to its application for good pedagogy. If there are specific platforms that a lot of participants are interested in learning about this could also be accommodated.

## Biography of workshop leaders

Sarah-Jane Gregory is a Lecturer in the Griffith University School of Natural Sciences. Her research lens is on second year science undergraduate experiences. She also has research interests and developments in the areas of student engagement, technology-enhanced learning and professional development of Teaching Focussed Academics.

Dr Sarah Cresswell is a Senior Lecturer in the School of Natural Sciences, Griffith University. Her research interests extend from the investigation of clandestine manufacture, chemical profiling and isotope-ratio mass spectrometric analysis of illicit drugs and drug precursors to research into problem-based learning and the evaluation of teaching and learning practice especially in relation to enhancing undergraduate teaching and learning in forensic chemistry.

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