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The Social Media for Learning in Higher Education Conference

***What can social media do for our students?
An exploration through visual thinking.***

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Thank you for choosing to come to our Conference presentation/workshop.

Our starting point #1:

A growing body of research suggests that the use of visual imagery and/or diagrams are effective tools to aid conceptual understanding and memory recall

(e.g. Boggs et al., 2010; Fernandes et al., 2018; Wammes et al., 2018; Meade et al., 2019, Novak, 2009; Kinchin, 2014, 2016, 2019).



Our starting point #2:

Taking visual notes, as opposed to just written 'traditional' notes, helps many learners to manage unfamiliar ideas and concepts, to assimilate information and to build bridges between concepts, helping to internally process information and recall it more easily (Andrade, 2009; Rhode, 2012). And yet students (and staff) may not be introduced to such techniques or even be aware of them.



And so?

- We need to specify/clarify what social media can do for students.
- What can we gain from tackling this question through different forms of visual notes?



This is a fun, interactive workshop:

Building upon our current work with staff and students, in the next 20 minutes we will:

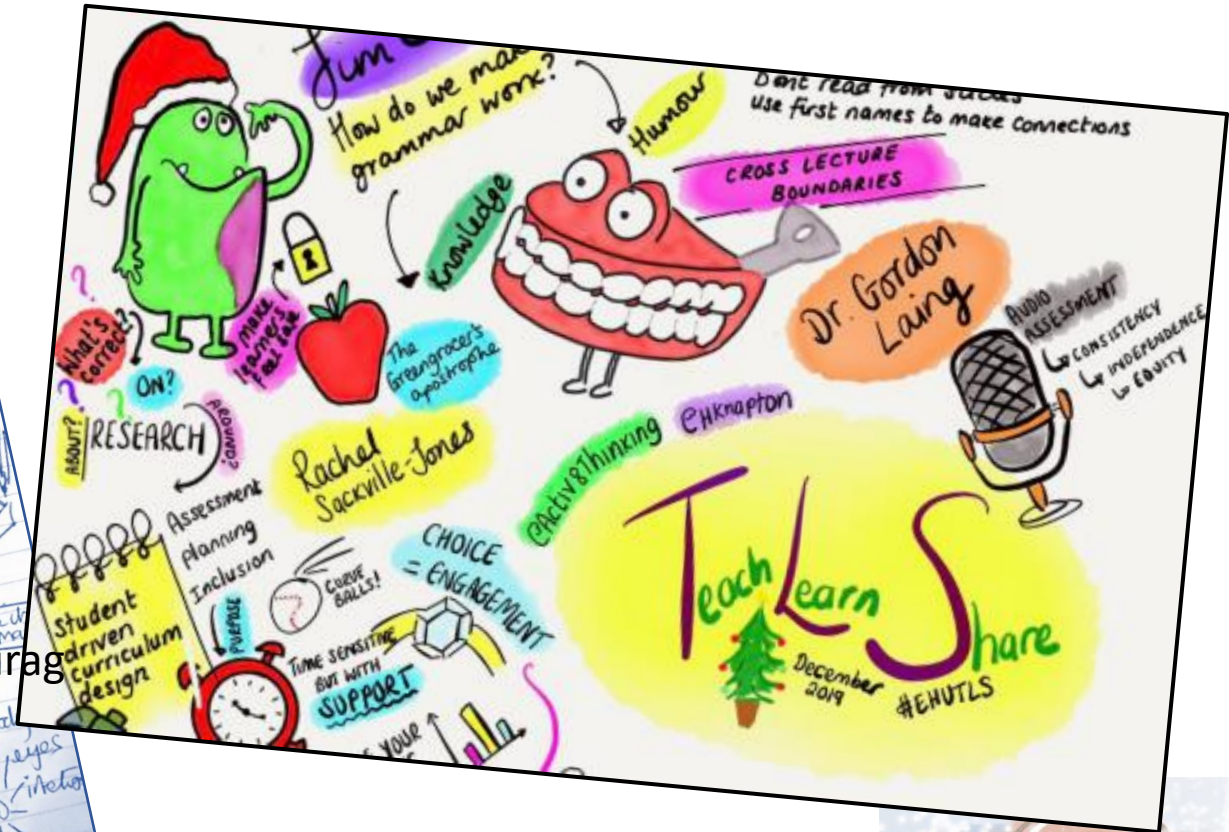
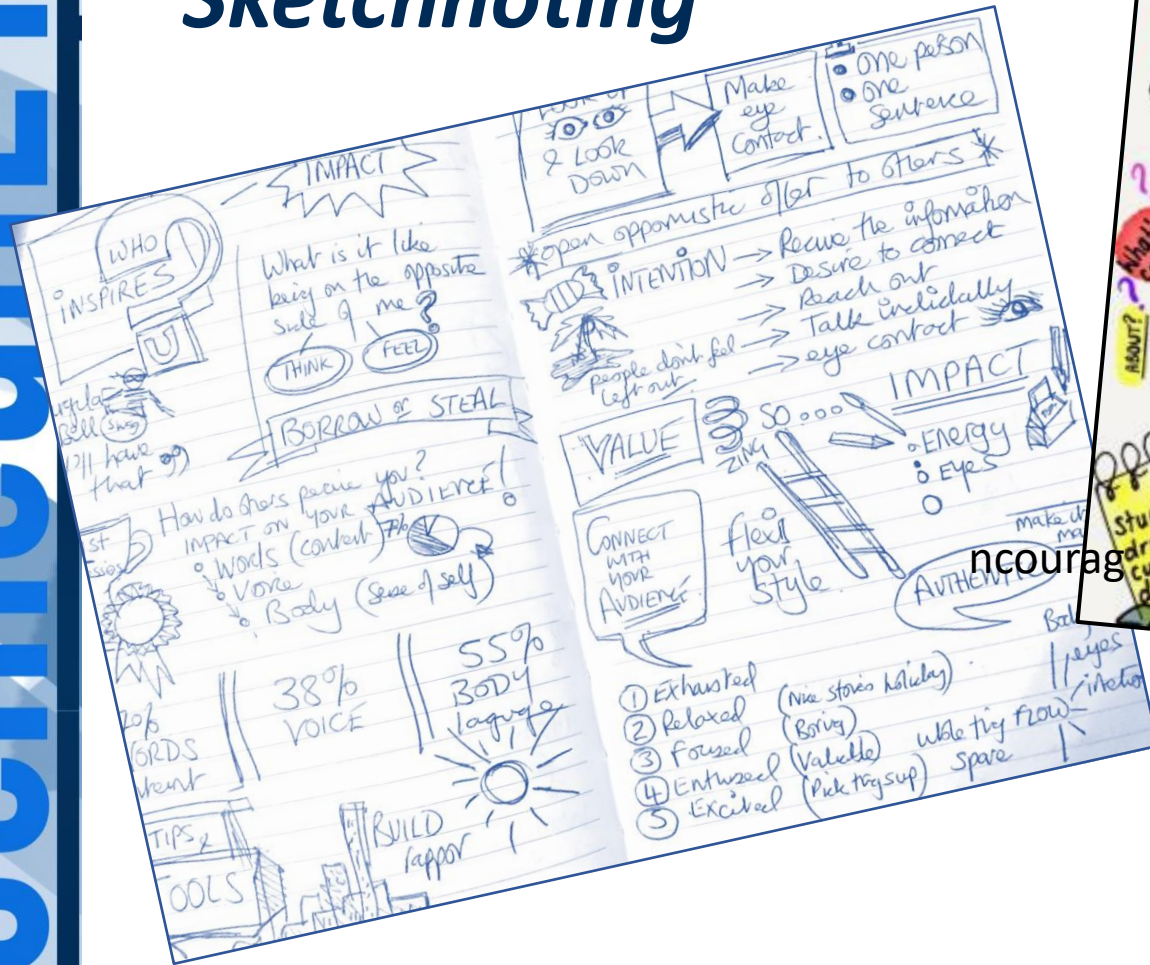
- introduce two very different visual notetaking techniques: sketchnoting and concept mapping.
- invite you to 'have a go', either on pencil and paper or on computer/online, to try out some techniques for yourself.

And then ...

- encourage you to take and make notes on sessions you attend throughout the day.
- feedback to us any comments and suggestions as the day goes on ...and ask you to tweet your outcomes if you are comfortable to do so.



Sketchnoting

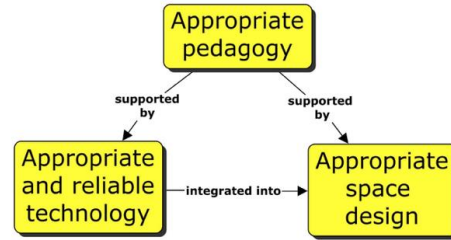


You do not have to be able to draw.

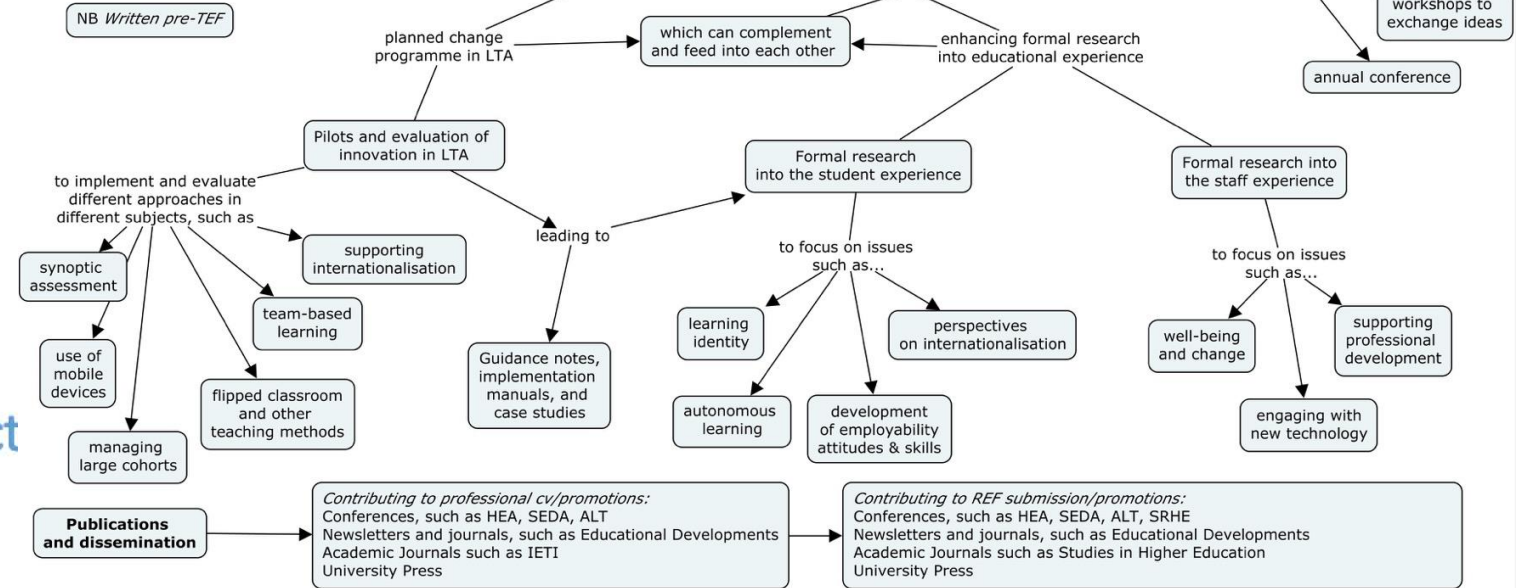
Simply practice making sketches as you write of things that will help you to recall more information later on!



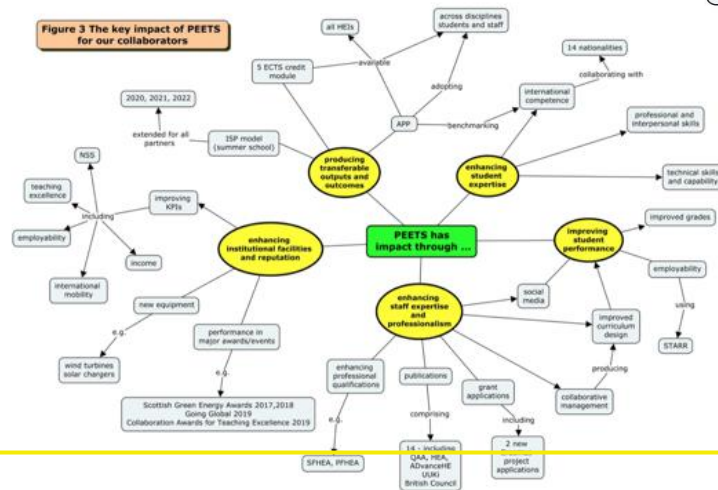
Example 1. (Focus Question) What can enable effective classroom teaching?



How can we build an evidence base to support and enhance the new Learning & Teaching Strategy?



Example 9: impact of the PEETS project at Glasgow Caledonian University



PEETS project
Website at:
<https://peets-project.eu>

3 Examples of my Cmaps (PH)

Introducing Cmap

Resources and support

- Rationale and development.
 - http://en.wikipedia.org/wiki/Concept_map
- Get Cmap software.
 - <https://cmap.ihmc.us/products/>
- Learning to use Cmap
 - <https://cmap.ihmc.us/docs/learn.php>
- Documents and support
 - <https://cmap.ihmc.us/documentation-support/>

Key features of a Cmap

- Focus question.
- Can vary structure and can format.
- Coherent links between concepts.
- Cross-platform.
- Can include links.
- Share/edit/update.
- Level of complexity reveals understanding.



Cmap: quickstart process

- Open software - new map.
- Name and save it in 'your cmaps'.
- Decide on and type in 'Focus Question'.
- Start with main topic(s)/concepts.
- Link concepts and add branches.
- Format. (use styles on boxes as you would re text in MS Word)
- Save/print/export. (note range of export formats, inc. pdf, jpg)

<http://cmap.ihmc.us/docs/concept-map.php?url=http://cmapskm.ihmc.us/viewer/cmap/1L2W8S4VP-1T8MH1F-273G&title=Concept%20Map%20about%20Concept%20Maps>



Why?

Our longer-term aim is to compile shareable visual resources, to create and share a bank of visual notes which address the fundamental question

“What can Social Media do for our Students?”

During the day we will encourage face-to-face verbal and social-media-generated feedback which we can feedforward and share with everyone after the conference (with your permission, of course).



References and sources

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Thank you for listening

Any Questions?

...and we look forward to viewing your visual recordings of the conference!

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