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# The Social Media Instructional Design Model: A New Tool for Designing Instruction Using Social Media

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## Abstract

Social media is a pervasive force in the lives of 21<sup>st</sup> century learners. Social media offers a user experience that encourages students to create and share new content while enabling communication unlike any other learning technology. In this paper, we explore how learning with social media could be more effective by leveraging appropriate learning theory and instructional design. We begin with examples of how social media is currently being used in educational contexts, and then review the available research that investigates the connections between social media and education. To understand how social media may be better utilized for learning, we also identify social media's unique learning affordances and established learning theories that complement those affordances. Finally, we present a preliminary model for designing learning using social media.

**Keywords:** social media, social learning theory, constructivism, constructionism, instructional design, learning technology

## Introduction

Social media is a pervasive force in the lives of 21<sup>st</sup> century learners (McPherson, Budge, and Lemon, 2015). Applications such as Facebook, Twitter, WordPress, and YouTube enable users to express their thoughts, voice their opinions, and connect to each other any time and anywhere (Lenoue, Hall, and Eighmy, 2011). Popular content-sharing sites like Cramster, Khan Academy, and Howcast allow users to view, upload, tag and comment on content from a wide array of disciplines. (van de Sande, 2009). Given these types of affordances and more, social media has turned online interactions into a vital part of human experience (Liu, Kalk, and Kinney, 2012).

In the last decade, many educators have attempted to leverage the perceived innate benefits of social media into their instruction. The appeal of social media as a learning technology is in large part due to the participatory nature of the viewing, creating, and sharing of content and the knowledge it offers. The idea of social media for learning is supported by Lave and Wenger (1991) who purport that learning is inherently social, and the mind develops in social situations due to the tools and media that the culture provides. Although the term social media is widely understood, the definition of social media is still loosely interpreted. Recent definitions categorize it as a user-centric environment that is social, personalized, interactive, and participatory (Liu et al., 2012; Thompson, Gray, and Kim, 2014). Social media is in lock step with the tenets of social learning theory, which is based on the premise that people learn through interactions with others (Thompson et al., 2014). Through social media learning tools, learners are able to also share their attitudes, beliefs and perceptions, which are key elements in learning (Bandura, 1986).

From an instructional design perspective, social media applications also facilitate the creation of reusable digital content that can be easily updated and revised. Instructional content can be tagged with descriptors, making it searchable and easy to locate (Churchill, 2006). This latent instructional design principle potentially serves students well for when they attempt to study on their own and need to efficiently locate information. Through various social media tools, the masses contribute to the collective knowledge by editing, tagging and distributing information digitally (Lenoue et al., 2011). As a result, information consumers are now also information producers (Cifuentes, Sharp, Bulu, Benz, and Stough, 2009).

Given their pervasiveness today, it could be concluded that social media learning tools are here to stay (Kukulka-Hulme, 2010; McPherson et al., 2015). However, researchers proclaim that we are still far from implementing innovative knowledge working practices to support social media as a learning technology (Dabbagh and Kitsantas, 2012; McPherson et al., 2015). Tess (2013) suggests that since the decision to use social media for this purpose is typically made at the instructor versus institutional level, their use is a bit haphazard and not likely to lend itself to systemic evaluations of their worth. The rapid influx of user-generated content and constant evolution of Web 2.0 technologies have made it difficult to establish social media's effectiveness and efficiency in various learning contexts (Bull et al., 2008; Liu and Maddux, 2008).

The lag between widespread adoption of the technology for learning purposes and the absence of empirical studies exploring their value as an educational technology results in a gap between how social media is currently being used for instructional purposes and how it should be used. Additionally, instructional designers have had to rely on established but timeworn models that fail to take into account different affordances of newer technology. A review of articles written by researchers and educators that focused on Web 2.0 technologies in educational contexts suggest that the potential for social media tools for learning has not yet been well explored (Liu and Maddux, 2008). The review also suggests that educators using these new tools may not realize the positive learning outcomes they expect because they are not cognizant of the need for new strategies of instructional design.

Further compounding the problem is the absence of critical consideration when adapting social media for instruction. Jumping straight from a technology's learning affordances directly to an instructional design model skips a crucial connection between the two — learning theory (Churcher, Downs, and Tewksbury, 2014). Discussion of the few cases where hard data exists rarely addresses the principles that explain why social media does (or does not) function well as a learning tool. For example, constructivism, which states that “learning occurs when learners actively create their own knowledge by trying to make sense out of (their learning environment)” (Mayer, 1999, p. 143), seems especially in tune with social media tools that lend themselves to an inductive learning (bottom up) approach. Identifying learning theories that align with the unique affordances of social media fosters a better understanding of the basis for utilizing this technology for instructional purposes, thereby leading to more widespread and efficient use (Churcher et al., 2014).

The proliferation of social media for learning, the lack of instructional design to support it, and the critical “missing link” of learning theory present opportunities for inquiry and investigation. The questions we pose and seek answers to are:

1. How is social media currently being integrated in classrooms?
2. What does current research say about social media use in educational contexts?
3. What are the unique social media affordances that could enhance learning?
4. How should learning theory guide the implementation of social media?
5. How can instructional design leverage the unique affordances of social media?

### **Current Instructional Applications of Social Media Learning Tools**

A formal definition for the application of social media tools for learning has yet to be decided upon; however, for the purposes of this paper, “social media learning tools” is used to describe and categorize online applications that allow users to create, share, discuss, and modify content for studying (Greenhow and Gleason, 2012; Kaplan and Haenlein, 2010; Thompson et al., 2014). In research literature, the phrase “social media learning tools” is sometimes used interchangeably with phrases such as “spontaneous online help sites” or “online tutoring sites.” For the purposes of this discussion, we define the phrase “social media learning tools” as the inclusion of social networking, video sharing, and image sharing sites, as well as wikis, RSS feeds, podcasting, blogging and micro-blogging tools for studying or any education activity. Social media learning tools can also include mobile and other educational technologies (i.e. learning management systems) that are used to create highly interactive experiences (Kukulka-Hulme, 2010).

In their review of articles by educators and researchers on social media technology use in educational contexts, Liu and Maddux (2008) found that wikis were the most frequently used social media learning tool and these types of tools were used mostly for teaching and learning of language. Mejias (2011) describes how one teacher had college students use wikis to collaboratively write summaries of assigned class readings. Scaffolding was used to support students unfamiliar with this mode of communal learning, and it was gradually reduced as students became more proficient. Over time, a set of high-quality group notes was created as study-aids and a reference for other assignments. The teacher also used the revision history of each summary as an assessment tool, since it logged the contributions of each student. In this case, the wiki tool, Tiki Wiki, evolved into an ad-hoc learning management system. Similarly, Kabilan, Ahmad, and Abidin (2010) investigated the use of Facebook to teach English language learning by combining vocabulary learning with new technology literacy, such as developing personal profiles and commenting on other students' profiles. In this study, the majority of students' motivation to read in English was increased. Many of the students indicated that Facebook improved their confidence to write in English.

Later investigations by Young (2011) focused on the use of micro-blogging and the social network site Tumblr.com as part of an undergraduate writing class. Students posted and shared course assignments on their blog. The instructor and each student used their dashboard to review and comment on all the work posted on the individual blogs. Once a week, the instructor would share the most challenging, problematic, or exceptional assignments on the main class blog. For those students who were initially less likely to share in person, Tumblr provided an entry point for discussion. Tumblr facilitated a consistent feedback loop with input from both the teacher and other students.

The use of blogs in a higher education instructional context has been documented in the sciences, teacher education, and business, as well as language learning (Davis, Deil-Amen, Rios-Aguilar, and Canche, 2012). Goldman, Cohen, and Sheahan (2008) describe how students in a traditional graduate-level introductory public health course used "seminar blogs" to engage in online discussions of cases and news articles. Students were grouped into one of six blogs, with viewing and participation exclusive to the members of each blog. Blog participation was a component of the class participation grade assigned by the instructor. Each blogging group was set up to include students from different backgrounds to provide for a diversity of perspectives. Organizing students into smaller groups also served the purpose of eliciting responses from students who would be less likely to contribute in a larger assemblage.

As evident from the survey of current applications of social media for learning, educational institutions see the value in social media as a tool. As noted by Davis et al. (2012), 100% of 456 four-year institutions are using some sort of social media to communicate with their students, with Facebook (98%) and Twitter (84%) the most popular applications used. While higher education and their faculty have created public profiles and course groups on social media sites to connect and communicate with their students, research that explores the effect student social media use has on their student's academic performance is scarce (Davis et al., 2012; Thompson et al., 2014).

### **Current Research on Effectiveness of Social Media for Instruction**

In general, the expectations for how technology can and will transform education have long been high (Wellings and Levine, 2009). Over \$60 billion has been invested in placing technology in schools over the past two decades (Christensen, 2008). Technologists and educators have been too confident that the significant institutional change required to reap the benefits of technology would be easily accomplished, and over time, there has been a lack of documentation on implemented technologies' impact on "student learning, teacher practice and system efficiencies" (Lemke, Coughlin, and Reifsneider, 2009, p. 5).

A corpus of empirical research examining the effect of social media use on learning outcomes within instructional contexts does not yet exist, but studies on the usage of social media by educators and students are beginning to emerge (Ahn et al., 2014). In a meta-analysis of educational technology, researchers found that across the 15 types of technologies reviewed— from classroom response systems, to interactive whiteboards, and to virtual worlds—all have "primarily promising effects" on learning across content areas (Lemke et al., 2009, p. 7). Educators, across all levels, are assuming that this is also the case with social media. Yet educational institutions continue to struggle with harnessing the supposed power of social media tools in learning contexts.

An investigation of social media use by 51 British students between 11 and 16 years of age indicated that social media is viewed primarily as a means for communicating with friends and family, rather than as a tool for learning (Clark, Logan, Luckin, Mee, and Oliver, 2009). The same study indicated, however, that when students used social media during school hours, more did so during lessons (49%) than during their free time (43%), often circumventing school regulations to do so. Concerns about young learners' appropriate use of social media in school settings have

led institutions to restrict or even ban its use (Quinn, 2011). Clark et al (2009) state that student use of social media in formal learning environments that attempt to control or limit its use creates a kind of "digital dissonance" that exemplifies the struggle to establish boundaries in an ever-evolving landscape, particularly with younger learners.

Despite worries that students are spending more time on social media than on academic activities (Davis et al., 2012), no relationship was found between time spent on social media and time spent on academics (Higher Education Research Institute, 2007). The simple use of social media measured on a gross level may not be the most accurate way to determine the relationships between social media and academic outcomes. In a study conducted by Junco (2012a) concluded that while the frequency of Facebook use negatively predicted academic engagement, students who engaged in more non-communication activities (playing games, checking on friends, and posting photos) on Facebook had lower levels of academic engagement, students who engaged in more communication activities (commenting, creating events and viewing photos) had higher levels of academic engagement. In a separate study by the same researcher, Junco (2012b) found that there was no relationship between the frequency of general Facebook use and time spent preparing for class; however, there was a negative relationship between frequency of Facebook chat and time spent preparing for class.

Although student motivations for using Facebook are mostly to develop and maintain relationships, pass time and manage personal digital content, learning can also be a motivation to use Facebook (Hew, 2011). One study found that Facebook could serve as a learning resource for students to find answers to questions about courses, assignments and to share ideas about projects and lectures (Bosch, 2009). The use of Facebook for educational purposes does happen organically with only 4% of wall postings being education related and only 10% of undergraduate students admitting they discussed academics on Facebook, while even fewer (2.17%) sought help with school work using the social network (Madge, Meek, Wellens, and Hooley, 2009; Pempek, Yermolayeva, and Calvert, 2009; Selwyn, 2009). In another study also seeking to explore if social media can be used to enhance learning, Evans (2013) conducted a study with undergraduate students in a business management program. As a way to communicate with their tutor, students used Twitter to ask questions and to receive help related to the content presented in class. The results showed that students felt comfortable using Twitter to communicate with each other about their social lives, but not so with their respective tutors. These results once again suggest that students perceive the purpose of Facebook, Twitter, and possibly other social media applications as not appropriate for academic work (Madge et al., 2009). We attribute this in part to the deficiency in pedagogical understanding of how best to select and integrate social media tools for educational purposes.

A small ethnographic study by Hemmi, Bayne, and Land (2009) investigated the effectiveness of appropriated social media for use in two campus-based undergraduate courses. In one course, security constraints on access to shared digital workspaces served the purpose of replicating professional practices concerning ethics and confidentiality. Rather than restricting the learning experience, this "bounded system" enhanced it. Kerwalla, Minocha, Kirkup and Conole (2008) found that in an online graduate course, students required to use blogging as a self-reflective tool also achieved a key learning outcome as a consequence of doing so, namely they were able to "evaluate specific technologies and their uses of learning and teaching" (p. 40). Yet Norton and Hathaway's (2008) survey of 30 graduate students required to use structured blogging as part of their coursework indicated that blogging did not facilitate collaboration, and that social media tools were only somewhat helpful in enhancing understanding of course content.

More recently, Carpenter (2014) investigated the impacts of using the micro-blogging tool in an undergraduate teacher education class. The results positively suggested that Twitter was useful for providing collaborative learning experiences. The notable findings from this study were that the micro-blogging tool was effective at facilitating communication, connectedness, and resource sharing within the class as well as others in the professional education community. Supported in a summary of research on the use of Twitter for learning purposes, it can be useful as an informal learning tool where building in unstructured micro-blogging activities can help foster positive class interactions and increase student motivation (Dhir, Buragga, and Boreqqah, 2013). As a reasonable method to start

with when considering how to design instructional activities for Twitter, Forgie, Duff, and Ross (2013) offer “12 tips for using Twitter” in medical education. Their guidelines go so far as to explain the benefits of the technology as well as steps to implement the technology into the instruction; however, little evidence is provided as to what the learning outcomes are by following the advice.

It is apparent that the jury is still out as to whether and to what extent social media can advance learning. What is clear is that its use is varied, both in terms of purpose and context.

### **Social Media Affordances and Complementary Learning Theories**

Appropriating social media tools for learning presupposes an awareness of their unique attributes and how they can best be leveraged to meet instructional goals and address learners’ needs. A review of the literature shows scant evidence of such awareness among educational practitioners. The most prevalent approaches to integrating technology with education are techno-centric in that they focus first on the affordances and constraints of the technologies and technological skill rather than on students’ learning needs. Contributing to the gap between expectations and results for social media has been a lack of vision, access to research, leadership and teacher proficiency in integrating technology into learning experiences. Furthermore, the lack of professional development opportunities for educators continues to be significant barriers to realizing the potential of currently implemented technologies for teaching and learning.

Understanding the benefits and limitations of a new technology implemented in a learning context is necessary, but not sufficient (Miller, 2009). The successful integration of an educational technology also requires knowledge of relevant learning theory, pedagogy and subject matter content specific to that context. Ravenscroft (2009) advises that we need to rethink the hierarchical and highly structured format of traditional learning contexts and consider how to reformulate learning and pedagogy to reap the benefits of the more collaborative, and admittedly volatile, social media technologies. Social media has the potential to help move towards learning that is individualized, learner controlled, interactive and social (Weigel, James, and Gardner, 2009). To aid in realizing the potential of social media for learning, we examined its affordances, relevant learning theories and models with the goal of moving towards a model of online social interaction for learning. Affordances in relation to educational technology are characteristics of a technology that determines the viability of enabling a particular learning behavior and how that learning behavior will be enacted in a specific context (Kirschner, 2002). Noakes (2009) identified 10 affordances of social media including: flag, tag, share, rate, comment, subscribe, syndicate, remix, publish, and edit. To these we add connect, communicate, create, curate, customize and manage. In regards to learning, there are some social media affordances that stand out more than others. Among the list of actions that have the potential to enable positive learning behaviors; connect, communicate and create are the most notable. The potential we see for these three affordances is based in learning theory, in particular constructivism and related social learning theory which posit that people learn best through the knowledge construction process, a process that must be modeled by others.

Table 1. *Social Media Affordances*

[Insert Table 1 here.]

Within a learning environment, constructivist learning happens when knowledge is actively created by learners—both individually and socially—as a result of engaging in and making sense of their environment (Jonassen, 1999; Mayer, 1999). More specifically, a constructivist learning environment embeds learning in complex, realistic and relevant situations which provide ample opportunities for social interaction (Driscoll, 2005). These learning environments also include information and knowledge building tools that are shared by the learners to support multiple perspectives and multiple modes of representation (Driscoll, 2005; Jonassen, 1999). When this type of learning environment is implemented, a learning community forms where the learners collectively become involved in the learning effort (Bielaczyc and Collins, 1999). Given this understanding, the tenets of constructivist theory link up well to the social media affordances of connect and communicate.

While there is overlap, another learning theory that best describes the potential of the create affordance is constructionist learning or learning by doing. Not to be confused with constructivist, learners in a *constructionist* environment design and create an external, shareable artifact. Constructionists assert that learning arises through the

processes of designing, sharing, piloting, evaluating, modifying, and finally through reflecting on the experience (Han and Bhattacharya, 2001). A constructionist learning environment is usually a collaborative workshop- type space where interventions include project-based design work. With origins traced to MIT's Media Lab, the research in this area often describes students designing and developing computational artifacts (Reynolds and Caperton, 2011). Students spend significant time on a daily basis over the course of several months working in the collaborative environment with a subject matter expert to guide student learning. Regular reflection on the design and development process is built into the learning environment as is sharing of knowledge and presentation of work and works in progress (Reynolds and Caperton, 2011).

The design of either constructivist or constructionist learning environments is complex. Some researchers eschew the often direct nature of instructional design in favor of pedagogical design, which is a more indirect approach (Häkkinen and Hämäläinen, 2012). The argument is that socially organized learning activities cannot be predicted and therefore the design should not be prescriptive. In designing these types of environments, it is a struggle to find the balance between enabling open and self-directed activities as well as providing the correct level of structure and support, since significant collaboration and knowledge-sharing does not automatically happen when a group of learners come together (Häkkinen and Hämäläinen, 2012). An additional challenge to this type of learning is environments that often include the simultaneous use of multiple tools and resources that invites multi-tasking, which could lead to increased cognitive load and less efficient learning. Learners need the skills and strategies for handling these complex learning environments in order to be successful (Häkkinen and Hämäläinen, 2012). If we are to leverage the affordances of social media through the lenses of constructivism and constructionism, it is clear that we need a model that will help guide our design of learning activities and interactions.

### **Towards a Model for Designing Instruction Using Social Media**

As described, instructional designers and educators need a new, contemporary framework for designing instruction that takes advantage of social media affordances. However, the literature on social media learning tools currently lacks strategies for designing instruction that leverages these tools for learning (Cifuentes et al., 2009). Designing instruction using social media learning tools in formal and informal learning contexts presents challenges, not the least of which is accounting for the many varied contexts that exist for students. Each scenario affects the delivery of the instructional content. In a group setting where students access a site from the same display, the viewing areas must be large enough for all to see; working separately, including ways for students to communicate, is essential to the tool's design. Instruction that is delivered synchronously or asynchronously is yet another design consideration. An effective collaborative learning experience should be dynamic enough to support the group, as well as the individual, so that the task can be completed efficiently. Acknowledging this gap for how to judiciously approach how to use social media for educational purposes, we propose a new framework called the Social Media Instructional Design Model that is intended for instructional designers and educators across all levels.

We present the first iteration of a model for designing instruction that incorporates social media, drawing inspiration from Dick, Carey and Carey's (2005) instructional design model and Bower's (2008) affordance analysis e-learning design methodology. Dick, Carey and Carey's quintessential design model applies the systems approach to designing instruction and features 10 interconnected steps that represent the theories, procedures and techniques in the systematic instructional design process. Bower (2008) developed a design methodology for designing an e-learning task. The methodology requires identification of the learning goals, selecting suitable tasks to achieve the learning goals, determining the resources required to complete each task, and evaluating the affordances of the available resources in order to design effective e-learning instruction.

Our series of steps displayed in Figure 1 can be used to design both formal and informal learning activities that lead to improved knowledge acquisition collaboratively or individually. The purpose of the model is to systematically guide instructional designers and developers through the creation process. Moreover, the purpose of using this approach will potentially help to improve learner engagement and motivation while pursuing the appropriate learning objectives. The description of each of the steps in the model's sequence is as follows:

1. **Objectives:** Write measurable learning objectives that describe the expected skill, knowledge or attitude and the context for assessing the skill, knowledge or attitude.

2. **Instructional Strategy:** Design instructional strategies and activities that provide opportunities for content creation and social interaction. Providing opportunities for creating and interaction are supported by constructionism and constructivism, respectively. As suggested by the direction of the arrows in Figure 1, the acts of content creation and social interaction should be reciprocal, i.e., one action leads to the next, and self-propagating, i.e., one action leads to more of the same action.
3. **Social Media Selection:** Based on Table 1, select a social media tool with affordances that align with the objectives and instructional strategy.
4. **Evaluation:** Evaluate both the outcomes of the content creation and social interaction as defined by the objectives.

[Insert Figure 1 here.]

Figure 1. *Social Media Instructional Design Model*

Devising a model to guide the design of instruction related to a specific type of technology could be misunderstood to suggest that a designer of instruction should select a technology first and design the instruction based on the affordances of the selected technology. We do not agree with this sequence of instructional design and fully recognize that successful learning outcomes depend on the goals and objectives that drive the design of instructional strategies and selection of technologies. However, research suggests that there is a need to address the absence of instructional design from the conversation about social media in educational contexts (Liu and Maddux, 2008). We hope that this instructional design model that specifically addresses the use of social media will raise awareness of the need for a set of guidelines among educators that implement and research social media for learning.

### Challenges

Based on recent literature, one of the barriers to using social media as part of any type of instruction seems to be the lack of specific guidelines available to be able to do so. As mentioned in a study by Moran, Seaman, and Tinti-Kane (2011), many faculty members at higher education institutions reported that there is value in social media for learning, yet they did not currently use it in their instruction. This could be attributed to a lack of research-based methods for properly designing and developing instructional activities involving social media technologies (Bull et al., 2008).

Another notable challenge to using social media for learning is inaccurate preconceptions of the technology. Zeng, Hall and Pitts (2012) state that in higher education, faculty often have perceptions of social media as an instructional cure-all which could also impact how educators use or do not use them for instruction. It could be the case that instructors believe that by simply asking learners to complete activities or just by interacting with the technology, there will be positive instructional outcomes. But when the instructors do not see the intended results, they abandon their efforts to incorporate social media into the classroom. To gain results, Ravenscroft et al. (2008) suggest an investigation by design to establish best practices. To better understand the application of social media learning tools, Ravenscroft et al (2008) assert that we must remain unbiased while deploying them in our classrooms. Ravenscroft et al. (2012, p. 238) state that “you cannot separate design from instantiated development processes.”

From a technological perspective, using social media can present a challenge because it does not allow the learners to select the tools (Häkkinen and Hämäläinen, 2012). Because there are so many different types of social media, learners run the risk of not connecting with one another. The solution for this issue could be to specify the tool, and place the responsibility on the learner to join and interact on the given platform. Another option is to provide a lightweight set of instructions on how to use the prescribed social media too. Many of the popular tool websites offer training solutions that instructors can direct learners towards.

Finally, adopting any new learning technologies requires familiarity with a new set of affordances. It is essential that the instructional designer or educator is aware of the associated learning theories and methodology when integrating social media into the classroom. Albeit overwhelming to keep up with technology trends, it is important to at least be aware of best practices to be able to avoid pitfalls (Bonderup-Dohn, 2009).

## Conclusion

To overcome these challenges, the Social Media Instructional Design Model is intended to minimize the need to be a learning technologies expert and/or well versed on the numerous instructional design models available. Instead, this dynamic instructional tool is meant to help give instructional designers and educators the confidence and ability to be able to design instruction that effectively leverages the affordances of social media appropriately. Additionally, by providing instructional designers and educators with a much-needed model for how to use social media as learning tools, we believe it could also help establish social media as a reliable and effective resource in the classroom.

Notwithstanding these intentions, constructs of this model still need to be innovated and continually tested to develop proven practices to effectively use social media as learning tools (Bull et al., 2008). Due to rapid developments in innovative learning technologies, the tools are constantly changing; therefore, more needs to be done to modernize how we design and develop instruction (Bonderup-Dohn, 2009). Also, because of the power and pervasiveness of the technology, other instructional design principles and learning theories should be updated to include the contemporary affordances of social media. Just like no classroom is without a chalkboard, we are not far off from a day when no classroom will be without social media.

Devising the Social Media Instructional Design Model is just the next step in bridging this gap between research and practice. Instructional designers, educators, developers, and researchers should all be a factor in developing and establishing best practices for how to use the model and to inform later, more mature iterations of it (Greenhow and Gleason, 2012). It is our hope that beyond the arguments presented in this paper, researchers and instructional designers will also investigate the relationship between learning and the new, growing propagation of social media-like learning tools (so.cl., MIT Open Class, Pearson's Open Class).

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Table 1. *Social Media Affordances*

Affordance	Action
Flag	Drawing attention to an item
Tag	Attach a label to an item
Share	Use, possess, or enjoy an item with others Rate Assign a value to an item
Comment	Express an opinion or reaction to an item Subscribe Arrange to receive regular updates on an item Syndicate Publish an item via a variety of channels Remix Produce an altered version of an item
Publish	Issue an item for public consumption Edit Change an item
Connect	Joining together for the purpose of access and communication Communicate Transmit, share, or exchange information
Create	Make something happen
Curate	Select and organize items
Customize	Edit an item to suit a particular purpose Manage Control and maintain items

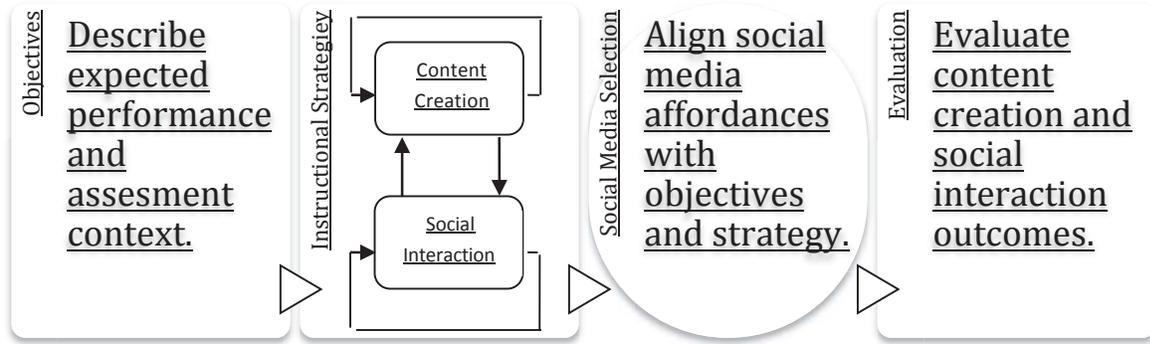


Figure 1. Social Media Instructional Design Model