Name of the project: Social Media and Education

Partner: Public Training Center and Evening Art School Afyonkarahisar, Türkiye

Students: Teacher candidates who could not be employed to education

Course time: 4 hours per week for 8 weeks in total of 32 hours

Why the use of a PLE methodology

In our project, it is aimed to develop a tutor method in addition to traditional training methods which can be used with social media tools "(PLA method)" for teacher candidates who completed his university education but could not be employed. We started our seminar "Social Media and Education" by trying to create a personal learning environment to our teacher candidates. In our seminar we introduced the most used social media tools. By creating a blog we tried to determine. how we are going to use it in the classroom. We shared with each other the aspects we do not know of using a computer on the "Wordpress" blog by performing a pilot application. In this tutorial, we agreed as a precondition that our learners are willing to use the social media tools and their competence to use computers. We tried to provide notice that Social media tools; their learning goals, managing their learning content and process, communicating with others in the learning process trying to provide notice the group to achieve its targets. To give completely a new understanding to the teaching approach of the teachers, and integrating the Social Media, video sharing, etc. tools to the lessons.

Content of the course (framed in the context of Lifelong Learning)

Within the project "Social Media and Training Seminar" our teacher candidates should be able to use different social media tools actively.

Pre-requisites of the course

To know the learning methods used at schools, to have interest in Social media tools, to have proficiency in computer using.

PLE Tools explored in the class

- Blogs (as storage tools, aggregation tools and presentation tools) Pedagogical approach in the class.
- Facebook and Twitter (as a communication tools)

Pedagogical approach in the class

Presential:

Students use the class to learn the technological tools and use them to build their PLE.
A teacher's blog, to centralize several aspects of the project was needed and, therefore, created.

Autonomous:

Students must acquire and collect content (traditional teaching methods), try to insert that content in their PLE, read other student's content on their PLE and use the communication tools to change perspectives on common content.

Results

Overall results:

With the use of social media in education the students have learnt that the desired and interesting information can spread quickly in the classroom.
The teacher did a sample lesson in the classroom by using the traditional teaching methods. Our teacher candidates were asked to share things relating to this course in the blog. It has been seen that the trainees have shared different and common topics. The lessons were told again by taking into account these sharings. The trainees have showed more interest and attention to different shares than from themselves.
It was difficult to adjust the length of the course. Next year, social media tools (blogs - Facebook) are going to be applied in different areas to more crowded groups by taking into account the course length.

Advantages over traditional course delivery strategies:

PLE as a methodological approach had the advantage of allowing students to follow in real time, as autonomous work, the work of others and engage in discussions. Also, as all information gathered, collected, edited and published is in digital format, PLEs seemed to offer an interesting tool to manage the whole learning process.

Challenges over traditional course delivery strategies:

- An interactive classroom may not be possible to create everywhere.
- The duration of the lesson may get affected negatively.
- The sharings may not be made on time.

Other aspects of importance

None.