

Background

- Researchers have studied social media on the two-year college level, the four-year college level, and distance learning
- There is very little study on the high school level, more specifically, the 11th-grade English class

Purpose

- To determine the effects of social media use on high school students in an 11th-grade English class
- Data collected from both students and teacher
- The study explored how social media affected academic achievement and student engagement

Conceptual Framework

- Social Constructivism
 - Creating meaning in the world by interacting with others in formal and informal settings
- Connectivism
 - Addresses learning in the digital age
 - Learning is not about what an individual knows, but about what an individual knows how to obtain (e.g. through databases, on message boards, etc.)

Methods

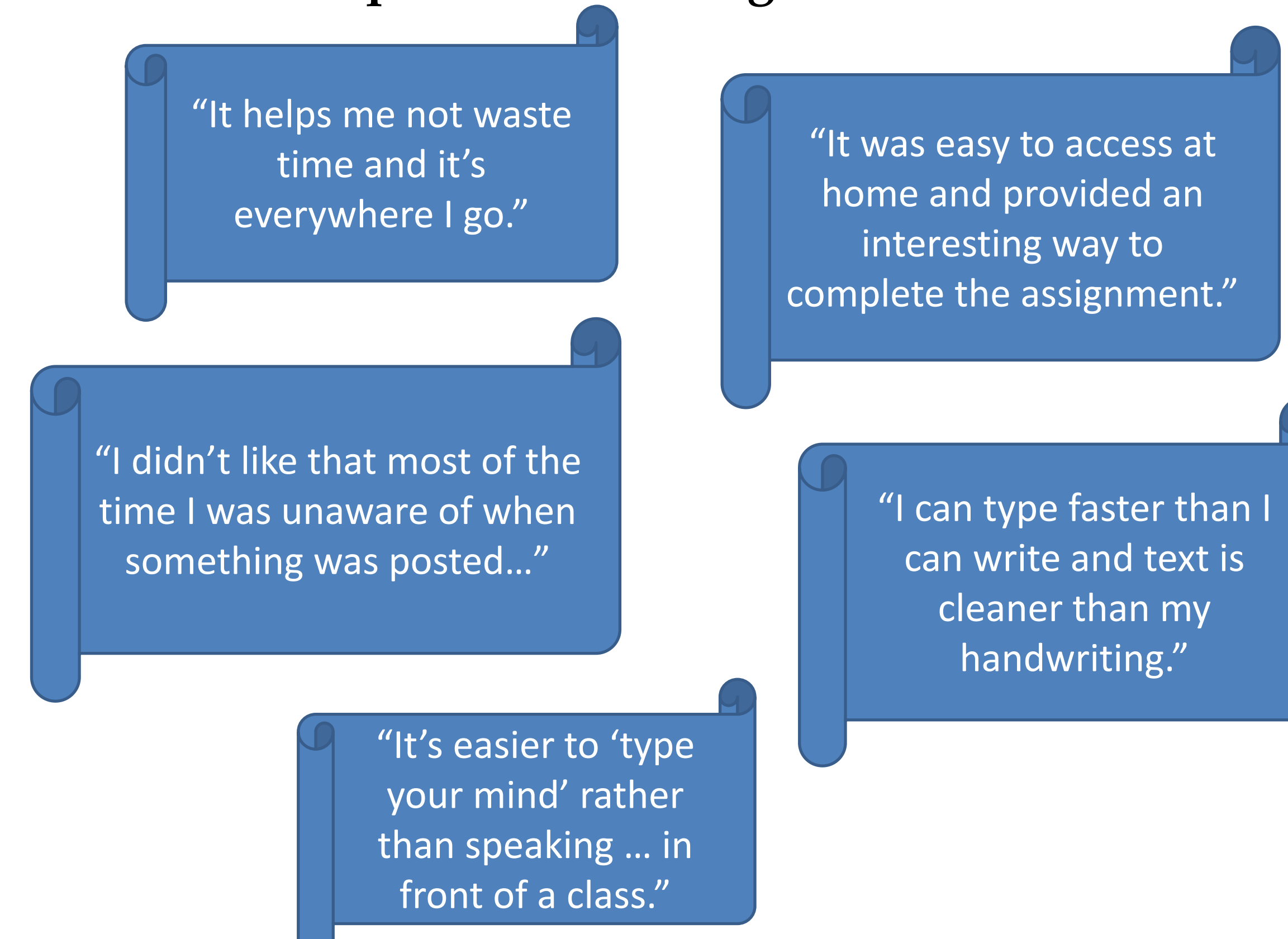
- Qualitative collective case study
- After six weeks, students were given a survey and teacher was interviewed by the researcher
- Data was coded and analyzed to discover common themes and sub-themes between students and their teacher

Results

Figure 1: Themes and Subthemes

Themes	Subthemes
Social Media as an Educational Tool	Easy to access and use Easier for shy/socially anxious students to use Negatives for using social media in the classroom
Gaining Real-World Experience through Technology	Real-world experience Knowing where to find information
Learning through Discourse and Diverse Opinions	Reflecting and learning during discourse and sharing thoughts Understanding and agreeing/disagreeing with others' opinions
Communication and Connection	Communication among peers Connections to others on social media
Creating Interest	Social media as a source of effective learning Social media was enjoyable to use

Notable student quotes concerning the use of social media



Results

- Overall positive affect on both the teacher and her students
- Students determined social media was easy to access and use
- Shy or anxious students could have discussions online without interruption or having all eyes on them
- Students gained real-world experience, using tools that are used in college and in the business world
- Some cited gaining academic independence, as well as learning to dialogue with others in a professional manner
- Students reflected on and learned through discussion
- Students could interact with others outside of normal class room period, as well as with more than one student at a time

Conclusion

Findings that emerged from data analysis

- Creating Student Engagement and Community
- Creating Conversation and Online Learning
- Creating a Pathway to Higher Education/Job Demands

Acknowledgements

Acknowledgement goes to Brianna Parsons, Ed.D., who has always been my biggest supporter in the academic world. I would also like to thank my family for understanding when the research took me away from them.