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## Editorial

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**Biographical notes:** Qiyun Wang is an Associate Professor in the Academic Group of Learning Science and Technologies at National Institute of Education, Nanyang Technological University, Singapore. His research interests include social media for teaching and learning, online learning, Web 2.0 tools, web-based learning environment design, and interactive learning.

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Included in this issue are six academic articles reporting on the use of various social media tools for teaching and learning. In the first article written by Evans, Won, and Drape, a programme Studio STEM was designed to engage learners (ages 11 to 15) in design-based science inquiry within a studio environment, enhanced by using Edmodo and other digital tools. Different from the social networking site Facebook, Edmodo is particularly designed for educational purposes. In this study, researchers tracked attendee and facilitator interactions through Edmodo. Results indicate that youth's understanding of science concepts was enhanced through participation in Studio STEM, evidenced through their articulation of understanding through Edmodo.

Twitter provides a quick and easy way for people to share their thoughts or tweets, on any range of topics and create impromptu communication networks. The second article written by Moore describes the features of Twitter, and in particular presents a case study of creating a backchannel through Twitter for the live event, featuring the Secretary of the US Navy, hosted by the School of Government. The article provides with a step-by-step guide, by following which readers can easily learn how to create an event backchannel using Twitter.

In the third article written by Sun and Chen, a conceptual framework for analysing the social affordances of general Web 2.0 tools is proposed. The framework covers four dimensions, namely social connection, information aggregation, reflection and expression, and dialogue and collaboration. An example of using this framework to analyse the affordance of a specific social media tool – micro-blog – is provided in detail in this article.

In the fourth article written by Hull, a Facebook page was created for the Digital Media class at a high school in southeastern North Carolina. Sixty students participated in the study, with 36 'liking' the page, and 24 abstaining from 'liking' the page. The result shows that there was not a significant difference between those who 'liked' the class Facebook page and those who did not. However, based on the responses of those who 'liked' the page, there was significant data to demonstrate the effectiveness of the page in keeping students interested in the class.

Identity is a complex topic. Different people have different identities, but one person may have different identities in various contexts as well. Identity is not just about how an individual sees his/her self, but also about how they want to be seen by others, and how others see them. The fifth article written by Blanch, Nairn, and Sandretto explores the way a small group (N = 9) of senior students from a New Zealand secondary school negotiated their identities on a class' Facebook page. This study found that digital presentations on the class' Facebook page re-present just one of the many subject positions each student occupies even though they performed to blended audiences of teacher, classmates, family, offline friends, and online friends.

In the last article written by Paliktzoglou and Suhonen, Facebook was introduced as a platform to support PBL group work to a cohort of web media students (N = 21) participating in the eMarketing course at Bahrain Polytechnic. The students used Facebook for their PBL assignment to solve the problem of developing a social media strategy for a fictional company. The results show that using Facebook can increase student engagement. Also, students and the instructor were both highly engaged in the learning process through communication and collaboration.

In summary, this collection of articles represents the use of various social media tools (Facebook, Twitter, Edmodo, and micro-blog) in various contexts (the USA, China, New Zealand, and Bahrain). Hopefully by reading the articles, readers can gain experiences of effectively using social media in education.