Evolving Role of Social Networking on University Education Performance in Kenya: A Case Study of Multimedia University of Kenya

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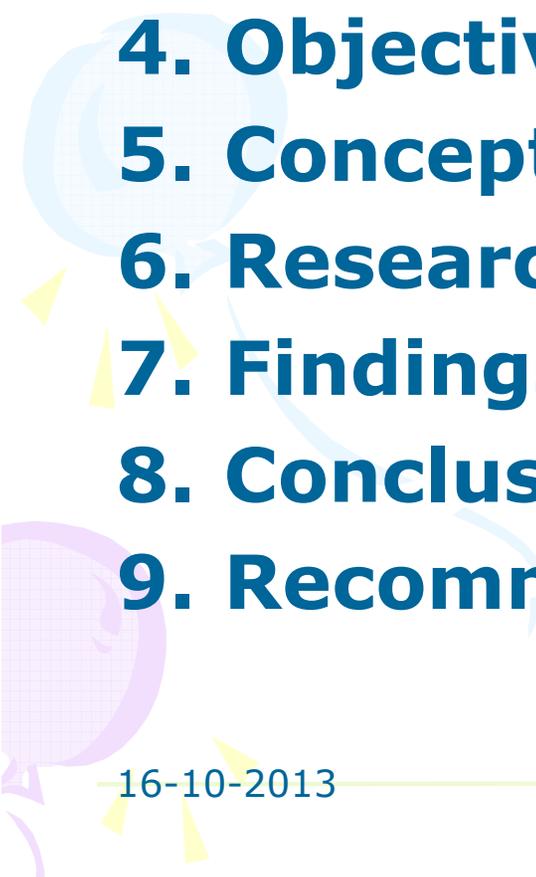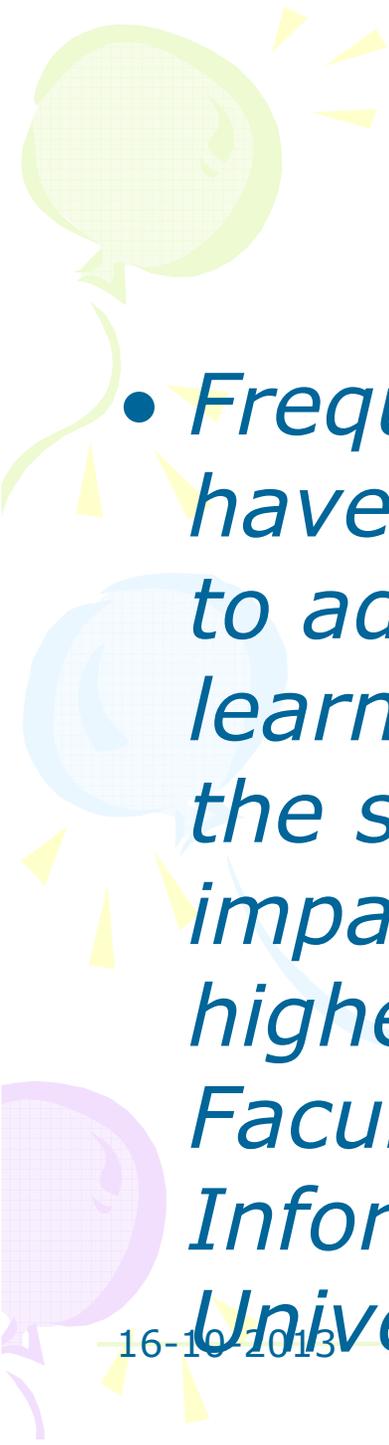KABARAK UNIVERSITY

October, 16th 2013

Outline

1. **Background**
2. **Introduction**
3. **Statement of the problem**
4. **Objectives of the study**
5. **Conceptual framework**
6. **Research Methodology**
7. **Findings**
8. **Conclusion**
9. **Recommendations**

Background

- *Frequent technological innovations have increased the desire of students to adopt new technologies in their learning processes. The purpose of the study was to investigate the impact of web 2.0 technologies on higher education: a case study of Faculty of Communications and Information Technology, Multimedia University of Kenya*

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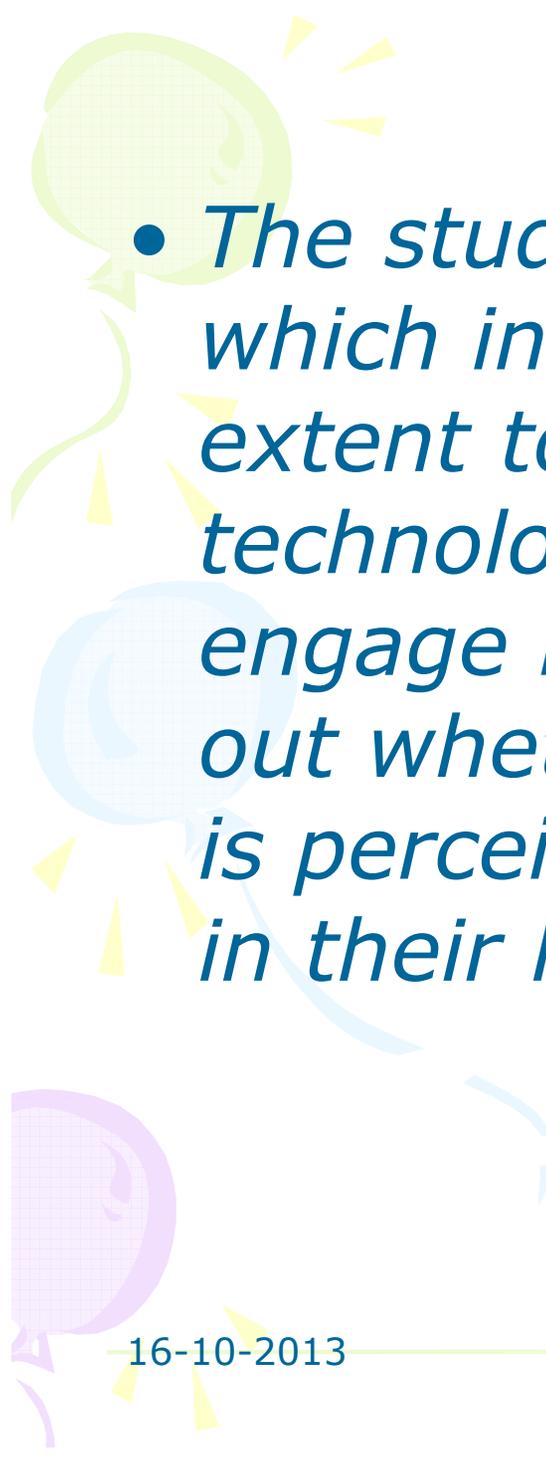
- *The study focused on two objectives which include to determine the extent to which Web 2.0 technologies motivate students to engage in their learning and to find out whether the use of Web 2.0 tools is perceived by students to be useful in their learning processes.*

- *The research design that was used in this study was a descriptive survey case study design to investigate the impact of Web 2.0 Technologies on Higher Education at Faculty of communications and information Technology, Multimedia University of Kenya. From the findings the following conclusions were made, Institutions of higher learning in Kenya are increasingly using Web 2.0 Technologies to enhance learning experience.*

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Introduction (1)

- Within 15 years the Web has grown from a group work tool for scientists at CERN into a global information space with more than a billion users (O'Reilly, 2005a).

- Currently, it is both returning to its roots as a read/write tool and also entering a new, more social and participatory phase.

- These trends have led to a feeling that the Web is entering a second phase, a new, improved Web version 2.0.
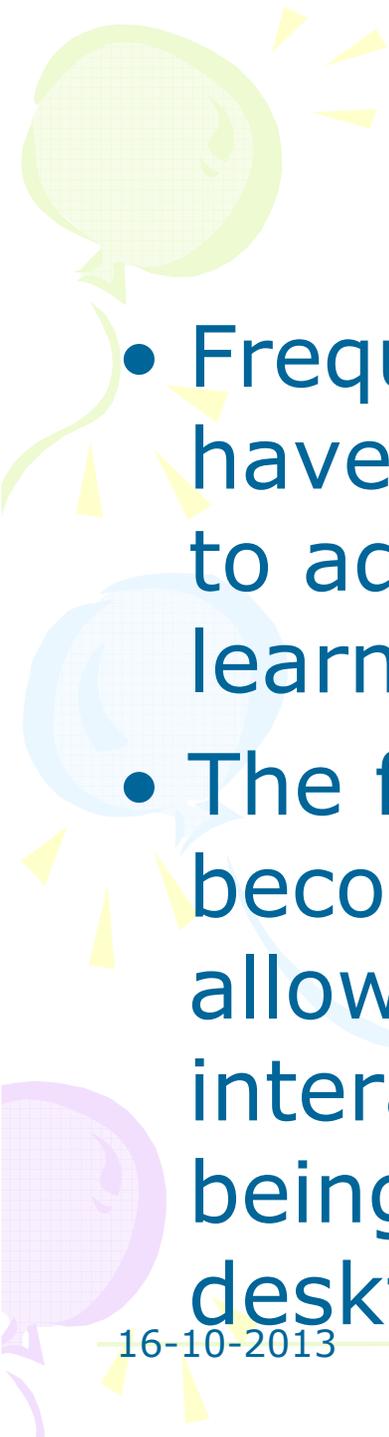
Introduction (2)

- The report establishes that Web 2.0 is more than a set of 'cool' and new technologies and services, important though some of these are.

- It has, at its heart, a set of at least six powerful ideas which include: *individual production and user-generated content, harness the power of the crowd, data on an epic scale, architecture of participation, network effects* and *openness* that are changing the way some people interact.
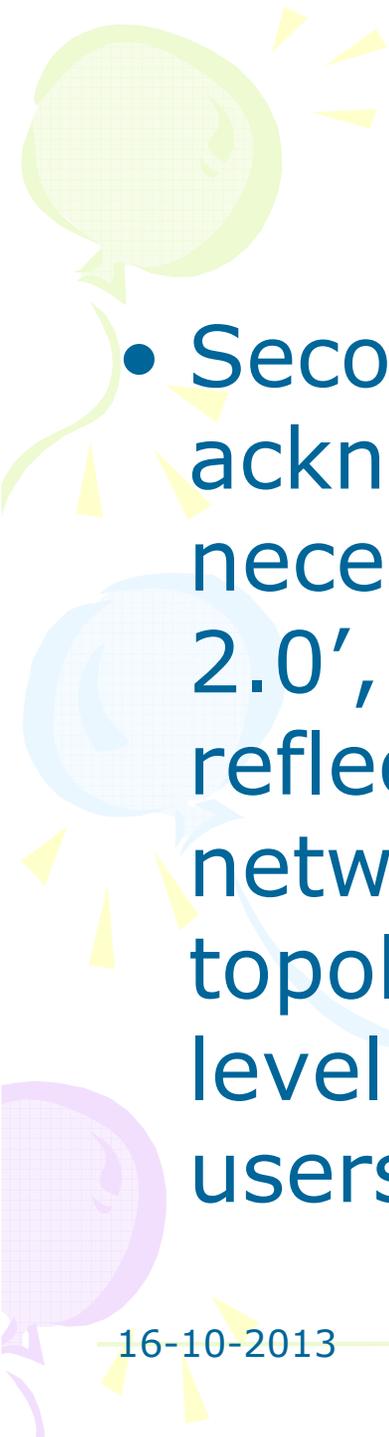
Introduction (3)

- Secondly, it is also important to acknowledge that these ideas are not necessarily the preserve of 'Web 2.0', but are, in fact direct or indirect reflections of the power of the network: the strange effects and topologies at the micro and macro level that over a billion Internet users produce (Wheeler, 2009).

Introduction (4)

- Frequent technological innovations have increased the desire of students to adopt new technologies in their learning processes (Anderson, 2007).

- The familiar web browser has become more versatile. It has allowed a wider range of user interactions, with such interactions being pursued within just this single desktop application.

Introduction (5)

- All of these circumstances have led to a more participatory experience of internet use.
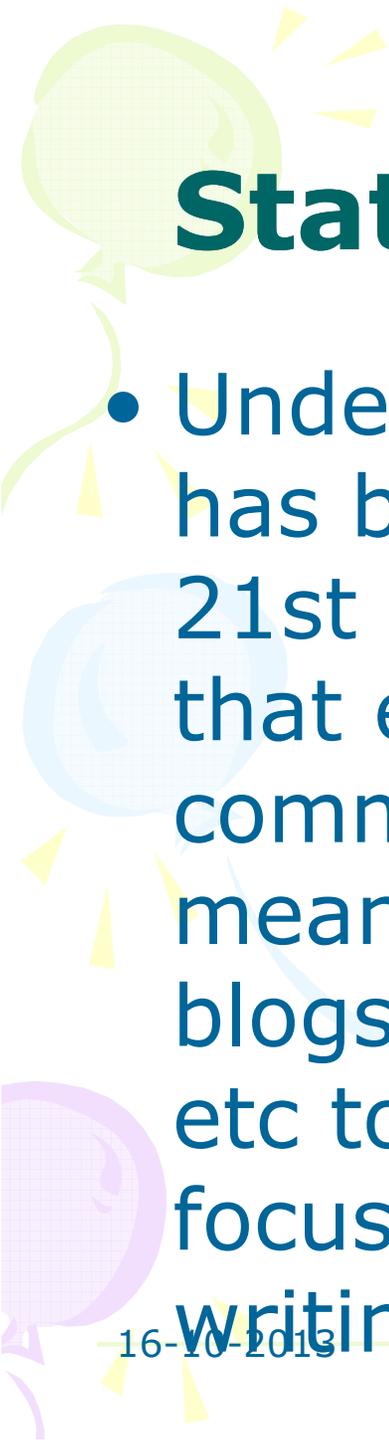
Statement of the Problem

- Understanding and using Web 2.0 has become one of the most critical 21st century skills. These are skills that enable teachers and students to communicate and use whatever means and tools available such as blogs, wikis, social networking sites, etc to communicate no longer focusing on face-to-face auditory and writing skills

- One being able to use the read-write Web in an informed and apt manner is essential to participate in society and meet the growing demand for e-skilled workforce (COM, 2010).

- Higher education plays a crucial role in developing e-skills of both those entering the labour market and those from the existing workforce (Fonstad & Lanvin, 2009).
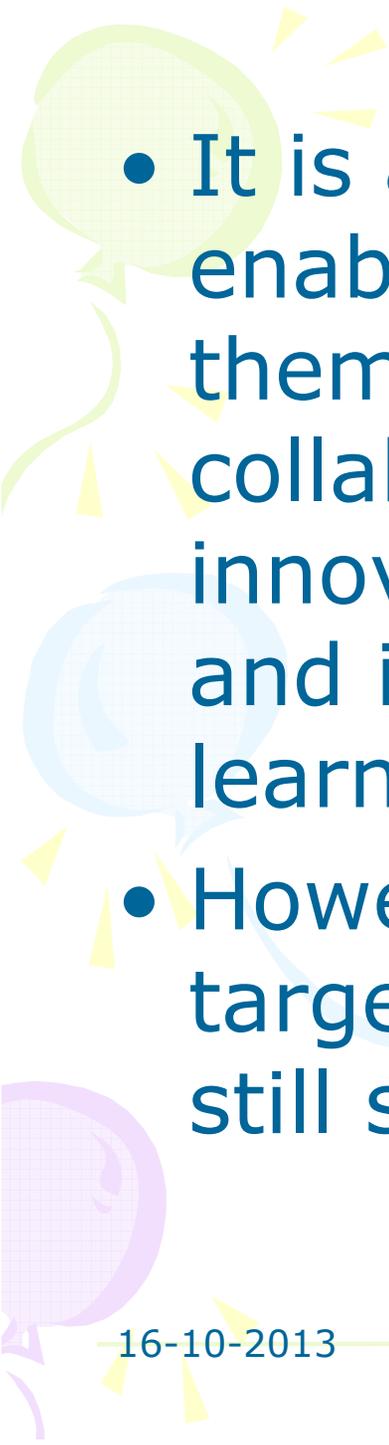
- It is argued that Web 2.0 could enable universities to reinvent themselves through more collaborative approaches to learning, innovations in teaching practices, and improved quality of student learning (Conole & Alevizou, 2010).

- However, university-led efforts targeting students' Web 2.0 skills are still scarce.
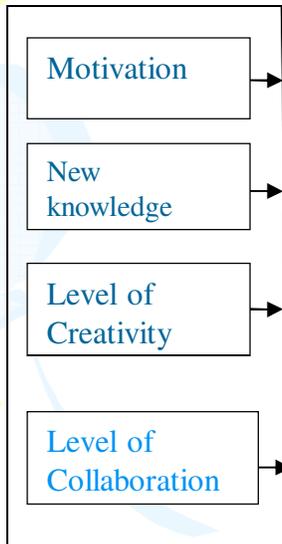
Objectives of the Study

- To determine the extent to which Web 2.0 technologies motivate students to engage in their learning.

- To find out whether the use of Web 2.0 tools is perceived by students to be useful in their learning processes
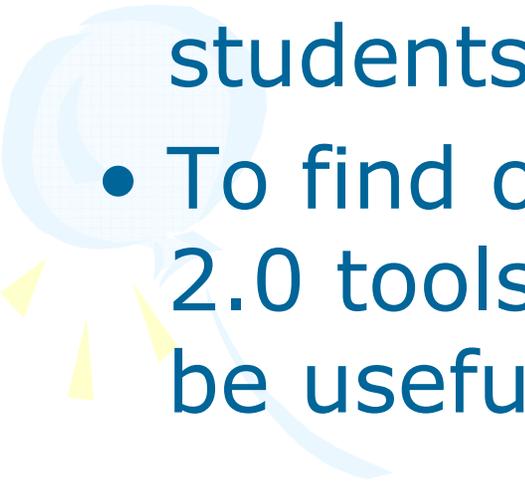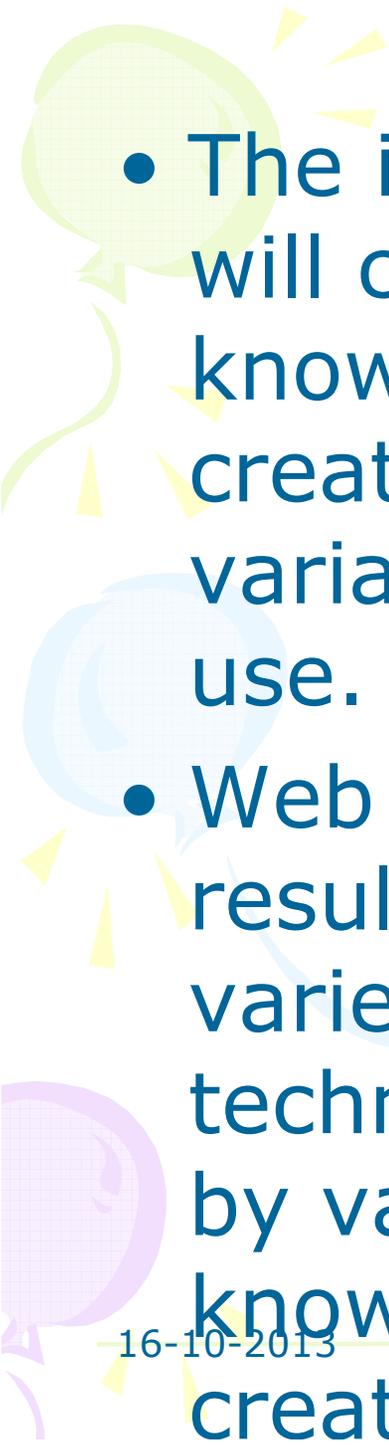
Conceptual Framework

Independent Variables

Moderating Variables

Dependent Variables

Motivation

New knowledge

Level of Creativity

Level of Collaboration

Age of student,

Level of study
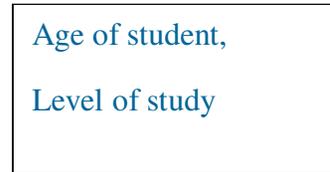
The use of Web 2.0 Technologies

- The independent variables this study will cover are motivation, new knowledge, collaboration and creativity while the dependent variable will be Web 2.0 technologies use.

- Web 2.0 technologies use is not as a result of any one variable but a variety of variables. Web 2.0 technologies use can be influenced by variables such as motivation, new knowledge, collaboration and creativity among many others.

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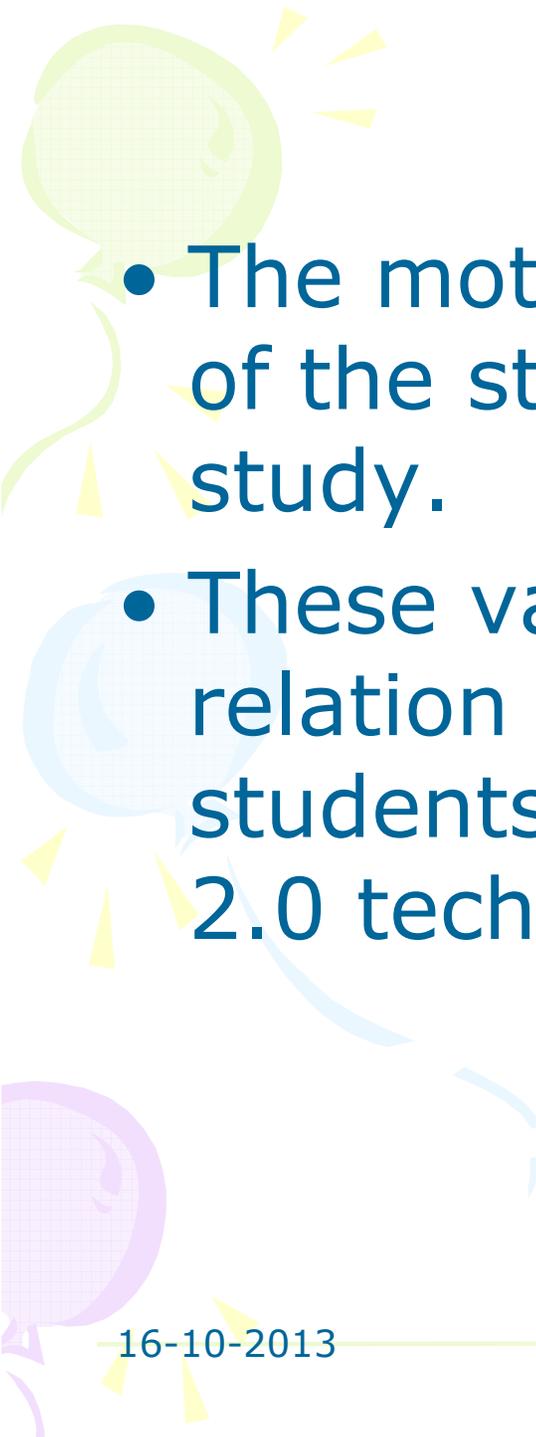
- The motivating factors being the Age of the student and the level of one's study.

- These variables will be measured in relation to the extent to which students are motivated to use Web 2.0 technologies in higher education.

RESEARCH METHODOLOGY

- The research design that was used in this study was a descriptive survey case study design to investigate the impact of Web 2.0 Technologies on Higher Education at Faculty of communications and information Technology, Multimedia University of Kenya.

Methodology (2)

- This study was conducted at the School of computing and informatics, Faculty of communications and information Technology, Multimedia University of Ken

- This faculty was selected because the researcher trains there.
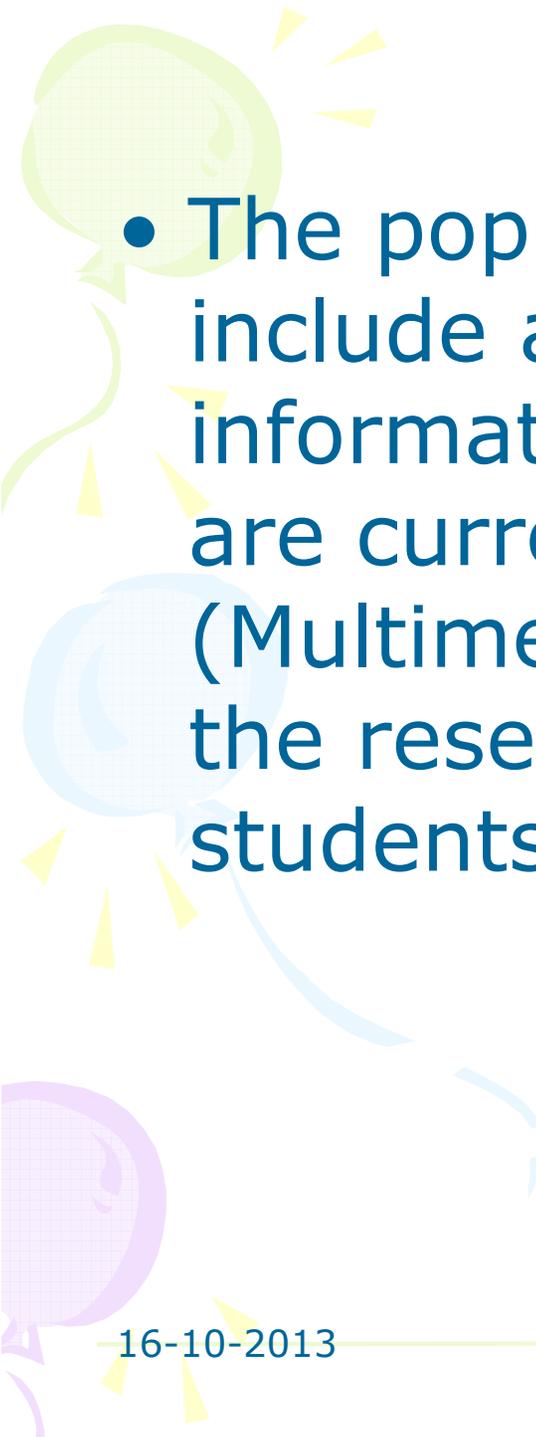
- The population for this study will include all Faculty of computing and information technology students who are currently a total of 2000 (Multimedia, Admissions) from whom the researcher will sample 200 students to fill the questionnaires.

Findings (1)

Research Question 1: The extent to which students are motivated to use Web 2.0 technologies in higher education
These variables will be measured in relation to the extent to which students are motivated to use Web 2.0 technologies in higher education,

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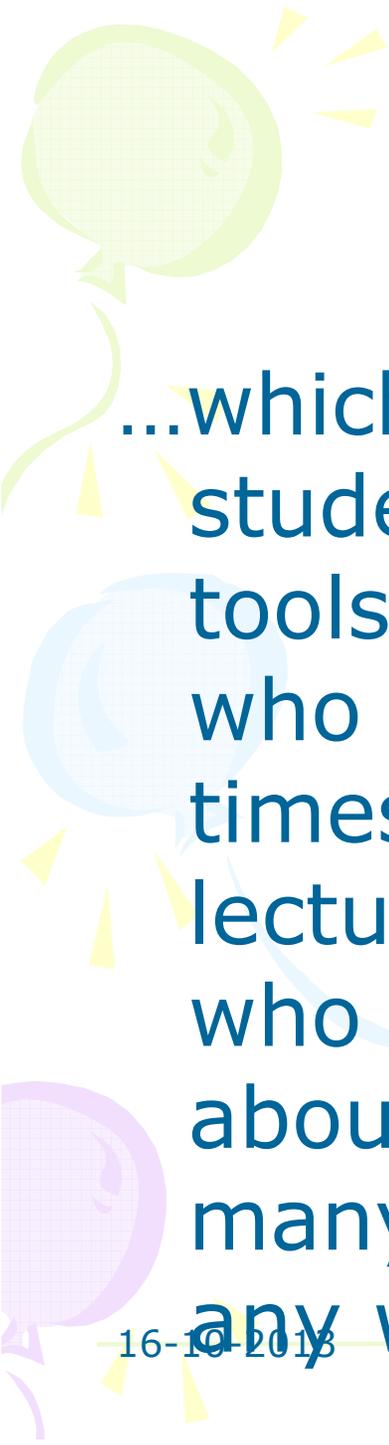
Findings (2)

...which is measured by the number of students accessing social networking tools daily, the number of students who like to blog, the number of times students post questions to lecturers, The number of students who make enquiries through email about their course as well as how many students are comfortable using any web 2.0 tools.

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Findings (3)

- **Research Question 2 Extent to which new knowledge gathering is achieved through the use of Web 2.0 technologies**

- The findings show the extent to which respondents agree or disagree with the statements with regards to the use of web 2.0 tools.

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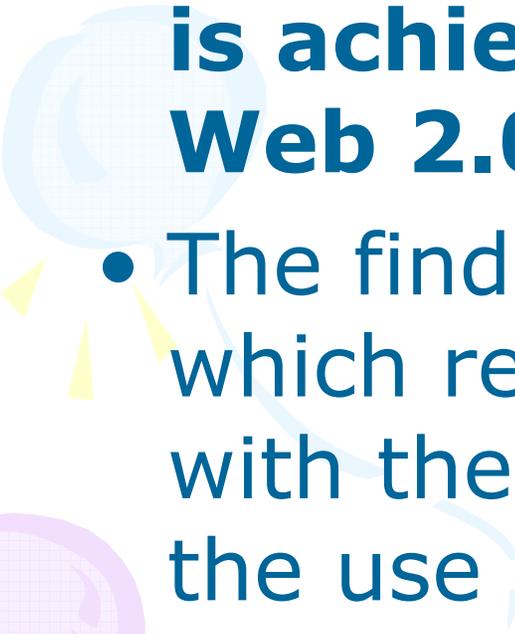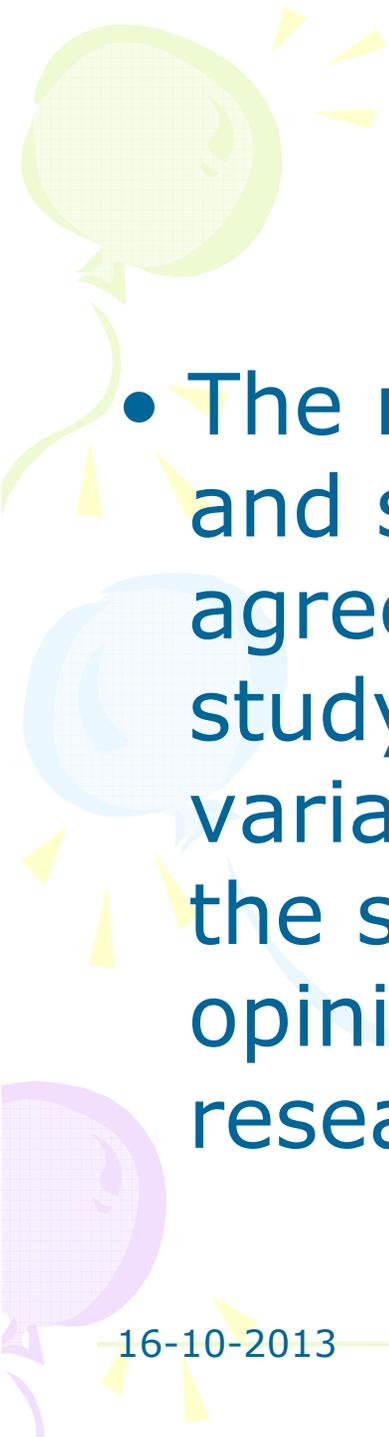
Findings (4)

- The results are indicating the means and standard deviation of level of agreement with the statement. The study utilized a likert scale where variables were classified according to the scale of agreement with the opinion being requested by the researcher.

Findings (5)

- Accordingly those variables with a mean of 0.1-1.5 represent strongly agree, 1.6-2.4 represented Agree, 2.5-3.4 represented neither agree nor disagree, and 3.5-4.4 was moderate disagreement while any score beyond 4.4 represented strong disagreements.
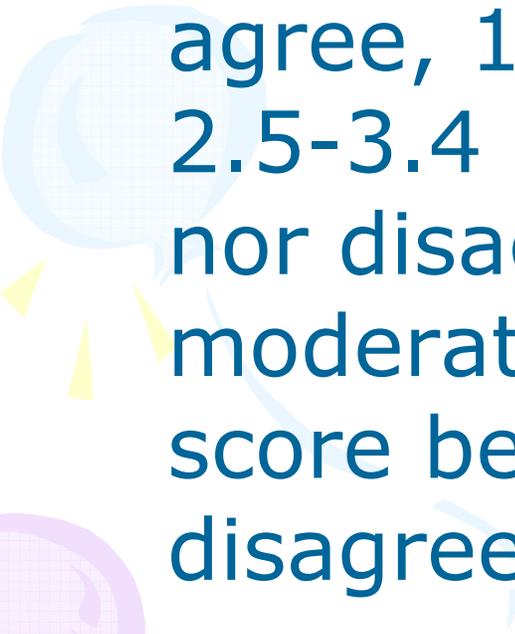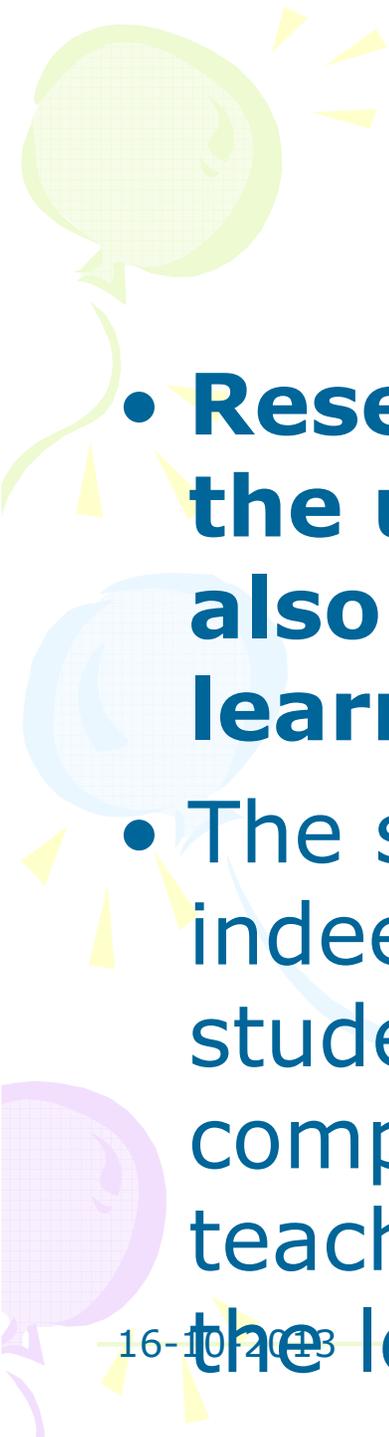
Findings (6)

- **Research Question 3: Whether the use of Web 2.0 technologies also lead to creativity among learners in higher education.**

- The study further established that indeed Web technologies helps students to improve their creativity compared to other convectional teaching and learning methods since the learning outcomes……

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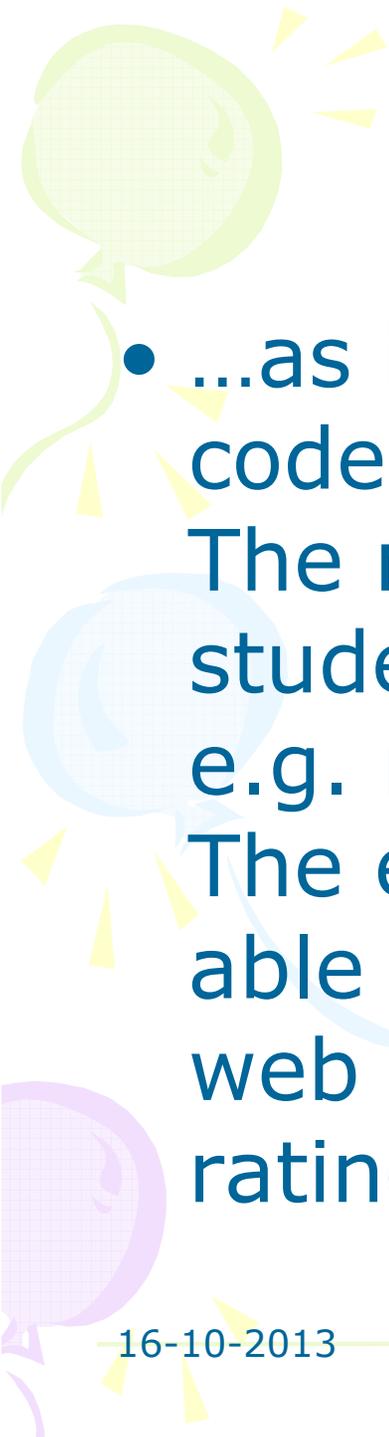
Findings (7)

- …as indicated by the number of codes written and posted on wikis, The number of tasks perform by students when using Web 2.0 tools e.g. multi-tasking with web 2.0 tools, The extent to which they have been able to apply the knowledge from web 2.0 to solving problems and rating of percentage knowledge to

Findings (8)

- …situations unrelated to the examples covered in the knowledge.

Conclusion

- From the findings the following conclusions were made, Institutions of higher learning in Kenya is increasingly using Web 2.0 Technologies to enhance learning experience.

- Adaption of latest technologies for example Web 2.0 in higher education is important for those institutions in Kenya
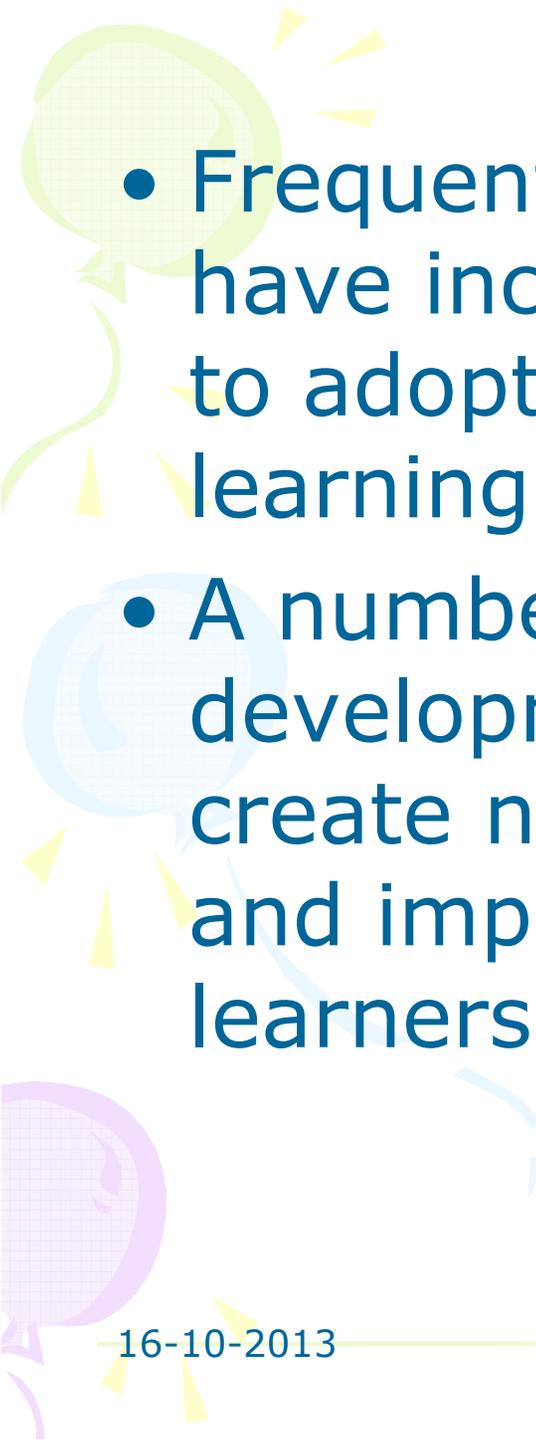
- Frequent technological innovations have increased the desire of students to adopt new technologies in their learning processes.

- A number of technological developments have come together to create new ways of using the Web and improve on various skills by learners.
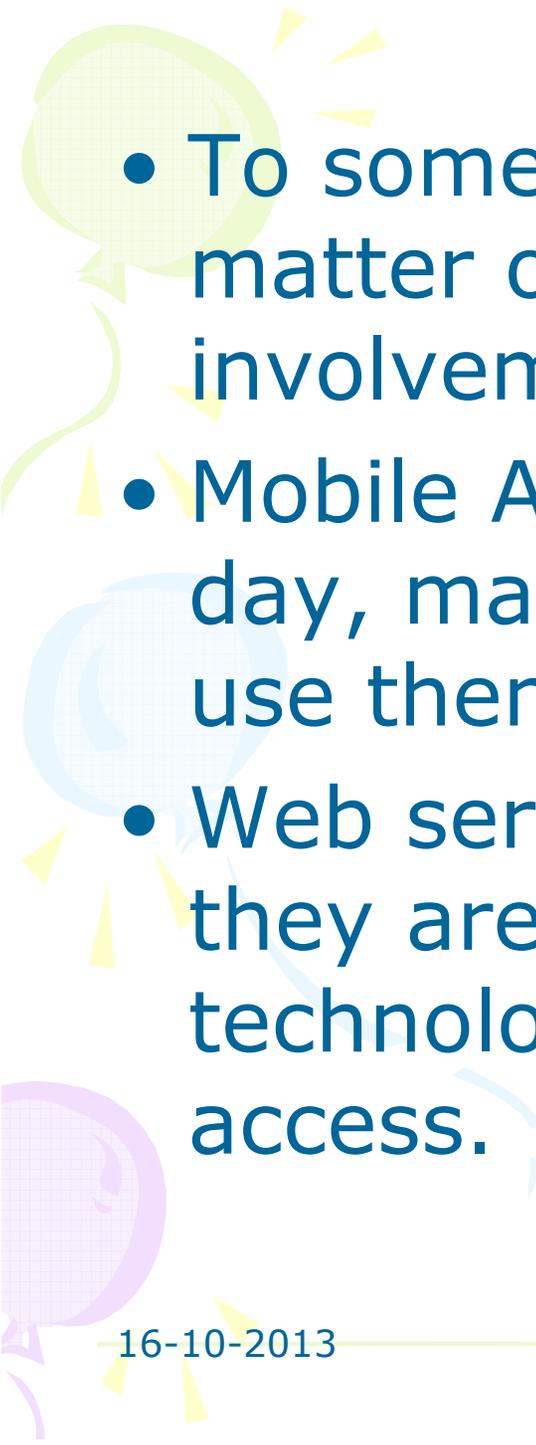
- To some extent, these changes are a matter of simply scaling up user involvement.

- Mobile Apps are increasing every day, making it easier for students to use them appropriately.

- Web services are less expensive, they are faster, and wireless technology allows more widespread access.

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- The consequence of this increased participation is that the internet has become a much larger enterprise of knowledge building, involving a larger constituency of participants.

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Recommendations

- The following were recommendations which were made from the findings and conclusion of the study.

- There is a need to continue with encouraging students and teachers to continue using web 2.0 technologies for teaching and aiding teaching

- The adaptation of web 2.0 technologies should be encouraged as it brings new ways of using the…

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- …web and improve on various skills by learners.

- Web services are less expensive, they are faster, and wireless technology allows more widespread access, with its ubiquity, its power can be harnessed much easily.

- For institutions of higher learning to explore the broad technological innovations, adaption of latest technologies for example Web 2.0 in higher education is paramount.

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Q&A

Thank You!

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