

Designing Problem-Driven Instruction with **ONLINE SOCIAL MEDIA**



Edited by
**Kay Kyeong-Ju Seo, Debra A. Pellegrino,
& Chalee Engelhard**

Designing Problem-Driven Instruction with Online Social Media

This page intentionally left blank.

Designing Problem-Driven Instruction with Online Social Media

Edited by

**Kay Kyeong-Ju Seo, Debra A. Pellegrino,
and Chalee Engelhard**



**INFORMATION AGE PUBLISHING, INC.
Charlotte, NC • www.infoagepub.com**

Library of Congress Cataloging-in-Publication Data

Designing problem-driven instruction with online social media / edited by Kay Kyeong-Ju Seo, Debra A. Pellegrino, and Chalee Engelhard.

p. cm.

Includes bibliographical references.

ISBN 978-1-61735-644-5 (pbk.) – ISBN 978-1-61735-645-2 (hardcover) – ISBN 978-1-61735-646-9 (ebook)

1. Internet in education. 2. Social media. I. Seo, Kay Kyeong-Ju. II. Pellegrino, Debra A. III. Engelhard, Chalee.

LB1044.87.D492 2011

371.33'44678–dc23

2011038822

Copyright © 2012 Information Age Publishing Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the publisher.

Printed in the United States of America

CONTENTS

Preface vii

UNIT 1

OVERVIEW

1. **Going from Obsolete to Innovative: Empowering Problem-Based Learning with Online Social Media** 3
Chalee Engelhard and Kay Kyeong-Ju Seo

UNIT 2

K-12 APPLICATION

2. **ReTweeting History: Exploring the Intersection of Microblogging and Problem-based Learning for Historical Reenactments** 23
Victor R. Lee, Brett E. Shelton, Andrew Walker, Tom Caswell, and Marion Jensen

3. **RePowering Reading and Writing: Energizing Content Area Curriculum with Online Social Media**41
Debra A. Pellegrino and Mary P. Mahaffey

UNIT 3

HIGHER EDUCATION

- 4. **A Design Model of Harnessing Wiki for Collaborative Problem-Based Instruction in Higher Education**67
Ying Xie and Seung Kim

- 5. **Recorded Voice Reflection in Problem-Based Learning Scenarios**87
Dana A. Tindall and Kay Kyeong-Ju Seo

- 6. **Using Online Social Media to Facilitate Clinical Reasoning in Entry Level Occupational Therapy Students**..... 105
Marlene Joy Morgan and Amy Frey Gerney

UNIT 4

BEYOND THE CLASSROOM

- 7. **Utilizing Social Media for Democratic Service-Learning Practice: A Framework and Guide for Educators**127
*Cara R. Lynch, Elizabeth E. Henry,
Lisa V. Bardwell, and Jennifer A. Richter*

- 8. **Design Principles for Problem-Driven Instruction with Online Social Media in Korean Contexts** 147
Jihyun Si and Dongsik Kim

- About the Authors**..... 169

PREFACE

Not too long ago, it was perfectly acceptable for instructors to be the fountain of knowledge and for students to come to the font to learn. However, more recently, the learning paradigm has shifted to reflect empowerment of the student and the instructor as a facilitator where they both go to the font, the instructor guides, and the student drives the learning experience. The unseen component added to this reallocation of roles is how the new generation of learners uses technology as a part of their everyday lives. They consistently use online social media tools, such as Twitter and Facebook, to email and text as a way to interact with their environment. Struggles exist as to understanding the ramifications of online social media and the implications it holds on the questionable success instructors may have while attempting to reach out to this new generation of students. How can an instructor meet the next generation of learners on a level that engages the student yet enhances learning at the same time?

This book serves to provide a vehicle for practitioners at all levels to expedite and successfully implement problem-driven instruction using online social media as an interface for enhanced learning experiences. For the novice user, the book enables confidence in utilizing this venue for instructional use. For experienced social media users, it provides evidence-based instruction and a decision-making framework and helps problem

Designing Problem-Driven Instruction with Online Social Media, pages vii–ix
Copyright © 2012 by Information Age Publishing
All rights of reproduction in any form reserved.

solve common issues that arise. Also, considering the levels at which instructors deliver their lessons, teachers in K–12 education, professors in higher education, and pre-service teacher candidates need to have instructional strategies available to them in order to facilitate online social media with problem-based learning. This publication seeks to elicit an understanding of how online social media and problem-driven instruction enhances student learning outcomes and to provide recommendations to teachers at all levels. Users will experience high satisfaction with implementing the techniques shared in this book, as their students will become more engaged in learning and have successful learning results.

The approach to the organization of this book is to create curiosity and interest of the reader from the beginning and to provide authentic examples of practical application throughout each of its four units. The venue of the book progressively moves from a smaller-scale, K–12 environment to a larger, global context. The first unit discusses underlying principles of problem-driven instruction and the current trends of online social media. It determines how an instructor can become obsolete in practice and outlines a path to change their classroom instruction to innovative pedagogy. The second unit takes a concentrated look at K–12 application. It offers insight into the collaborative use of online social media to support learning objectives in history, reading, and writing. Both chapters within this unit provide authentic examples of how online social media have the ability to enhance classroom practice in the K–12 environment. The third unit takes a step into higher education where the chapters focus on the use of wikis in collaborative learning, voice reflection in problem-based scenarios, and clinical reasoning using online social media. In particular, presentation of detailed cases to identify key design considerations and noting the interrelationship of learning objectives, problem choices, pedagogical practices, and implications for designing wiki-supported problem-driven instruction occur. Additionally, this unit demonstrates how blogging with voice-recorded reflections enables a platform for problem-driven instruction to meet definitive class-related objectives, whereas the use of YouTube videos produces the opportunity for interaction and feedback on increasing occupational therapy students' clinical reasoning skills. The final unit takes the reader out of the traditional classroom and into the community and the global setting. This unit provides a clear course for incorporation of online social media to increase the effectiveness of civic action-related youth, community service learning projects as well as design principles for problem-driven instruction with online social media based for networked learning particularly in Korean contexts.

Therefore, the organization and content of *Designing Problem-Driven Instruction with Online Social Media* takes the reader on a journey that invokes, a deeper understanding of the use of problem-driven instruction with on-

line social media tools. A detailed path of how to implement these new tools becomes evident through each chapter. Lastly, readers will find that they will use this book as a reference tool when looking to augment online social media into everyday classroom practice regardless of the current educational setting in which they work.