

facebook

Supporting students through social networking

Facebook helps you connect and share with
the people in your life.



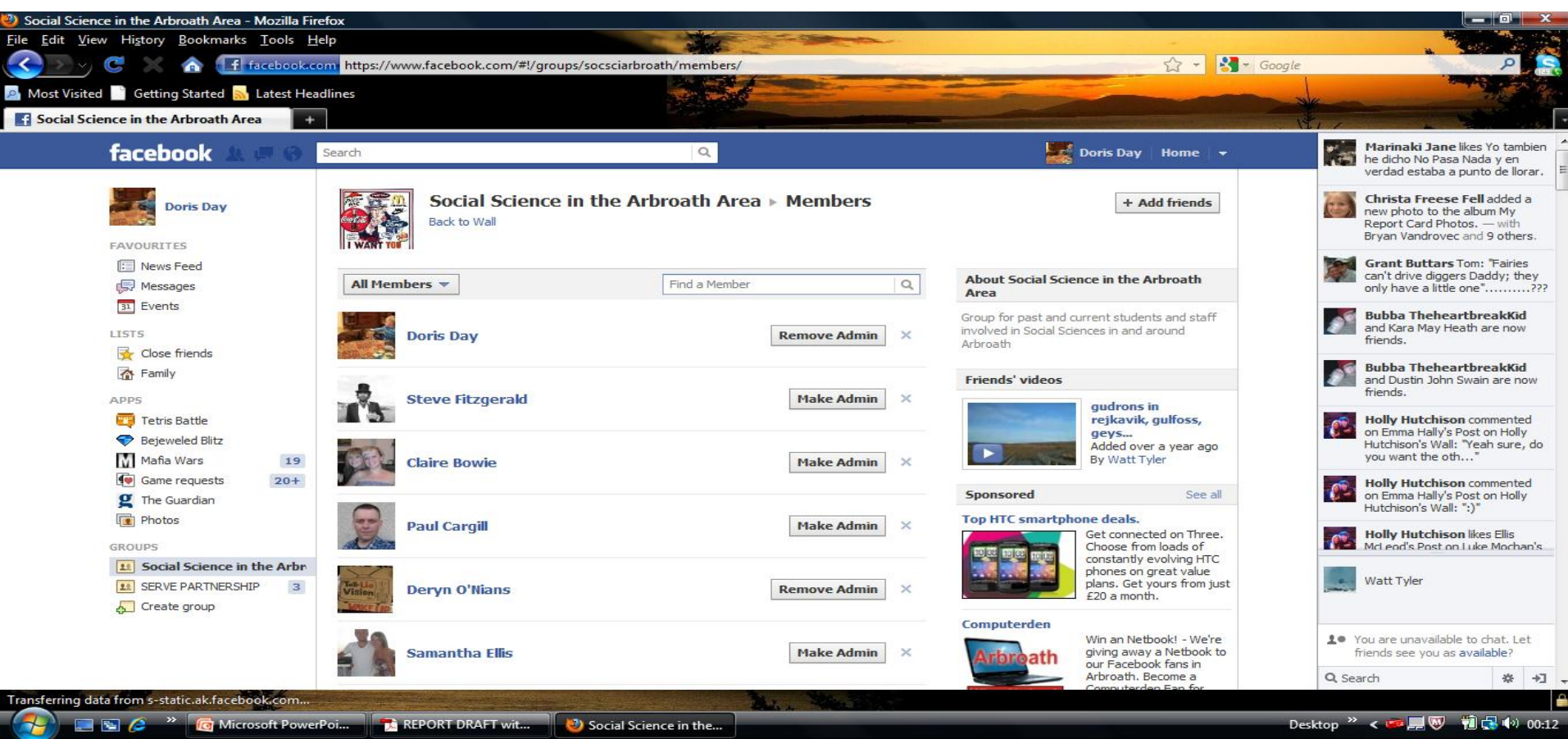
Who ? Why? When?

- Set up in Jan 2009
- 200 + members
- Current students
- Past students
- University contacts
- Wider social science community
- Showcasing – local MSP, mums, executive



Keeping it clean

- Closed group
- Moderation
- Brief before use
- Norms of site
- Student administrators



Development

- Early days – teacher driven
- Establish norms
- Encourage discussion
- Student ownership
- Peer learning
- Additional to VLE - can go 'off piste'



Resource Bank

- Holds previous years discussions
- Evidence of individual progress
- Support – personal and academic
- Problem sharing
- Media resource – articles, film clips
- Documents experience – photos, videos, discussions
- Enables student to share with own networks

Discussion threads on Facebook site

- [NCs Gothic horror production- Dracula](#)— 7 posts. Created at 08:29 on 04 Nov
- [EARLY DAYS STRESS - ADVICE FROM THOSE WHO HAVE BEEN THERE](#)
7 posts. Created at 10:01 on 11 September 2009
- [social science jokes](#)—5 posts. Created at 14:43 on 29 March
- [Land Reform](#)—1 post. Created at 14:25 on 13 April
- [Funding for hnc or d](#)—1 post. Created at 07:31 on 01 April
- [Hitchhikers guide to the Gender galaxy or else: Women, girls and boys as their toys and the origins of patriarchy.](#)
11 posts. Created at 22:13 on 17 March
- [The Scottish Enlightenment, novelty of thought and the beginnings of the class struggle.](#)
2 posts. Created at 13:56 on 09 December 2009
- [Are you a good neighbour ?](#) - 2 posts. Created at 04:40 on 01 December 2009
- [Weberianism](#) - 3 posts. Created at 09:43 on 18 November 2009
- [EXAM TIPS](#)—12 posts. Created at 14:49 on 07 May 20
- [Remembrance Day - Does It Mean Anything Anymore?](#)
11 posts. Created at 14:19 on 11 November 2009
- [BNP](#)—17 posts. Created at 06:44 on 20 May 2009
- [Marxism and psychoanalysis](#)—34 posts. Created at 08:57 on 25 February 2009
- [Do images of women in the media reflect a patriarchal perspective ?](#)
8 posts. Created at 11:39 on 04 September 2009
- [MALAWI FUNDRAISING THREAD](#) -1 post. Created at 07:01 on 30 Sept 2009
- [Alternative reading list](#)—2 posts. Created at 06:36 on 03 September 2009
- [evil, does it make any sense](#)—4 posts. Created at 12:04 on 28 July 2009
- [Nature v Nurture](#)—5 posts. Created at 05:45 on 06 June 2009
- [Your future](#)—35 posts. Created at 02:36 on 25 February 2009
- [is Mothers day just a big con](#)—12 posts. Created at 05:37 on 21 March 2009
- [Do IQ tests really measure intelligence](#)—7 posts. Created at 07:52 on 01 Dec 2008
- [psychoanalytic feminists](#)—19 posts. Created at 09:54 on 07 March 2009
- [Is racism part of British Culture](#)—8 posts. Created at 01:56 on 25 February 2009
- [Has Christmas in its current form had its day ?](#)
7 posts. Created at 10:08 on 18 December 2008

Reactive and Dynamic

- Allows students to exchange ideas 'in the moment'
- Live discussions around news items or world events
- Almost instant support – stops small problems getting bigger
- 'a stitch in time saves nine'



The screenshot shows a Facebook post by **Watt Tyler** with the text "The workers - United - Got very wet !". The post has 18:47 timestamp and includes "Like", "Comment", and "Follow Post" options. Below the post, there are several comments from users including Deryn O'Nians, Gary Paterson, Watt Tyler, Nikki Johnston, Tess Beal, and Susan Slattery. The comments are dated 01 October and include timestamps and interaction counts (likes and replies).

Watt Tyler
The workers - United - Got very wet !
Like · Comment · Follow Post · 01 October at 18:47

👍 Deryn O'Nians, Gary Paterson and 2 others like this.

Gary Paterson I am cream crackered! Bath then out to the theatre, hectic!
01 October at 18:48 · Like

Watt Tyler Good job today though. I think everyone was glad they came. Getting up at 630 and spending several hours soaked to the skin is sort of worth it to know that there are a whole bunch of people who think like you do. If you dont swim in the mainstream its often easy to think everyone is blind or stupid - very good to be in a big crowd that see things the same way as you do.
01 October at 18:53 · Like · 🗨️ 4 people

Nikki Johnston It was fantastic, I loved every minute of it. We were marching with loads of different groups. Bring on the next one, I am hooked!
01 October at 18:54 · Like · 🗨️ 2 people

Gary Paterson @Watt, I agree, good to turn off from the mainstream for a while.
01 October at 19:01 · Like

Gary Paterson @Nikki - Lets go next week!
01 October at 19:08 · Like · 🗨️ 1 person

Tess Beal Loved loved loved it!!! I'm fooked an still damp but it was great!!!
01 October at 19:51 via Mobile · Like · 🗨️ 1 person

Susan Slattery had a great time, felt great to be part of it. will no longer let others do the shouting for me!!!
01 October at 19:53 · Like · 🗨️ 3 people

Nikki Johnston Tess, by the time I dropped off the little ones at their doors it was 6.45pm before I got home. Showered, pj's on and just scoffed a lamb curry. I am smooching with Mr Smirnoff now lol
01 October at 19:54 · Like

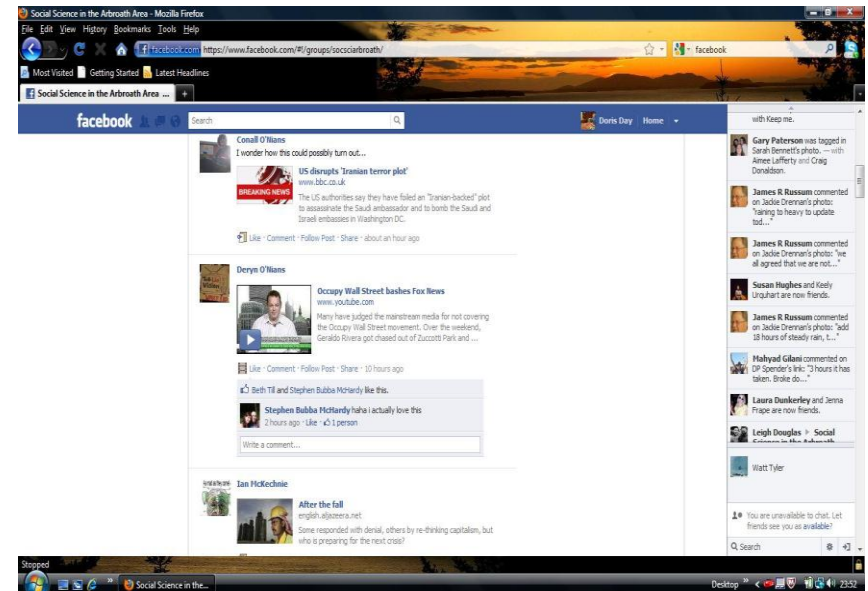
Nikki Johnston Susan, I was chuffed I managed to shout today, you know how I feel about anything public lol
01 October at 19:55 · Like

Tess Beal Yeah it was 7.15 by time I got in. Poor Angela prob not on yet bless her. Amazing day, glad to have taken part xxx
01 October at 19:58 via Mobile · Like · 🗨️ 1 person

Watt Tyler Reading these comments makes every single drop of rain that found its way down my neck worthwhile. Brilliant.
01 October at 21:37 · Like · 🗨️ 1 person

Communication and Group Process

- Enables less confident students to 'ease their way in'
- Gives time to think about individual input
- Can gain positive regard from group through sharing and identification of resources
- Increases feeling of community



Diverse Assessment Methods

‘Everyone gets their day in the sun’

We cant take credit for this !

- Builds on co operative learning
- Recognises skills for work and life as important as an academic essay
- Does not replace traditional assessments – the knowledge base is the same
- The way the knowledge is communicated changes
- Need to select appropriate method of communication



Diverse assessment means:

- Increased cultural capital
- Teamwork
- Empathy
- Creativity
- Problem solving
- Confidence and self esteem building
- Wider skill set demonstrated
- Employability
- Enjoyment
- Real world skills and tasks

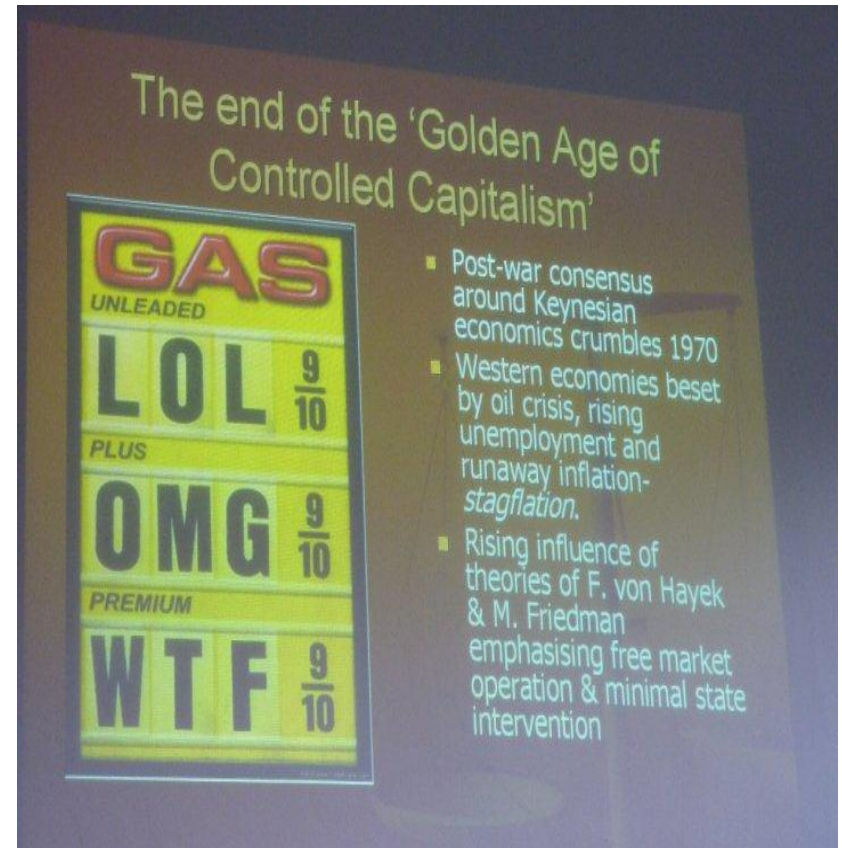


Engage the senses and the styles

- Currently used in formative assessment
- Introduction for summative assessment 2012
- Improves self esteem of those who do not excel in traditional areas – essays, reports, exams
- Improves retention and attainment
- Improves soft skills
- May introduce learners to new skills and interests
- Boosts confidence and self esteem
- Gives choice/ownership of task

Engage the senses

- Often our strongest memories entail several senses
- The more senses that are engaged the deeper the learning experience
- We all like to play – if its fun more likely to come back for more !



Drama

- Improves confidence and communication skills
- Role playing – can improve empathy and encourage deeper thinking about people and situations
- Debates – learners can debate in the style of popular media talk shows
- Game shows – revision or tests in game show formats
- Finger puppets



Drama

- Text which has to be learned can be the subject of short plays – politics or history
students can enact short plays
- Plays can be filmed and used as a revision tool
- Can help group cohesion



Installations

- Information can be given in many ways
- Installations engage students who prefer a more practical or creative task
- Learners are exposed to arts, crafts and creative activities



Information board – fear of crime and youth subculture



Art

- Image can be used as discussion prompts
- Photo essays
- Gathering and displaying images to inspire thinking
- Exposure to these forms increases students cultural frame of reference and captial



Conflict (1922) William McCance



The Venus of Urbino by Titian



Olympia by Edouard Manet



Romance by Cecile Walton

Music

- Discussion prompt
- Compilations around topics – Human Rights/War/Gender/Environment
- Timelines – include cultural products from time/place including music
- Timelines – take the pulse of the time

BARRY MCGUIRE



<http://www.youtube.com/watch?v=ntLsElbW9Xo>

1ST VERSE

'The eastern world, it is exploding Violence
flarin', bullets loadin' You're old enough
to kill, but not for votin' You don't
believe in war, but what's that gun you're
totin' And even the Jordan River has
bodies floatin'

CHORUS

'But you tell me Over and over and over
again, my friend Ah, you don't believe
We're on the eve of destruction.'

2ND VERSE

'Don't you understand what I'm tryin' to
say Can't you feel the fears I'm feelin'
today? If the button is pushed, there's
no runnin' away There'll be no one to
save, with the world in a grave, Take a look
around ya boy, it's bound to scare ya boy,

CHORUS

'And you tell me Over and over and over
again, my friend Ah, you don't believe
We're on the eve of destruction.'





3RD VERSE

“Yeah, my blood’s so mad feels like coagulatin’
I’m sitting here just contemplatin’ I can’t
twist the truth, it knows no regulation.
Handful of senators don’t pass legislation And
marches alone can’t bring integration When
human respect is disintegratin’ This whole
crazy world is just too frustratin’

CHORUS

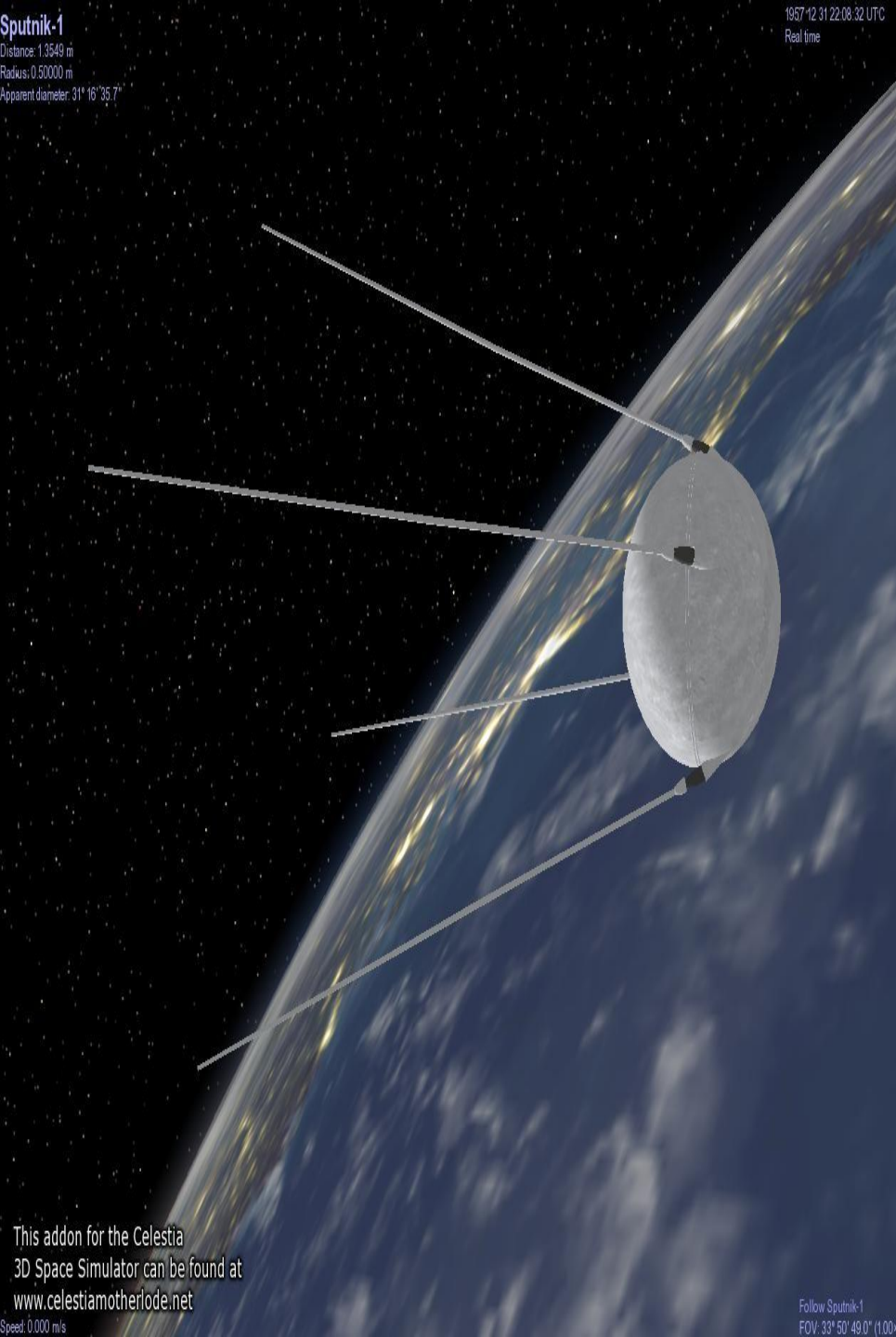
A black and white photograph of a battlefield. In the foreground, there is a field of tall grass. In the middle ground, several soldiers are visible, some standing and some crouching. In the background, several helicopters are flying in the sky. The overall scene is somber and depicts a conflict zone.

'And you tell me Over and over and over
again, my friend Ah, you don't believe
We're on the eve of destruction.'

Sputnik-1

Distance: 1.3549 m
Radius: 0.50000 m
Apparent diameter: 31" 16' 35.7"

1957-12-31 22:08:32 UTC
Real time



This addon for the Celestia
3D Space Simulator can be found at
www.celestiamotherlode.net

Speed: 0.000 m/s

Follow Sputnik-1
FOV: 33° 50' 49.0" (100x)



4TH VERSE

Think of all the hate there is in Red
China Then take a look around to Selma,
Alabama You may leave here for 4 days in
space But when you return, it's the same
old place The poundin' of the drums, the
pride and disgrace You can bury your
dead, but don't leave a trace Hate your
next-door neighbor, but don't forget to
say grace



CHORUS

'And... tell me over and over and over
and over again, my friend You don't
believe We're on the eve Of destruction
Mm, no no, you don't believe We're on
the eve of destruction.'





Film

- Flip style cameras allow students to document experiences or areas
- Presentations can be filmed and hosted on FB or VLE for other students
- Peer learning – learn -> teach -> learn
- Can share with home networks/family
- Use of film can increase cultural capital – ie Eisensteins Oktober – links to history/gender/class/politics

Can be made in word or power point

Combined with oral presentation

ACADEMIC POSTERS

To smile or not to smile: AN INVESTIGATION INTO WHETHER OR NOT A SMILE IS INFECTIOUS



INTRODUCTION

• Kramer (1977), in a study of stereotypical beliefs about verbal gender differences, found some beliefs about gender differences in nonverbal behaviors as well. Women were believed to smile more than men, to use the face and hands to express ideas more than men, and to be more concerned about the listener. Men were believed to be louder but less talkative than women (Briton, 1995).

• In the 1980's researchers such as Morse (1982), Ragan (1982), and LaFrance (1985) conducted studies of yearbook photographs, with the aim of establishing gender differences in smiling. The researchers examined photographs of college and high school year books in the USA, and found as a result of these studies that women frequently smiled more than men.

• By conducting a research influenced by previous research studies by Morse (1982), Ragan (1982), and LaFrance (1985) in relation to smiling in photographs, the aim of the research study was to establish that when a photographer smiled at an individual before taking a photograph, the individual would smile back in response, as the photograph was taken.

METHOD

This study was a field experiment. A field experiment was chosen because the environment is more true to life, meaning research is more ecologically valid, and the I.V. can still be manipulated by the experimenter. Independent measures were chosen because there were two conditions of the experiment also if more data was required then it could easily be changed to repeated measures.

The I.V. had two conditions. Therefore the experiment was split between two mixed groups of equal amounts of males and females i.e. each group consisted of four males and four females. Participants photographs were taken by researcher who was either smiling at them as photograph was taken or was not smiling at participant as photographs were taken, this was dependent on which group the participant was in. The D.V. was whether or not the researcher smiling or not smiling influenced participants in each group to smile for photograph or not to smile for photograph. All participants were given the same standardised instructions to follow from the researcher.

THE EXPERIMENTAL HYPOTHESIS

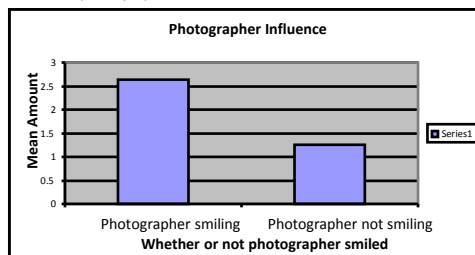
Participants who were smiled at by the photographer, would smile back at the photographer whilst photograph was being taken.

RESULTS

The mean result for condition 1 where photographer was smiling (mean smiling 2.63) is higher than the mean result for condition 2 where photographer was not smiling (mean not smiling 1.25). This is also true for the median and mode (median smiling 3, median not smiling 1) and (mode smiling 4 & 1, not smiling 0). The standard deviation for the photographer smiling condition is 1.408 and for the photographer not smiling condition is 1.282. This suggests that the scores in condition 2 are more spread out, therefore less reliable to the researcher than scores for condition 1 of which the researcher would be more confident about..

The statistical test was calculated using SPSS version 15, and results were analysed using an Independent Samples Test because data is parametric and related, the result from the Independent Sample Test was $t(14) = 2.04$; $p < 0.05$ this shows that there is a significant difference between the two conditions.

Column chart showing visible mean results of photographer from both conditions of research.



Summary table showing mean, mode, median and standard deviation for both conditions of the research.

	Photographer Smiling	Photographer Not Smiling
Mean	2.63	1.25
Mode	(Bimodal) 4 & 1	0
Median	3.00	1.00
Standard deviation	1.408	1.282

DISCUSSION

The results showed that individuals could be influenced into smiling for a photograph if the photographer smiled at them before taking photograph. Results also showed significant gender differences in smiling for photographs i.e. equal amounts of females and males were used in each of the two conditions, the results show the mean of females smiling at photographer is 25.50 as opposed to the mean result for males smiling at photographer which were 24.25. The standard deviation result shows females smiling to be 16.257 compared to that of males which were 10.767. This then shows a significant gender difference with regards to being influenced to smile.

Therefore results from the gender differences in this study, also backs up the findings from studies conducted by Morse (1982), Ragan (1982), and LaFrance (1985).

In conclusion The experimental hypothesis was supported, it showed a directional hypothesis as participants were influenced to smile by photographer smiling by a mean result for condition 1 where photographer was smiling 2.63 compared to mean result for condition 2 where photographer was not smiling 1.25. Also a result using an Independent Sample Test was $t(14) = 2.04$; $p < 0.05$ again showing a significant difference between the two conditions.

REFERENCES

Briton, N., and Hall, J. (1995) *Beliefs about female and male nonverbal communication*. [Online] Bnet: CBS Interactive Business UK. Available from: http://findarticles.com/p/articles/mi_m2294/is_n1-2_v32/ai_17012184 [Accessed 6th March 2010].

Freelibrary. (2010) *The free library: Smiling in school yearbook photos: Gender differences from kindergarten to adulthood*. [Online] Available from: <http://www.thefreelibrary.com/SMILING+IN+SCHOOL+YEA+RBOOK+PHOTOS%3a+GENDER+DIFFERENCES+FROM+...+a058500443> [Accessed 6th March 2010]

Gross, R. (2001) *The Science of Mind and Behaviour* 4th Edition. Kent: GreenGate Publishing Services.

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Communicating

- Traditional assessments are just specific forms of communication
- Employment and the social world encompasses diverse forms of communication
- An assessment can also be a learning experience – not just a test of recall or compliance
- Humans communicate in many ways – music, art, dance, online, gaming, film, poetry, plays, image, individually or as a group