

## Learning in Digital and Social Media

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Learning in Digital and Social Media is an interdisciplinary minitrack to present research on how human learning takes place via interactive and social processes enabled or supported by digital and social media. We seek to bridge disciplines and research communities between system and learning sciences, and within this scope a broad range of research questions, learning settings, and theoretical and methodological traditions are discussed. The shared focus is on relationships between human activities and the technologies and analytics used to support and enable learning.

This year the Learning in Digital and Social Media minitrack consists of three highly valued papers. Each of these papers successfully address complex methodological challenges of researching learning through social interaction in digital and social media and present innovative designs for learning.

The first paper, presented by Jean-Éric Pelet and Somayeh Zamani with the title "*When Engagement in Course-Related Social Media Leads to Better Course Self-Efficacy*", discusses the impact of social media participation on classroom learning. The study presented in this paper seeks to find out why students engage in course-related social media groups (for example WhatsApp, Telegram, Facebook and LinkedIn) and how the social media engagement of silent students can mediate their self-efficacy. The study proposes and tests a model for increasing self-efficacy through engagement in course-related social media groups. The findings show that social media engagement positively affects self-efficacy and mediates the negative effect of students' selective mutism. The authors discuss practical implications for learning design in order to encourage student participation in online groups and social media.

The second paper, presented by Susan Gasson and James Waters, is called "*Participation Solicitation Design for Learner Engagement with Epistemic Objects and Situated, Collective Learning in Online Discussion Boards*". This paper focuses on how we may design effective affordances for contextually- and socially-situated learning in professional domain courses mediated via digital technologies. To do so, the study distinguishes between online learning

affordances as technology mechanisms that guide normative actions and affordances as participation solicitations that guide learner active engagement in socially-situated learning. Using a mixed methods approach, the study analyses student engagement in online professional graduate courses in Library and Information Sciences, by looking into technology-related mechanisms for student interaction and mechanisms that allow situated professional practice and contextual domain knowledge to be incorporated into a digitized version of experiential learning. The analysis focuses on the domain-specific pattern sensitization that results from the collective interaction with epistemic discussion objects. The paper makes a research contribution by demonstrating how solicitation-affordances complement technology affordances to support student engagement in online experiential learning.

Our third and final paper of this minitrack, presented by Anatoliy Gruzd and Nadia Conroy, is called "*Learning Analytics Dashboard for Teaching with Twitter*". In this paper the researchers focus on the use of social media by university teachers to design and evaluate a Twitter-centric learning analytics dashboard. The reason behind this is that social media platforms are increasingly being used in formal education, but many current learning analytics systems are not capable of incorporating social media data into their analytical approach. The goal of this paper is therefore to determine whether use of social media, in this case Twitter, meets teaching objectives and secondly to help system designers to navigate the nuance of designing learning analytics dashboards for social media platforms.