



SOCIAL MEDIA & ADULT TRAININGS
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SMAT - PARTNERS



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Table of Contents

1. Introduction.....	4
2. Why use social media in education? Testimonials.....	7
3. Good practices in using social media in adult education.....	17
4. Prerequisites and quality criteria for courses using social media.....	45
5. Conclusions.....	48
6. Glossary.....	49

1. Introduction

European education policies have recognised the importance of keeping pace with new technical developments. E-skills and social media in particular have a growing influence on countless aspects of daily life, but despite the fantastic potential of social media for adult training developers, with indefinite possibilities for interactive methodology and the potential of making adult education much more appealing to learners, the majority of the adult education providers in the EU do not make any use of it.

This guidebook intends to exemplify how social media can be used successfully in adult training. It was developed as part of the Social Media & Adult Trainings (SMAT) project, in which eight European adult education institutions shared their knowledge and experiences in this area. After an initial stage of research, analysis and evaluation of existing practices of social media use in learning, the partners collaborated on creating and testing several ways of applying social media in adult education courses in different learning contexts.



Picture 1: Kick-off meeting in Jaca (Spain)

The guidebook contains five main sections. It offers some basic information on social media tools with an overview of the current tendencies, information about the necessary prerequisites and quality criteria for their implementation and eight different simple promising practices for incorporating social media elements in different areas of adult training.



Picture 2: Project collage

After this introductory section, [chapter 2](#) summarises learners' and trainers' impressions of these forms of learning. In the following chapter we describe eight good practices implemented by the partners. So as to allow the reader to easily find appropriate tools and units for their target group, the chapter starts with a [table](#) containing an overview of the unit title, social media tools used, type of course and target group. Further on [chapter 3](#) contains 8 subchapters - one for each partner country. Each subchapter includes relevant background information on social media use in the respective country, in general, and the partner institution in particular, followed by the description of one example of successful social media use tested by the respective partner. The project partners represent different types of adult education institutions providing different learning experiences.

Consequently, their uses of social media also differ quite widely, except for two institutions, who have employed the same approach and developed similar units for language learning in the non-formal education sector. The eight examples we share, and which we think of as best - or at least promising - practices, should motivate and encourage adult education trainers to test some of the units in their own organizations, or they should help them design their own original training units based on similar uses of social media.

[Chapter 4](#) of the guidebook lists the prerequisites and core quality criteria for the proper implementation of web 2.0 and social media-based elements in teaching.

The last two sections of the guidebook offer project conclusions [chapter 5](#) and a glossary of used tools [chapter 6](#) providing basic definitions and guidance for the reader to find further related information.

We hope this guidebook will help adult education providers enhance and improve the training programmes they offer, help trainers develop and adapt their curricula using the described teaching methods in adult training, and also encourage learners to interact and continue learning with flexibility in time and place.

The SMAT project was considered a Good Practice in the Project Proposals, Studies and Methodologies category by the **Design for All Foundation** in 2014.



Picture 3: Certificate

2. Why use social media education? Testimonials

BULGARIA

Excerpt from the learners' feedback during the testing of the course

"I truly think using the Wordpress Blog to organize the training was a very good idea. It allows the information to be structured clearly and I found what interests me very easily. The links in the Blogroll are useful and relevant to the topic of the unit."



Picture 4: Bulgaria training session

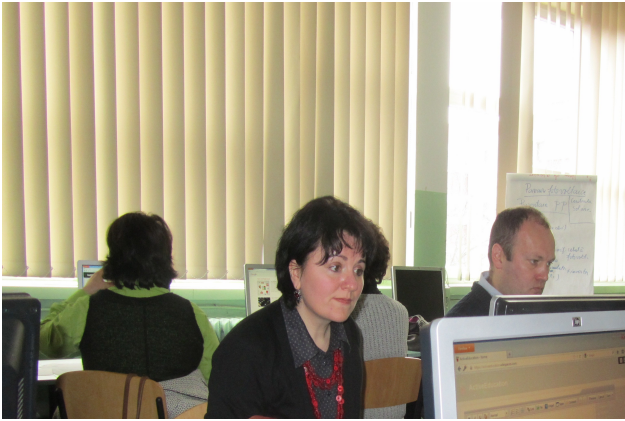


Picture 5: Bulgaria training session

Excerpt from the trainers' feedback during the testing of the course

"The Blog is the proper tool to use, because it doesn't restrict the size of information (that is happening in some social media - Twitter for example). In a structural aspect the blog is very close to the websites and to find the address on the internet is easy. The poll on the homepage of the Blog is very useful, because it gives participants in the course the opportunity to assess its efficiency."

ROMANIA



Picture 6: Romania training session

Excerpt from the learners' reflections shared on the course blog

"What I find great in using Google Docs is that you can not only create documents online, but you can access them from anywhere you may be, share it with your friends, and you can work on it together in real time. Certainly, Google Docs offer excellent opportunities for both trainers and learners."

Excerpt from the trainer's blog entries during the course

"I thought using the blog was very helpful. I recorded my reflections on the learning process - my own included - and my interpretation of the learners' response to the course. I have it all - with date and everything - to refer back to whenever I want - it's not like I might lose a slip of paper I scribbled on."



Picture 7: Romania training session

GERMANY

Excerpt from the learners' feedback during the testing of the course

"I like using social media for the course because I can do the exercises when I have time. I work every day and do not have time to do a normal English course. I have time for this course because half of the course is online. Social media makes the course interactive and more interesting. I like writing messages to the other learners. It is more fun than doing a worksheet for homework."



Picture 8: Germany training session

Excerpt from the trainer's feedback during the testing of the course

"At first, using social media in a course was a little bit difficult for me. I did not have much experience with it, so I was learning as the learners were learning. It was easier after I had some more practice and it made me more interested in using social media in my personal life.



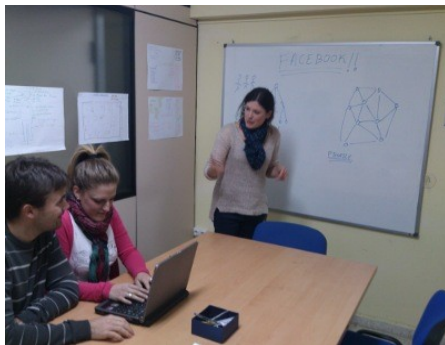
Picture 9: Germany training session

Some positive things I found were that social media allows the participants to be more flexible when taking the course. I create the assignments ahead of time and they complete them according to their own schedules. Social media also lets me give the participants feedback. I can see what problems they are having and then just send them a message. I can also discuss common mistakes in the blog that the learners can refer to at any time. Many learners have the same questions. Instead of answering the same question over and over again, I can just put it on the blog and answer it one time".

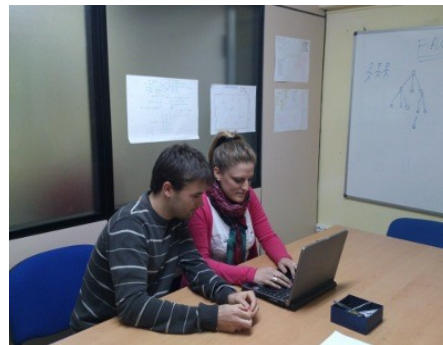
SPAIN

Excerpts from the learners' feedback during the testing of the course

“What I really liked about this course was the combination of using YouTube, Dropbox, and Skype. It really seemed like you were in a virtual classroom. You don't need to actually go to the school if it is too far and expensive to get there. Just using the social media we have used is enough for having a lesson and working together. The only inconvenience of Skype is that we needed to fix a date and hour which was convenient for everyone”.



Picture 10: Spain training session



Picture 11: Spain training session

Excerpts from the trainers' feedback during the testing of the course

“This course was very beneficial for me because I had never used any type of social media before. By using the short videos from YouTube in the classes, the learner is able to improve their listening skills. The use of Facebook and Dropbox allows the learners to work together to develop their writing skills. And finally, with the use of Skype, the trainer and learners can communicate orally. The combined use of these three social media tools make it easier for learners to improve in the four language skills: listening, writing, reading and speaking”.

FINLAND

Excerpt from the learners' ideas during the course

“My experiences from Adobe Connect Pro are good. I have been able to participate in the meetings fluently from my own office, which has saved a lot of travelling time. The quality of the voice has usually been fairly good even though some small adjustments have sometimes been needed. I have not used Google Docs practically at all so my experiences from it are very limited. However, I have used a tool called Wikispaces, which is quite similar to Google Docs according to my understanding. Wikispaces is fairly simple and well-functioning tool in a shared writing process.”



Picture 12: Finnish learner



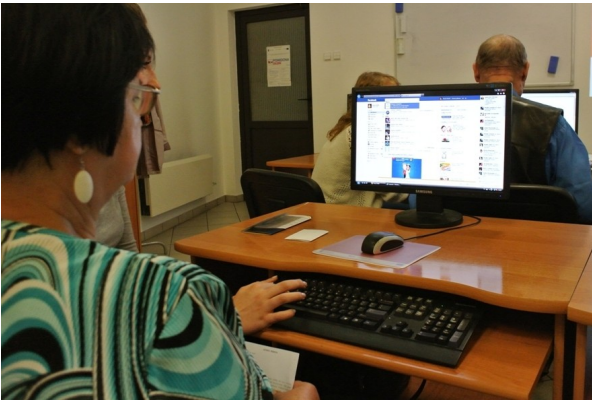
Excerpt from the trainer's ideas during the course

“Adobe Connect is easy to use. It saves time for students that they don't need to travel. Despite of distance I have a feeling that we were working together as a team.

Wiki is good because all written material is available for all. In our case some teams wanted to write together face to face. Wiki space needs to be voluntary for students. If social media applications are not adding value to work they are not useful. Despite the wiki application is designed for joint writing, which was the focus of our course”.

Picture 13: Finnish trainer

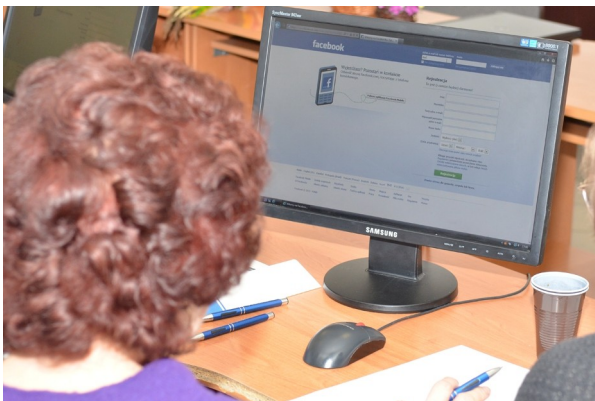
POLAND



Picture 14: Poland training session

Excerpt from an education forum (learner)

“The world does not stand still - we all have to realize this, especially trainers. Using social media in the classroom should be the norm rather than extravagance. I really like when my trainer sends us a task on Facebook. I feel that this is the appropriate environment for me and I'm more motivated to do any task”.



Picture 15: Poland training session

Excerpt from an education forum (trainer)

“Facebook has a lot of functionality that you can use in the process of transferring knowledge to learners (groups, communicator, timeline, private and groups messages and many others). I would like to emphasize that for me personally, Facebook provides a great possibility of expanding contacts with the parents. Not everyone can afford to frequent face to face meetings, this social media allows you to contact from home, during the journey, or even in the workplace”.

TURKEY



Picture 16: Turkey training session



Picture 17: Turkey training session

Excerpt from the moderator's reflections shared in an interview

"I believe the discussion form was very productive to share ideas and feelings while learning some new information at the same time. Since all participants were educators, it gave them different ideas about teaching methods using social media. The fact that you can bring people from miles away together online to discuss issues and learn is intriguing and very handy when you think of all the arrangements you need to make otherwise to bring members together to discuss things. At first I was scared that I cannot control the group and manage comments which may create tension but everything went well thanks to sharing rules beforehand and we experienced a nice activity together".

Excerpt from the participants' reflections shared in an interview

"For me, the discussions proved very useful. First of all, as a trainer I saw firsthand that these types of activities can be used at schools especially in some classes such as language, literature psychology, history, sociology etc. I also saw that these activities developed my skills in using multiple media together and do some research online. Combined together, these activities will not only develop the skills of learners but will provide richer environments to learn and teach. I will definitely use these types of activities in my classes."

UNITED KINGDOM

While teaching learners how to create their own website from the absolute start and for complete beginners, it quickly became apparent that new starters would need extra help, especially whilst attempting to replicate sessions taught in class while on their home computer and without the benefit of having the trainer with them.

Hand-outs can only go so far in assisting learners when outside of the classroom setting, so I created a video showing each of the steps that a learner might need to know for completing simple tasks, which would build on their overall knowledge. The other positive aspect of this is that each learner can learn at their own convenience.

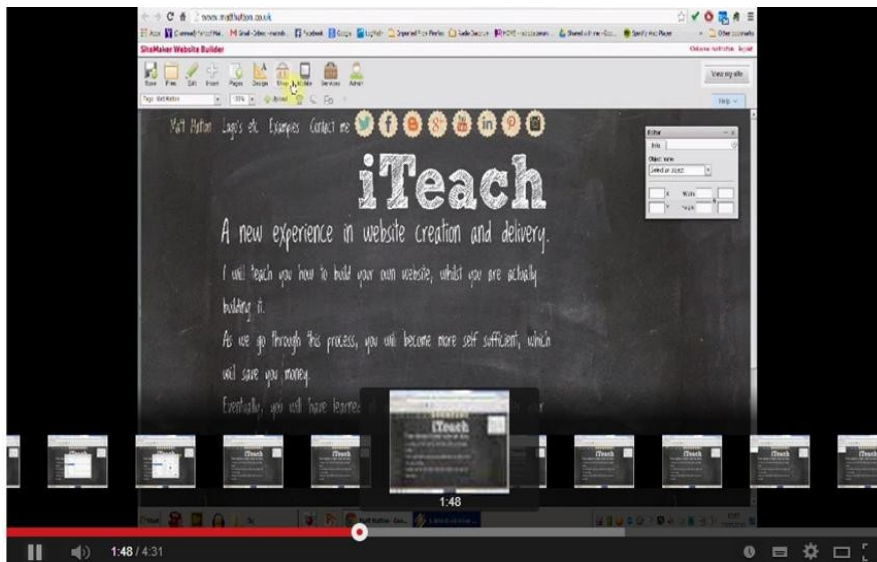


Image 1: United Kingdom screenshot 1

Using a social networking platform like YouTube to means that each learner can learn when they want or in some cases when they can, it fits more easily into the modern, busy routine and I have been told by some learners that learning while at home and relaxed later in the evening, increases their ability to retain information.



Image 2: United Kingdom screenshot 2

Another benefit of using Social Media on a social network is that the video can be stopped, paused, rewind, played repeatedly, at the pace of the learner, something that would be impossible within a classroom setting.

Learner view on using videos for teaching within Social Media

What does one do when in the need of learning to, for example, build a website but nobody is around to teach one? Easy.

One goes to YouTube and looks for a video with that content, because, let's face it – there is a video for everything, so why not use it?

Why not use it *for* teaching?

Using videos on social networks to teach has, for me, three big advantages.

First off, a video will guide you step by step through the setting up of your own website, for example, so you will not get frustrated by not knowing what to do next.



Also, you can almost always choose from a wide range of videos on a subject, which makes it possible to meet your own level of knowledge. That aspect is what makes learning from videos so attractive to me.

The second thing is that a video can show a whole group of people how to create something within the world of social media. That, I think, not only saves a lot of time but gives the individuals the opportunity to ask/help another if the need arises.

The last and biggest advantage for me is that the videos are accessible from any computer, which enables not only me to re-watch it when and how often I want to. It is also less expensive.

Mara Randt – learner

3. Good practices in using social media in adult education

Overview of the units

Title of Good Practice	Social Media Tools	Type of Course	Target Group	Page No
Teaching my Rights as a Citizen in the EU Bulgaria	Blog	An interactive training course based on a Blog platform that aims at raising awareness about your rights as a citizen in the EU	Adult trainers and learners	18
Google Drive in In-Service Teacher Training Romania	Google Drive Forum and blog on Moodle Platform	In-Service Teacher Training	Teachers	22
Flexible Interactive Language Course Germany	Facebook Moodle You Tube Blog Etherpad Skype	Language Course	Adult Migrants (Literate)	26
Example of a language class activity Spain	You Tube Facebook Wikis Skype	Language Course	Foreign students learning Spanish	30
Joint Writing Group Finland	Wiki Adobe Connect Pro Optima e-learning environment	Writing an Abstract – Professional Development Course	Students, open university students, working life representatives and teachers	33
Social Media in Active Ageing to Prevent Exclusion Poland	Facebook	Social Media Training	Residents from Retirement Club	36
Using Social Media Tools in Teaching Turkey	Facebook Twitter You Tube	Social Media Training	Members of the Teachers Union	39
Use of Social Media to teach presenters at Radio Dacorom on the layout of the studio United Kingdom	Facebook	Radio Presenting – Knowledge of the studio, audio editing and specialist software	Volunteer Radio Presenters	42

Table 1. Good practices



3.1 Case Study – Know and Can Association, Bulgaria

Teaching my Rights as a Citizen in the EU

In the research phase of the project Know and Can explored the attitudes of the target group towards the usage of social media in leisure time and for studying/ teaching. Our research showed the following facts:

- 21 (out of 25 participants in the survey) state that they use computer daily in their leisure time. But it is interesting to point that just about the half of the respondents use computer daily related to studying or teaching/ at work.
- 18 persons declare that they do not use Blogs for professional purposes at all.

The detailed results of the research phase in Bulgaria has been published on our [website](#).

Since the research showed that only a small part of the interviewed have been using blogs for studying or teaching we decided to implement our course using a blog platform in order to motivate more and more people to use it in their studying/ teaching methods. We chose the course to be prepared so, because in this way it would look clear and simple to the learner. Blogs don't restrict the size of information (that is happening in some social media- Twitter for example). In a structural aspect the blog is very close to the websites and to find the address on the internet is easy (that is one additional advantage). The comments on the posts can be controlled, which protects from publications with useless content, advertisements and other kinds of side information that doesn't refer to the topic of the course. We chose Wordpress, because it is one of the most popular blog platforms, it's well-known, easily accessible for everyone and it offers many opportunities for organizing the information.

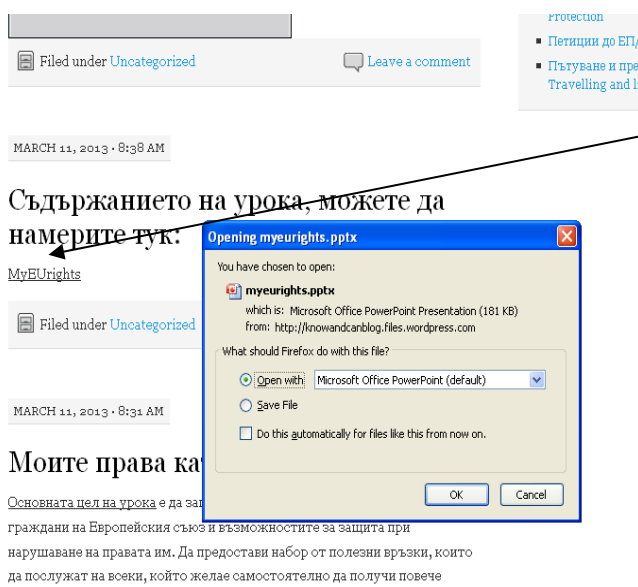
Our course is entitled "My Rights as a Citizen of the EU". Its main aim is to inform people about their rights as citizens of the European Union and the opportunities for protection in case of infringing upon their rights and give a list with useful links, which will be of help to everyone who wants to receive information on these topics. 15 learners were enrolled in our course (10 of them are adult learners and 5 are trainers in various subjects).

- Just 4 of the participants say that they use social media services daily for studying or teaching.

The difficulties when working out the course were related to the initial phase and making it more concrete: how exactly to be organized it and what would be the specific way of its realization.

We haven't got many obstacles during the actual implementation of the tasks. Some technical confusions connected with the usage of the blog platform appeared, but they were immediately fixed. In particular, they were: the order in which posts are published and how to create the hyperlinks. One of the advantages of the blog is that it is pretty simple and even users with just basic computer skills can use it effectively.

The content of the training course was uploaded on the blog as a Powerpoint presentation. There was also a summary of the course and its main aims. One advantageous tool of our course is the creation of a test that allows learners to check what they have learned with the unit. There is a link to it also on the homepage of the blog.



Clicking on the button “MyEURights” participants in the course were able to download the content of the unit in the form of a Powerpoint presentation.

Image 3

Links

▪ Blogroll

- [Достъп до информация//Access to information](#)
- [Европейски омбудсман//European ombudsman](#)
- [Информация за потребителите от Европейската Комисия/ Consumers' Information of the European Commission](#)
- [Комисия за защита на личните данни/ Commission for Personal Data Protection](#)
- [Комисия за защита на потребителите/ Commission for Consumer Protection](#)
- [Консулска защита/ Consular Protection](#)
- [Петиции до ЕП//Petitions to EP](#)
- [Пътуване и пребиваване в ЕС/ Travelling and living in the EU](#)

On the right side of the homepage of the blog there are links that can provide learners with additional information if they are especially interested in some of the themes of the course.

Image 4

Another useful tool that you can apply when teaching on a blog is to create a poll. And when someone votes they are redictered to the exact results of the poll in a percentage ratio.

Моля, попълнете тази анкета за да знаем как оценявате урока “Моите права като гражданин на ЕС”



Here you can see the poll about the usefulness of the course which was prepared. It is evident that all of the participants in the course have voted. Also you can see that the vast majority of them has positively assessed the course.

Image 5



Judging from the feedback of the participants in the course it can be said that it is well organized. The test, elaborated in relation to the unit contains clear and well formulated questions, whose answers could be checked in the corresponding link. Generally the worked out course was useful for the participants and equally accessible for people at different ages.

3.2 Case Study – Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice, Romania

Google Drive in In-Service Teacher Training

According to a 2011 Eurostat study¹, although over three quarters of all Europeans aged between 16 and 74 used a computer, the percentage of computer users in Romania was much lower: a mere 50%. The survey showed that of the internet users, 41% had a social media account.

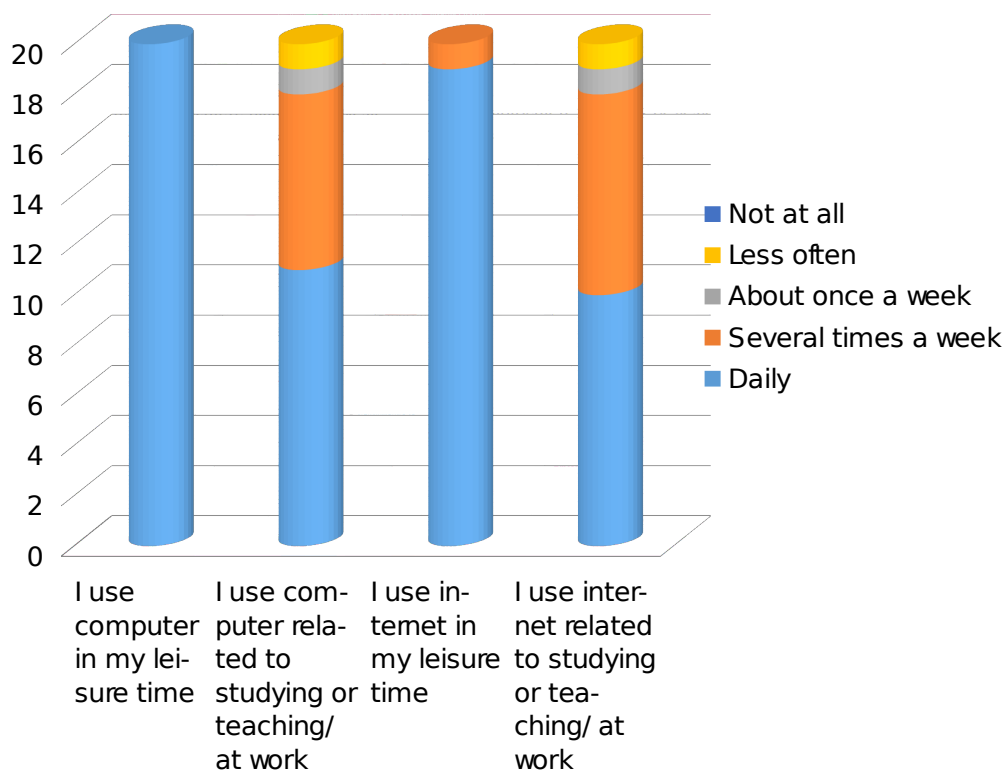


Fig. 1 Frequency of computer and internet use

¹ http://www.romania-actualitati.ro/romania_ultima_in_ue_la_utilizarea_calculatorului-39459 (accessed on 13.10.2013)

At the beginning of our project, we investigated our learners' computer, internet and social media usage in their spare time and for professional purposes including learning – see Figures 1 and 2 (the results of the research can be found [here](#)). Our learners are mostly teachers and teacher trainers, members of the Romanian Reading and Writing for Critical Thinking Association.

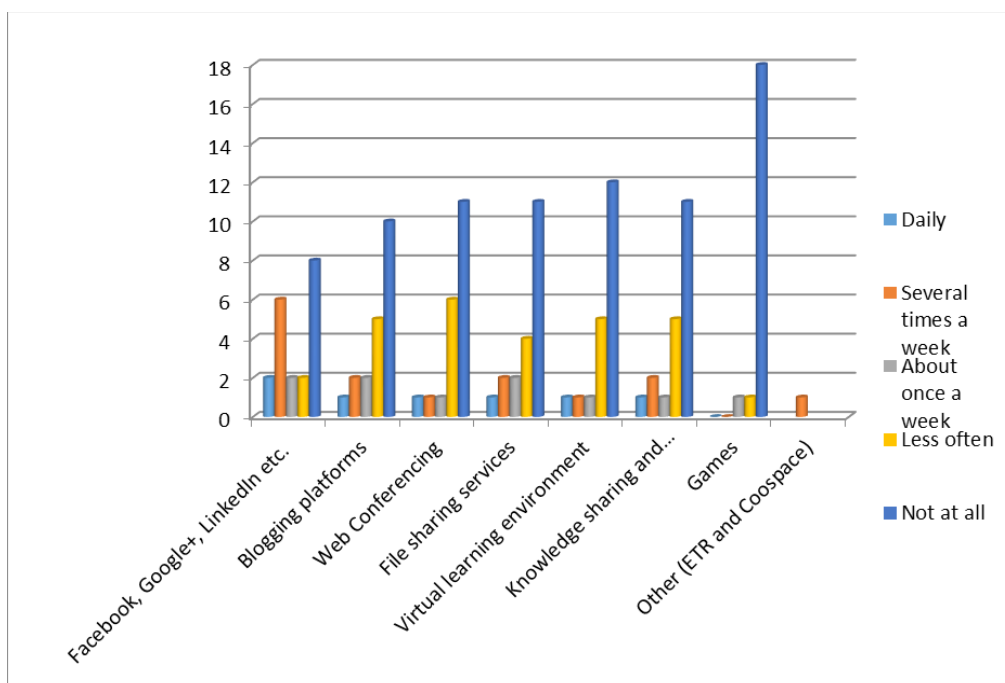


Fig. 2 Frequency of social media use for professional purposes

Based on our findings we designed a couple of courses which included social media for training adult learners. One of the courses was entitled *CLIL through CLIL*.² The course was delivered by means of a Moodle platform, which includes forum and blogging facilities, and Google Drive. The learning activity we will detail below relied on Google Drive.

With the purpose of encouraging cooperation, the 12 learners enrolled in the course were given the group task to draft a 15-hour CLIL unit of their choice. Subsequent to this task, the learners were to individually design a CLIL unit for their own learners and prepare to teach the unit in the following semester.

² CLIL stands for “Content and Language Integrated Learning”

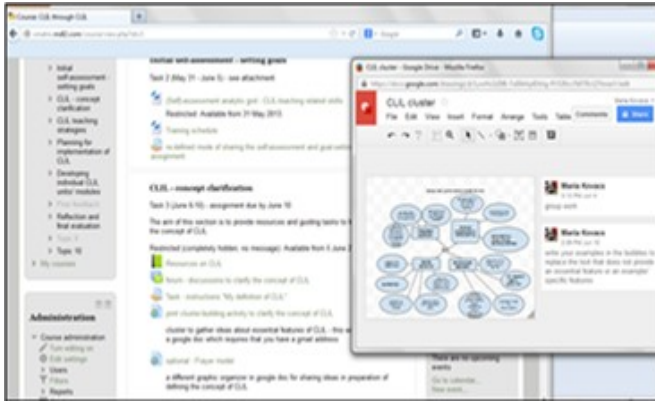


Image 6. Screenshot of the Moodle platform and the Google Drive for cluster building to define the concept of CLIL

The learners were divided into three subgroups, each including 3 to 4 people. In the Announcement section of the Moodle platform, the trainer informed the learners who was to work in which group. Each subgroup had its own assigned forum space and Google document to work on. The template of the Google document was linked into the assignment, which included the text “you can access the template here”; by clicking the highlighted word “here”, the learners would be redirected in a new window to the relevant Google document. The members of the different groups could see what the other groups were working, but they could not edit the other groups’ work. The learners had a week’s time to complete the task, and they were provided relevant support resources (a book containing sample CLIL units) on the Moodle platform.

The trainer could follow the learners’ work in progress and check the “revision history” to see who contributed what, and when. When learners were on-line simultaneously with the trainer, they could ask for guidance or clarifications in real time, and the trainer could encourage them and provide feedback (see image 6). At other times, the “Comments” function of Google Docs could be used.

Each of the three groups completed their task satisfactorily and most of them within the assigned time. One of the groups preferred to save the template to their computer, finish the work “offline”, and submit the final product (their CLIL unit draft) via the forum on the Moodle platform. This was due to the fact that not every member of the group had a googlemail account, or was willing to get one.

One other challenge that can be related more generally to assignments that are to be completed collaboratively, and not only to the above described particular learning activity, is that the division of the workload among the group members can hardly be fair unless all members of the group are on-line and working simultaneously. To mandate simultaneous work would be counterproductive, because one of the huge advantages of learning by means of social media would be undermined: control over the time when to do the learning. It is our empirical observation that almost unavoidably, the person who starts the work will contribute the most, while the other members of the group will have a relatively easier task revising or adding to the document. This issue - if perceived as a problem - can be resolved by alternatively assigning the learners to start, although that also may interfere with the self-directed nature of learning with the help of social media.

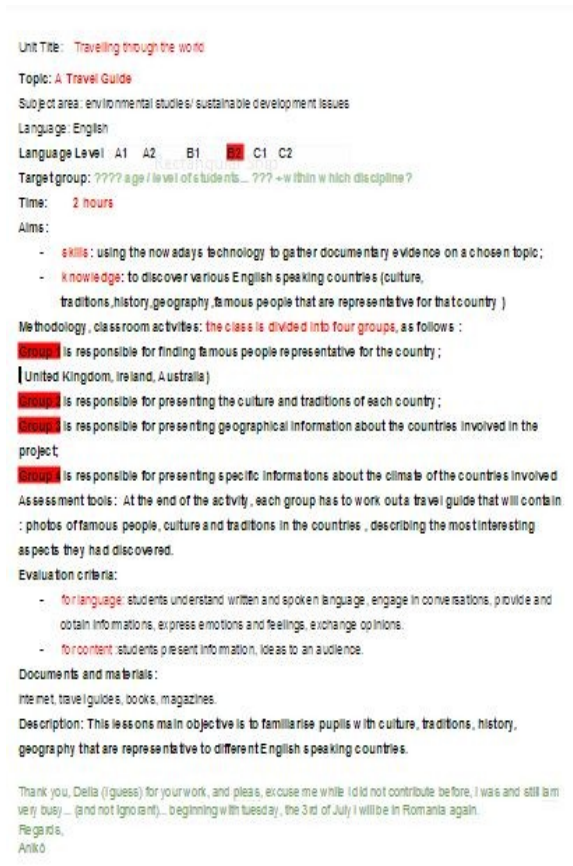


Image 7 – Google document

In retrospect, we find that Google Docs are a highly effective social media tool in teacher training. As the training relies heavily on teachers sharing their expertise and learning from each other's classroom experience, collaboratively constructing text (whether in pre-set structures or not) is an effective way of pooling their wisdom, and facilitating their professional development. To avoid running into the same difficulty of not all learners having a gmail account, in the second piloting we only enrolled learners after they had a gmail account. In addition, we set aside more generous time for the entire course and for specific learning activities so as to allow for more learner control over the time of learning.



3.3 Case Study – iberika education group gGmbH, Germany

Flexible Interactive Language Course

In Germany the share of internet users aged 14 + was 75,9% (54,2 Million) of the population in 2012. The average user spent 169 Minutes on the internet per day and use of mobile devices had increased to almost twice as much as the previous year with 5.3 online electronic devices in online households.

According to Facebook statistics, in Germany 50% of internet users (25 Million) are active Facebook users with 19 Million daily users per month. Mobile devices have played a primordial role in the last months, increasing their use from 23% to 41% in 2013.

In the [research phase](#) of this project iberika education group gGmbH conducted a questionnaire involving 100 trainers, learners and others (other staff than trainers) of English, Spanish and German in order to analyse their attitudes towards computer, internet and social media use in leisure and working / learning time.

The analysis of our results showed that the different target groups revealed very different attitudes in internet use. While some of the participants of the German courses – mainly courses for integration programmes in Germany – answered that they had never used internet or even a computer, 95% of the Spanish and English trainers and learners were using their computers daily both for leisure and work and almost all participants were using daily social media services.

In light of these results we decided to conceive different course types for the different target groups. In the following paragraphs we describe the structure we implemented for a German Integration Course for beginners:

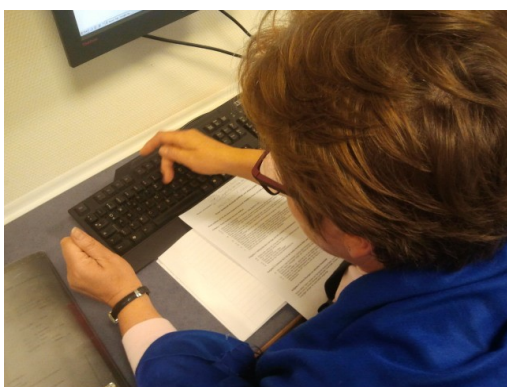
Course	Flexible Interactive Language Course tested in a German Integration Course for Beginners
Target group:	Literate adult immigrants
Starting Level:	A1 (European Framework)
Reached level:	B1 (European Framework)
Structure:	Minimum of 75% face-to-face course and maximum of 25% online
Lessons per week:	20
Duration:	6 modules 30 weeks
Course Aim:	German basics and basic skills in computer, internet, social media and virtual learning environments
Trainers:	2 for German basics 1 for internet and social media skills
Difficulties:	Almost 20% of the participants have almost never used social media services, internet or computers before
General Feedback:	Learners in general are very positive about additional flexible activities. Learners with no previous experience with computers, online services and social media had a very positive and collaborative reaction. Experienced learners are encouraged to work as tutors, improving their communication skills rapidly.

Table 2. German Example

Our learners pointed out during the research phase the advantages online services would offer them in terms of time flexibility. We nonetheless had to face the problem that many of our German Course Learners had never used social media tools and some of them had even never used computers at all. Our major interest was to develop a new course that would cover the regular programme for the German Levels A1, A2 up to B1 as was expected in our regular integration course, and at the same time would improve the computer and social media skills of their participants, therefore increasing their integration chances in the labour market at the same time.

Most learners lacking IT skills were reluctant about the implementation of information and communications technology. In order to motivate learners it was essential to develop a course that would gradually introduce the tools and increase their use, offering every participant the opportunity to start from their prior knowledge. First of all, we developed a guidebook as an introduction the computers in general, to some programmes such as Word, to the internet and to the creation of an email and Facebook account.

The curricula developed for the course introduced the online parts very gradually, starting with a face-to-face unit (1 unit = 45 Minutes) per week dedicated to online and computer skills, then 2 units per week, and finally 4 units per week which depending on the skills and self-confidence of the participants can take place in a complete virtual environment or at our school under the guidance of our trainers. We wanted to guarantee our learners the possibility of working in virtual environments with the support of our professional trainers.



Picture 18: Germany training session

The main structure of the online course was developed on the virtual learning platform Moodle. Here learners could find different types of written exercises on topics seen during the face-to-face classes of the week. The online skills trainer would mainly communicate with the learners via Facebook with weekly exercises, links to determinate articles on our complementary grammar blog for the course and links to specific Youtube sites with additional grammar explanations. Collaborative written exercises were offered in file sharing services such as Etherpad and the monthly reporting and feedback and additional communication activities took place via Skype.



Facebook is used as communication tool to inform learners about new online exercises, homework, or to upload videos with examples

Image 8

Summing up, the extra flexible services improved the quality of the course, reaching the same or even better results as in a purely face-to-face course. By the end of the course, learners were able to practice different communication strategies with complete flexibility. Apart from improving their linguistic skills having completed the levels A1, A2 and B1, by the end of the course every learner was also able to use a computer and different social media tools in an independent way. Learners were familiar with computers, different online services and virtual learning environments, they had created their own dedicated profiles for the course, they were conscious of the different privacy levels offered by most tools and were willing to continue using them for other purposes.



Blogs are used as grammatical explanation support

Image 9

3.4 Case Study – Aula Hispánica, Spain

Example of a language class activity

According to a research published recently by the National Observatory for Telecommunication and Information Society (ONTSI)³ the situation of the social media in Spain is the following:

72% of the internet users belong at least to one social media. Spain occupies the third position in the world ranking of active users in social networks with 77%.

54% of social media users in Spain prefer Facebook and just 20% use Tuenti. When this is looked at by gender, there are more women who have an account in Facebook (81%) than men (75%), but it is the men who use more the forums (31%) whereas only 21% of the women use them. With regards to the worries about what other people may think of them 74,8% say to be just little or not worried at all.

58% of the users use only one social media whereas 41% of the users between 19 and 25 years of age use two social networks on average. The daily users of social media are between 18 to 34 years old.

In Aragon⁴, the autonomous community where Aula Hispánica is located, the total percentage of internet users is 57,26%. The two main social networks used are Facebook (92%) and Tuenti (34%). The frequency of using the social media is quite high, with 42,6% reporting to connect to social media several times per day and 26% using the social media more than four times per week. The three main user activities on social media websites are the following: publish comments/links (86%), sending private messages (85%) and upload photos/videos (75%). Only 14,4% of the Aragonese enterprises use the social media as a marketing tool.

Good Practice

At the beginning of the SMAT project, we analyzed the social media usage at our school Aula Hispánica. The SMAT questionnaire was handed out to a sample of 15 people, all of them trainers and learners at Aula Hispánica in December 2012. The sample of learners included local learners and workers attending French classes and learners of Spanish as a foreign language.

³ <http://www.ontsi.red.es/ontsi/es/estudios-informes>

⁴ www.aragon.es/oasi

These are the results: the trainers use the computer and internet daily or several times per week in their leisure time, less for studying or teaching. The most used social media in their free time are Facebook, Google+, LinkedIn and Skype as web conferencing. Even though they don't use the social media much for teaching/at work, they seem to be really motivated in using them for studying or at work.

As to the learners, the frequency of computer and internet usage in their free time is higher compared to the trainers because the majority of the learners use the computer (laptop, iPad, etc) and internet daily or several times per week. Nevertheless, they do not use them as much as the trainers for studying. The social media applications less used by learners are blogging platforms, web conferencing, knowledge sharing, collaboration and games. As the group of trainers, learners showed to be motivated in using more social media applications more often at their leisure time and studying.

32% of the social media users report to use the blogs daily and 29% of the users access the social networks via mobile devices.

The regions in Spain with a high use of the social media are the Balearic Islands and La Rioja.

Due to these results we decided to design a course for both trainers and learners. The target group were foreign learners learning Spanish and non-native Spanish trainers. Level of the learners minimum B2. Competences of social media tools are also required. In the following, a 45-minute unit of this course is described. The objective of the unit is analysing the meaning of body language in the Spanish culture in a specific atmosphere – the bar.

The learners are invited through Facebook to see a video on YouTube, the first time without sound. Then they write possible dialogues about what the characters suggest them they are saying.

They are watching the video on YouTube again, this time with voice. They write in a collaborative group what they understood. After that they watch the video a third time with the copy of the real dialogue posted in a Dropbox and they fill in the gaps. They use Skype to share their ideas with the trainer.



In summary:

- YouTube is used for showing the material.
- Facebook is used for a closed discussion group about the study unit.
- Wikis are used for collaborative writing.
- Skype is used as virtual classroom with the trainer.

As result, we realized an increase of motivation of trainers and learners as well. The trainers learned how to use the social media as a new didactic tool and the learners how to apply the social media, they were already using in their leisure time, within an academic environment. Both groups agreed that learning and teaching through social media offer the possibility to get more in touch with others due to more and different ways of communications. Trainers and learners also agree that social media give more flexibility than traditional courses because you can access the course at home whenever you want.

3.5 Case study in using social media in education – Laurea University of Applied Sciences, Finland

Joint writing group

In Finland in 2012, the share of internet users of the population aged 16 to 74 grew to 90 per cent. Nearly everyone aged 45 or under used the internet. Seventy-eight per cent of those aged 16 to 74 used the internet daily (www.stat.fi). In 2012, one half of Finnish residents aged 16 to 74 followed at least one social network service to which they were registered members. Social network services reached their current popularity very quickly and their popularity is still growing. Participation in social network services is closely tied to age. (www.stat.fi) Educational institutions can take an active role in regional development and learning related to social media capabilities.



Picture 19: Finland training session

Joint writing group is study unit (5 ects) in Laurea University of Applied Sciences (UAS). The study unit learners are: members of staff and leaders in enterprises in Lohja region, teachers, bachelor and master students of Laurea Lohja UAS and Laurea Lohja UAS Open University students. In joint writing group study unit enterprises and other organizations in Lohja region are aiming to develop their services and products in cooperation with international partners. Higher education in the region can assist the development work by sharing knowledge, skills and competencies, joint development processes, joint writing and evaluation.

Having completed the study unit the learner

- is capable of taking responsibility for collaborative learning and sharing knowledge in teams
- is capable of social influencing using know-how and actions based on ethical values
- is able to utilize information and communication technology in one's subject field
- is able to conduct research, development and innovation projects by applying the existing knowledge and methods of the field.

The learners are writing together as a group (members from enterprise/other organization and UAS). They are writing an abstract in English for a national or international conference making an oral presentation, poster or full text at a conference (10 groups). They are presenting a development project in the conference they have chosen (existing joint project between enterprise and UAS). These require language skills and competence in use of new tools. The groups are counseled by senior and principal lecturers and an English lecturer.

Social media used in the joint writing group study unit:

- YouTube; as a tool for preparing the presentations
- Wikis; collaborative writing. <http://jointwriting.wikispaces.com/>
- Adobe Connect Pro (ACP); is used in counseling and meetings
<http://www.adobe.com/products/adobeconnect.html>
- E-learning environment Optima; learning is guided by steps, students are using Optima at least for submitting the reports, but also for messaging and chatting



Joint Writing study unit & wiki -platform Collaborative writing



11/27/2013 Laurea University of Applied Sciences 9

Image 10: Screenshot

In Joint writing study unit there have been ten groups writing together. Each group consists of two to four members. All students have used Optima as an e-learning environment and most of the students wikispace for writing. Some of the groups have used Adobe Connect Pro (ACP) as a connecting tool. It has worked very well and some of the group members have saved a lot of time and travel cost because they live about 100 km away from school. With ACP they can share videos, texts and they can discuss. Despite of distance they have a feeling that they are working together as a team.

While Wiki and written material was available for all, some teams wanted to write together face to face. Those teams that used wikispaces felt it was a very good tool for joint writing. If social media applications are not adding value to work, they are not useful. Laurea (UAS) has used Wikis as learning environment for several courses. In comparison with the closed learning environments (e.g. Optima and Moodle), there are more possibilities to modify the visual presentation in a wiki and it is also very user friendly.

Read more

http://www.laurea.fi/fi/lohja/tk/hankkeet/kaynnissa_olevat_hankkeet/smat/Sivut/default.aspx

3.6 Case Study – e-Space Krzysztof Ciapala, Poland

Social Media in Active Ageing to Prevent Exclusion

In Poland, Facebook currently has 10.7 million registered users. 27.73% of Polish population uses Facebook. It is 44.76% of all internet users in Poland. Most of the Facebook members from our country are 18 to 24 years old (3.2 million), and come from the following age groups 13-15, 16-17, 25-34, 35-44. 52% of Facebook users in Poland are women, 48% are men. These statistics explicitly show how popular community service Facebook is in our country. Facebook is a leader but not the only available social website, there are also many other social networking sites that are gaining wide popularity among internet users, especially those young ones.

The already mentioned Facebook is used to share thoughts, interesting and valuable content like web pages, photos, videos, and online discussions. It is also a great place to build interesting and creative relationship between a trainer and learners. We would like to present a **case study** of using Facebook for teaching purposes, developed by trainers open to innovation.

Use of advantages of social media to fight against social exclusion

According to the latest research, Poland occupies a prominent place in the process of dynamics of aging society. Our society is becoming increasingly older, unfortunately it is associated with the decrease of equity of social activity among the elderly. In Poland, less than 28% of people aged 55 - 64 years still work. Low professional activity occurs among persons aged 60 - 64 years, especially women.

This situation often becomes the basis for the exclusion of these various types of people, one of them is digital exclusion. Of the nearly 13 million of Poles after fifty, more than 10 million (78%) do not use the internet at all. Therefore initiatives / projects arise which have the objective: to fight against social exclusion using social media.

A group of young 10 people (volunteers) meets regularly with seniors (55 +) and acquaints them with the basics of handling with social media. In the first place presented is the philosophy of social media and the fundamental differences between the various portals. Shall be presented possible applications and examples of profiles available online.

The participants set up themselves profiles practiced under the supervision of young volunteers. The main medium that has been “domesticated” ;-) by the participants was Facebook.

Groups on Facebook allow to actively participate in discussion forums, comment on the content published by you and to communicate. It works perfectly as a tool to support project work, facilitates the creation of thematic / working groups in the classroom. Trainers can use these groups to send bulk messages, reminders, or homework.

Topics of tasks that were exercised by participants with using Facebook account are:

- 1.- Facebook - a source of information
- 2.- Perfecting foreign languages on Facebook
- 3.- Present your achievements
- 4.- Use Facebook to collect information
- 5.- Communicate with friends
- 6.- Teach how to work together



Picture 20: Poland training session

Additional value comes from how these meetings is knowledge / experience and memories transmitted by the seniors to young volunteers. Participants were asked not to invent fictitious



examples and figures, but to share with the young people's own experiences and knowledge.

In this way, we managed to speak on the following topics:

- Easter traditions
- Traditional Polish cuisine
- Customs and traditions of the region
- Technology in past and today
- Memories from school

When volunteers all agree that participants already fully understood the operation on Facebook and its functionality, they are helping seniors only on-line and at their express request. In private life it is often the beginning of a unique intergenerational friendship.

In this way, the ever increasing number of people (including elderly) learns how to use social media, thus reducing the threat of social exclusion and the gap between the generation.



3.7 Case Study – Bolu Turk Egitim Sen, Turkey

Using Social Media Tools in Teaching

With its fourth position among the top 5 countries on the Facebook, Turkey is doing incredibly well in terms of Facebook country population reaching towards 30 million. With 76.8 million people in Turkey it means that 38.50% is using Facebook. What’s even more compelling is the number of online population, which exceeded 85% and makes Turkey one of the largest markets for social media networking.

Based on the graph below, we can see fairly stable increase in the Facebook users; but what lies underneath this growth? Demographics from Turkey show, that almost one half of the country’s population is under the age of 29, which is the most prevalent age for Facebook fans. Because large portion (more that two quarters) is too young at the moment, we can assume the population of Facebook to grow on constant rate. This stable growth of approximately 1% is evident in our stats as well.

#	Country	Users
1.	United States	154 040 460
2.	Indonesia	39 568 620
3.	India	33 587 640
4.	Turkey	29 951 960
5.	United Kingdom	29 942 160

Table 3

(<http://www.socialbakers.com/blog/207-turkey-is-facebook-world-country-no-4>)

Also according to Information and Communication Technology (ICT) Usage Survey on Households and Individuals, 2013 by Turkish Statistical Institute show that Computer and internet usage continue to rise in Turkey. More homes have internet connections, mobile devices carry internet

and almost everyone has access to internet either at home or at work. However, use of internet technologies and especially social media for educational purposes is not very common yet.

In this table the percentage of internet users which have carried out internet related activities, 2013 in the same web site shows that people generally use internet technologies to do research, interact with others and listen or watch different media.

This being the case, it is very clear that social media which is often used by the youth and learners should be integrated in teaching. In Turkey, the wide national project F@TİH (Movement to Increase Opportunities and Technology) also encourages the dissemination of internet technologies at teaching environments however trainers do not quite know how they will develop teaching materials and use multiple media together to present a successful learning experience.

Therefore, this project was a good point for us to examine the situation from the trainers' point of view since all our members are working in the field of education and the participants in the project are all trainers at different levels in Turkish schools and educational institutions. We focused on adult learning and informal/non-formal learning experiences and the survey we gave showed that people use social media a lot but not for training in a topic. They mostly used social media outlets to interact with others, self-learning and to obtain materials that can be used in their personal development or in their teaching.

Results of the survey can be found in the link below. (English)

http://projesmat.weebly.com/en_anket.html

As an organization, we aimed to have our members get acquainted with social media and Web 2.0 tools and also expand the extent of social media use for members who are active in social media. In this framework, we first sent SMS and e-mails to members who are active in social media announcing the discussion group about some educational issues by using social media.

The first discussion group on Facebook included:

- Our expectations
- Thoughts on the topic
- The effect of the Union work on the system

That was introduced to the Turkish educational system about a year ago and affected all trainers and learners in the country. Discussion groups worked under the direction of a moderator in short and long formats.

We announced that there would be a different discussion topic every week at the same time and the same day of the week. (Tuesdays, 21.00 / 24.00)

The first discussion group had only 8 participants. The second discussion topic was introduced through SMS and e-mail and this time we had 13 participants. The third forum held in December 2 centered on a big educational problem in Turkey: the study courses provided after schools which are preferred since they help learners get into university more easily. However, two different educational systems for learners make them study very long hours, decrease social activities and create a burden on Turkish educational System in different ways.

The ideas and experience sharing were later copied from the page and organized in word program (paying attention to coding the participants, arranging the font sizes etc) and transformed into PDF to be sent to the members with e-mail so that all ideas and rules about the new system could be shared with the members.

The mails also included information about the date and time of the next discussion and information forum. Discussion forum documents will be published in the project web site of the organization (<http://projesmat.weebly.com>).

We believe that participants will increase with each forum and we want to make it a traditional implementation of the Union. We also plan to include video conferences to make the forum more attractive and to develop the use of social media to learn and be informed.

All in all, the activities were highly enjoyed and teaching benefits of the activity using social media were very well received. However, trainers have a problem in implementing these ideas at schools since Turkish state schools/educational organizations cannot have access to social media and trainers need to integrate this method in the free time of their learners. However, it was discussed that homework and research related activities can very well be undertaken in this manner and it would be a step to start using social media in teaching.

3.8 Case Study – DCVS Community Action Dacorum, United Kingdom

Use of Social Media to teach presenters at Radio Dacorum on the layout of the studio

In late 2012 Dacorum CVS undertook initial research into the use of social media within a small group of learners. Key findings from the 52 respondents:

- 96% use a computer in their leisure time (78.8 % of those daily).
- 63% use social media services in studying or teaching (26.9 % daily) and 28% do not use at all
- 26% use Web Conferencing several times a week in their free time

The results contributed to the preparation of a number of new learning initiatives and detailed below is one example of creatively using technology to support the running of Radio Dacorum, our internet community radio station. www.radiodacorum.org.uk

Here is an example of just one of the basic studio guides, stored online in the radio studios private Facebook group, so any trainee presenter can refer to these at any time they wish, or even download should they need to.

86.5% use the internet related to studying or teaching/at work (36.5% of those daily).

Overview



Image 11: Screenshot

Case Study:

As the manager of a busy radio station, with over 60 presenters, volunteers and production staff to oversee and train, Matt Hatton found introducing social networking has been invaluable in keeping track of learners needs.

Although not in a traditional classroom setting, every individual at the studio has been a student / learner at one time or another, whether that has been in person, during a group or one to one tutoring session, or via the many documents posted on-line in the private group set up for the learners to download and read at their leisure.

The information on operating the technical equipment in the studio is complex for the new person and it is important to make learning easy to access and supportive. Some of the online documents have been a very basic "FAQ" format (Frequently Asked Questions), quick guides in the form of a single image with basic text as an explanation, all the way up to complete training manuals with detailed instructions on how to complete a task or carry out an activity (examples to follow).

One of the most instructive and helpful methods of sharing information using social media has been evolving from day one among the learners themselves, without the studio management/trainers intervention. Using the social networking sites such as Facebook and Twitter to exchange information quickly and easily, especially in a minor crises, this has happened on many occasions and has proven to be most effective.



Here is an example of how the trainees have been helped by each other using Social Networking.

As you can see the question was raised at 24 minutes past 7 and answered 8 minutes later.

Social networking comes to the rescue yet again!

Image 12: Screenshot

Here is a screenshot of the 'Files' section within the radios private Facebook page. Studio managers can upload documents here that can be read online by the trainee presenters by clicking the link,

Alternatively, these can be downloaded and saved for reading offline.

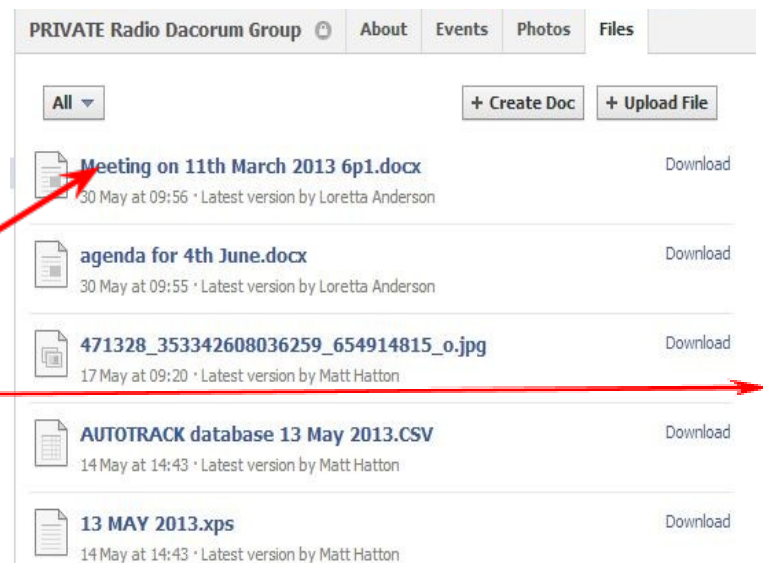


Image 13: Screenshot

4. Prerequisites and quality criteria for courses using social media

In our information and communication technology-rich world, most courses provided for adult learners may consider including social media as part of the methodology of course delivery. Moreover, some courses in adult education are delivered entirely by means of social media, so that all interaction between the learners and the tutor and among learners takes place by means of social media.

Courses using social media should always strive for facilitating quality learning. For this purpose, they should observe all the general quality criteria that apply to quality education provision. In addition, however, such courses should also meet the more specific quality criteria listed on the next page.

To provide high-quality learning experiences to all learners, courses should be planned and delivered keeping in mind the principles of transparency, flexibility and responsiveness to learner needs.

The quality criteria below apply to courses in which social media is used as a means of adding value to the learning process (by engaging stakeholders otherwise excluded, providing sources of information otherwise inaccessible etc.) and the learning outcomes.

The training provider should check that the following **prerequisites** are met prior to enrolling participants into a course with obligatory use of social media:

#	Categories of prerequisites	Prerequisites
1.	Access-related	Access to the computer/ PC/ mobile (both in school and outside of school)
		Access to the internet (both in school and outside of school)
		Access to the social media applications (both in school and outside of school)
2.	Skills-related	Basic skills in information technology
		Basic skills in the language of the applications
		Basic skills <ul style="list-style-type: none"> • in choosing the appropriate settings on the social media profile; • in judging the reliability of social media sources; • in countering cyber-bullying;
3.	Knowledge-related	Knowledge of terms and conditions of using each required application, including the meaning of: <ul style="list-style-type: none"> • open access; • open data and information; • digital shadow and footprint;
		Knowledge of intellectual property rights

Table 4. Prerequisites



Social-media specific quality criteria and indicators

<p>Criterion 1: Relevance</p> <p>1.1. The social media application serves the objectives of the course; 1.2. Social media enhances the learning process; 1.3. Social media enhances the learning outcomes.</p>
<p>Criterion 2: Support for learners</p> <p>2.1. Social media application related technical support is included in the course; 2.2. Affective support (encouragement) is provided for less experienced social media users; 2.3. Guidance related to social media etiquette is provided.</p>
<p>Criterion 3: Flexibility</p> <p>3.1. The course allows for flexibility in terms of space; 3.2. The course allows for flexibility in terms of time; 3.3. The course allows learners to use alternative applications; 3.4. The course provider collects feedback from learners about their satisfaction with the choice of social media used in the course and acts upon it; 3.5. The social media application is tailored to meet the learners' needs.</p>
<p>Criterion 4: Course design</p> <p>4.1. The course is designed keeping in mind the dynamic and complex nature of learning with social media.</p>
<p>Criterion 5: Transparency</p> <p>5.1. The course provider informs learners about its social media policy, if available; 5.2. The course provider informs learners about its monitoring and evaluation procedure of the learners' usage of social media; 5.3. The course provider informs learners about the availability of social media related support.</p>

Table 5. Quality criteria

5. Conclusions

The experience of discussing, analysing, developing and testing social media elements has been very positive for the whole partnership. All partners have learnt and profited from each other. The different types of teachings and differences in addressing the target groups has enriched skills and partners' work.

SMAT has shown that social media definitely improves quality in the teaching, provided the prerequisites and the quality criteria mentioned in Chapter 4 are respected and a basic social media training for trainers and learners prior to running the course is provided. The specific knowledge of terms, conditions and different privacy possibilities in social media has helped to overcome fear of the unknown. It has helped trainers and learners to find out that these tools could be used in a safe mode, i.e. privacy settings can be used to protect.

The SMAT experience has demonstrated as well that people who were using social media for leisure have started to use this tool for their professional work. The myth that social media is only used by younger people has also been addressed during the project by training adults of all ages – including 70 years old plus, bringing very satisfactory results. Where geographic distance, cost and time availability of the learner is a barrier to their engagement in learning, social media-based units represent a real alternative to other types of teaching. The examples of social media training units could be very useful for institutions providing adult training, especially, because almost all of the shown courses are based on different social media tools and are on different topics.

Nevertheless, when planning and developing social media units, education institutions and trainers are required to consider tools very carefully. There are a lot of social media tools that are free to use, however prior to implementation it is necessary to analyse and test which ones are beneficial to the course and its learners. Otherwise, trainers risk to fail to draw the best of the usage of social media platforms in their teaching. With appropriate tools, most learners are happy to use social media for their studies. The more trainers and learners use social media the easier it is to continue developing creative approaches to the course delivery.

Through the SMAT project the organisations have definitely benefited from using social media in their professional and personal life. It has increased their confidence to the level at which they are willing to try new tools and to continue developing them. As a conclusion it can be said that not only did the project improve the professional capacity of the staff of the project consortium, but it will also have a long lasting effect on the teaching methods of the adult training providers in partner countries.

6. Glossary

Adobe Connect (<http://www.adobe.com/products/adobeconnect.html>) - an audio and video web conferencing platform used for web meetings, eLearning and webinars. It has features that allow for creating information, presentations and online training materials. Conferences happen in meeting rooms with functions like chat, whiteboard, notepad, screen sharing, polls and meeting recording.

Blog - a web site published on the Web that consists of individual entries (called 'posts') displayed in reverse chronological order (the most recent appear first) It is mainly used to publish private posts, but organisations and companies also use them as marketing or PR media. Blog can be created by a single or many authors, can be mono- or multi-thematical, textual, with photographs (photoblog), audio (podcast) or videos (vlogs). 'To blog' means to maintain and post content to a blog. A blogging person is called 'a blogger.'

Etherpad - (<http://etherpad.org/>) a real-time collaboration platform where many people can work on one document (known here as 'pad'). It records changes and enables version saving. It doesn't require registration and is shared via an URL link.

Facebook (<http://facebook.com/>) - a social networking platform used to connect with friends, family, acquaintances, colleagues. Contacts on Facebook are called 'Friends.' People can post updates called statuses which may include text, images, videos, or links. Facebook is now prevalent across the Web thanks to its 'Like it' button, which appears on almost any website and is used to show our sympathies and interests found on the internet. It also features text, voice and video chat.

Forum (message board) - a web page where people hold conversations in the form of chronological posted messages. It is organised in a hierarchical structure where the main forum can have several sub-forums, several topics and each can include discussions. A single conversation on a forum is called a 'thread.' Each thread can be replied to by any number of users. All posts are saved and can be managed by a moderator. A moderator is a caretaker of a forum who grants access to forums and threads, answers users' questions and complaints, and generally keeping the forum clean.

Google Drive (<https://drive.google.com>) - formerly Google Docs. An on-line office suite with collaboration features (document sharing, multi-user editing and chat). It includes a word processor, spreadsheets, presentations, form creator and drawing applications. It is also used as a

data storage facility that can be synchronized with local computers. It requires a Google Account.

LinkedIn (<http://www.linkedin.com/>) - a business-oriented networking site used for professional networking. It is used as an online CV by job-seekers and candidate-base for headhunters and employers. User profile can be filled with our job experience, education, skills and competencies. A LinkedIn user can ask others to endorse their skills and previous or current employees to write a recommendation note which appears on their profile. Contacts on LinkedIn are called 'Connections'.

Moodle (<https://moodle.org/>) - an LMS platform used for e-learning. It is widely used by universities and colleges that provide on-line courses due to its flexible environment for learning communities. It includes features like blogs, wiki and forums. Users can collaborate on tasks, design and complete quizzes. It allows learners to contribute to the educational experience. It supports many third-party plug-ins and modules.

Skype - (<http://www.skype.com/>) software that allows for real-time text, audio and video chat between users. Paid features include making and receiving phone calls and conference video calls for one-to-many conversations.

Twitter (<https://twitter.com/>)- a microblogging tool that allows to send and read "tweets", which are text messages limited to 140 characters. It can be accessed through the website, SMS, or mobile device app. You can subscribe (here 'follow') to Twitter feeds of other users and read their tweets on your twitter feed. Your tweets will be visible to those following you.

Wiki - a web application where people collaboratively add, modify, delete content. It is a content management system where content is created without any leadership and evaluated by the same community of creators. It doesn't have implicit structure as it can emerge according to the community's needs. The biggest and the most popular wiki on the web is Wikipedia (<http://wikipedia.org/>) project.

Youtube (<http://www.youtube.com/>) - a video-sharing website. Most content is being uploaded by individuals, but some companies offer their proprietary material via Youtube. It's probably the world's largest video repository. Unregistered users can watch videos, registered users can upload videos, comment, create playlists and subscribe to channels of other users.