

THE IMPLICATIONS OF SOCIAL MEDIA USE: SECONDARY TEACHERS'  
USE OF SOCIAL MEDIA FOR PERSONAL, PROFESSIONAL,  
AND INSTRUCTIONAL PURPOSES

Brenda U. Quintanilla

Dissertation Prepared for the Degree of  
DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

August 2016

APPROVED:

Lin Lin, Major Professor  
Lemoyne S. Dunn, Committee Member  
Scott J. Warren, Committee Member  
Cathleen Norris, Interim Chair of the  
Department of Learning Technologies  
Victor Prybutok, Interim Dean of the College  
of Information and Vice Provost of  
the Toulouse Graduate School

Quintanilla, Brenda U. *The Implications of Social Media Use: Secondary Teachers Use of Social Media for Personal, Professional, and Instructional Purposes*. Doctor of Philosophy (Learning Technologies), August 2016, 147 pp., 2 tables, 4 figures, references, 137 titles.

Social media has the potential to be a critical force in creating connected educators. The collaborative nature of social media encourages personal connection, professional enrichment, and learning through co-creation of meaning. Secondary teachers are in a place that would permit them to harness these affordances, not only in their personal and professional environments, but also in their classrooms. This qualitative phenomenographic study aimed to uncover how secondary teachers used social media for personal, professional, and instructional purposes. Further, this study sought to understand secondary teachers' attitudes and beliefs toward social media. Their current state of social media use was also of interest, as were the types of relations secondary teachers had with social media. To better understand the stories and experiences realized by these educators, ten secondary teachers were engaged using a semi-structured interview process. These teachers presented with varying backgrounds, education, and teaching focus. The interviews provided a textual representation of their social media stories. Interview transcripts were transposed into thick rich accounts describing their experiences, thoughts, ideas, and how they understood social media in their personal, professional, and instructional lives.

It was found that the current state of social media use by secondary teachers was primarily limited to personal and professional purposes. Teachers used it to connect with family and friends. They used it to connect with like-minded educators and personal learning networks to locate teaching resources. Many expressed that they could see a benefit of students interacting and learning from others through social media. In the end, however, they did not use social

media for instructional purposes. The majority voiced concerns about student privacy, a feeling of not being able to control what students were doing on social media, a lack of training for themselves and students, possible inappropriate behavior, and the inability to access social media through network firewalls.

Further analysis and coding of the textual data produced four emerging themes of discussion. The themes were: (1) support and constraints, (2) time, (3) privacy, and (4) one-way and two-way communication. These themes contributed to interactions with social media, in turn influencing their attitudes, beliefs, and how they used social media in their personal, professional, and instructional environments.

Copyright 2016

by

Brenda U. Quintanilla

## ACKNOWLEDGEMENTS

First, I would like to thank my husband Gen for his unwavering support in my PhD journey. His patience and understanding is appreciated more than he will ever know. I would also like to thank my boys Marcos and Nicholas for asking me constantly if I was working on homework and encouraging me to keep moving forward with my goals. My parents D.J. and Doris were also undoubtedly a big support and encouragement in this process and I appreciate every nudge they provided.

Second, I would like to thank the Learning Technology Professors in the College of Information at the University of North Texas. Their guidance and feedback challenged me to become a better scholar and writer. Their mentoring and friendship will always be appreciated.

Last, I would like to recognize the members of my dissertation committee for their support and guidance. Thank you to Dr. Lin for her leadership and friendship in writing this paper. Thank you Dr. Warren for fostering the concept and topic of inquiry to move this paper forward. Thank you especially to Dr. Dunn for her persistent support and mentoring through the entire four-year process. I truly do not think I would have completed the program without her continued hand on my shoulder, steadying my every step

# TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES AND FIGURES .....	viii
CHAPTER 1 INTRODUCTION.....	1
Introduction to the Problem.....	1
Statement of the Problem .....	3
Purpose of the Study.....	4
Topic of Inquiry.....	5
Assumptions .....	5
Objectives of the Study .....	6
Research Methods .....	7
Definition of Terms .....	8
Limitations.....	13
Summary.....	14
CHAPTER 2 LITERATURE REVIEW.....	16
Introduction .....	16
Social Media in Education.....	17
Social Media Use by Secondary Educators.....	17
Personal Use .....	18
Professional Use .....	20

Instructional Use.....	20
Facebook.....	20
Twitter .....	21
YouTube.....	22
Other Social Media Sites .....	23
Other Realms of Social Media Use .....	25
Legislation, Policies, and Plans .....	25
School Districts and Administrators.....	27
Higher Education.....	27
Summary.....	28
<b>CHAPTER 3 METHODS, METHODOLOGY, AND THEORETICAL FRAMEWORK .....</b>	<b>30</b>
Introduction .....	30
Research Summary.....	30
Research Methodology.....	30
Phenomenography .....	31
The Role of the Researcher .....	32
Participants .....	34
Participant Selection Criteria.....	35
Data Collection.....	38
Interviews .....	39
Qualitative Data Collection and Analysis .....	39
Data Analysis.....	42
Validity, Representativeness, and Reliability.....	44

Methodological Rigor.....	44
Ethical Considerations.....	46
Summary.....	46
CHAPTER 4 RESEARCH FINDINGS .....	48
Introduction .....	48
Findings .....	48
Individual Textural Descriptions .....	48
Social Media Use.....	49
Types of Social Media Used.....	50
Categories Revealed .....	51
Personal, Professional, and Instructional Use .....	54
Secondary Topics of Inquiry .....	61
Major Themes Uncovered .....	63
Theme One: Support and Constraints.....	64
Theme Two: Time .....	66
Theme Three: Privacy .....	67
Theme Four: One-way and Two-way Communication.....	68
Summary.....	69
CHAPTER 5 DISCUSSION AND CONCLUSION .....	71
Introduction .....	71
Findings and Interpretations .....	72
Personal Use .....	74
Professional Use .....	75



Instructional Use.....	76
Other Social Media Sites .....	77
Other Realms of Social Media Use .....	78
Legislation, Policies, and Plans .....	78
School Districts and Administration .....	79
Higher Education.....	80
Themes .....	80
Theme One: Support and Constraints.....	80
Theme Two: Time .....	82
Theme Three: Privacy .....	83
Theme Four: One-way and Two-way Communication.....	83
Implications .....	84
Recommendations .....	85
Recommendation 1 .....	85
Recommendation 2 .....	86
Recommendation 3 .....	86
Recommendation 4 .....	87
Future Research .....	88
Conclusion .....	89
APPENDICES .....	94
REFERENCES .....	132

## LIST OF TABLES AND FIGURES

### Tables

	Page
Table 1 Participant Demographics (arranged in interview order) .....	38
Table F.1 Four Common Themes .....	131

### Figures

	Page
Figure 1. Social Media Used by Category .....	53
Figure 2. Main Purpose .....	54
Figure 3. Themes .....	64
Figure 4. Social Media Uses .....	90

## CHAPTER 1

### INTRODUCTION

#### Introduction to the Problem

Social media enables users to interact in virtual communities or networks through the collaborative sharing of messages, information, and digital content (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). Because of its social nature, the broad term *social media* has been used to describe various technologies, applications, and websites including blogs, wikis, virtual worlds, image/video sharing sites, and web 2.0 tools (Bartow, 2014; Kane, Alavi, Labianca, & Borgatti, 2014; Mourlam, 2013). The rapid evolution of social media makes it difficult to articulate which digital sites are truly categorized as social media and which ones are not (Kane et al., 2014). Facebook, LinkedIn, Twitter, and YouTube are among the best-known social media sites being used currently (Kane et al., 2014; Mourlam, 2013). These sites are used by hundreds of millions of people around the world (Kane et al., 2014).

Users of social media benefit through an instant push and pull of information that can be consumed by few or by many. Information can be shared electronically and accessed widely, creating a collaborative network of peer-recognized and peer-reviewed content (Minocha, 2009). Social media can contribute to reputation building, career opportunities, and potential monetary income (Mourlam, 2013). In an educational setting, social media can be used as a classroom management tool to plan, organize, and manage activities (Bartow, 2014). Sites like Facebook, Twitter, and YouTube encourage students and teachers to network, connect, and express thoughts, ideas, and information (Bartow, 2014). Over the past few years the notion of using social media in the classroom has created controversy (Kist, 2012; University of Phoenix, 2014). Some view social media as a potential invasion of privacy and possibly a catalyst for

inappropriate communication and/or a violation of the First Amendment right of free speech (Di Marzo, 2012; McNee, 2013; Papandrea, 2012). A huge concern is the privacy of students (children) (McBride, 2011). Internet predators rely on the naive sharing of personal information by children to recruit potential victims. Furthermore, extensive use of social media by children has resulted in documentation of adverse effects such as cyber-bullying, cliquing, sexting, Internet addiction, and sleep deprivation (McBride, 2011).

For teachers, privacy can be especially disconcerting as personal communication through social media can migrate into public forum, with possible dire consequences in the classroom and/or workplace (Di Marzo, 2012; McNee, 2013; Papandrea, 2012; Williamson, 2013). Parents and educators have indicated fear of using social media by banning cell phones and blocking websites (Feeney & Freeman, 2015). Despite the apprehension of parents and educators, teens are steadily adopting social media (Madden et al., 2013). As a result of increased acceptance, secondary schools and teachers are beginning to embrace and integrate social media into their professional and instructional pedagogy (Bartow, 2014).

This integration and acceptance has piqued the interest of writers and investigators. Research is steadily surfacing on the use of social media in education. The majority of the research, however, focuses on the use of social media in higher education (Gikas & Grant, 2013; Seaman & Tinti-Kane, 2013; Wankel, 2009; Warren, Wakefield, Knight, & Alsobrook, 2013; Wilson, 2013). There are a limited number of studies focusing on secondary teachers and how they use social media at the secondary level, both in the classroom and in the workplace (Bartow, 2014; Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Fewkes & McCabe, 2012; Mourlam, 2013; Murphy & Lebars, 2008). Even fewer papers mention how secondary teachers use social media, or even technology, in their personal lives (Purcell, Heaps, Buchanan,

& Friedrich, 2013; University of Phoenix, 2014). Studies and reports focusing on what teachers should know and be able to do in their teaching strategies omitted the topic of using social media; in some cases omitting the use of learning technologies all together. Many studies indicate that teachers struggle with technology integration approaches in general (Dancy, 2013; Goodwin et al., 2014; Pamuk, 2012; Sutton, 2011; Swain, 2013). This qualitative study aims to uncover how secondary teachers currently use social media. The topic is relevant, as further exploration is needed to understand the dynamics that drive secondary teachers to use or not use this medium. What encourages them to use social media and what shuns them away from it? What attitudes and beliefs brought them to their current state of social media adoption for personal, professional, and instructional purposes? Review of the literature and a more comprehensive foundation are outlined.

#### Statement of the Problem

Because of the increased acceptance of technologies like social media, educational communities are encouraging teachers to become connected educators (National Education Technology Plan, 2010). Educational theorists and social media enthusiasts claim that social media is a critical force in the step to becoming a connected educator (Jenkins, 2009; Johnson, Levine, & Smith, 2009; National Education Technology Plan, 2010; Organisation for Economic Co-operation and Development (OECD), 2008; Organisation for Economic Co-operation and Development (OECD), 2009). The general consensus is that for students to be successful in the world we need educators who are connected and using technology (National Education Technology Plan, 2010). Secondary teachers are in a position that would allow them to use social media as a learning tool, as a connection tool, and for personal enrichment. Although some studies have documented the use of social media in secondary schools by secondary teachers

(Bartow, 2014; Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Fewkes & McCabe, 2012; Mourlam, 2013; Murphy & Lebars, 2008), much of the research that exists does not adequately describe the big picture of how secondary teachers use social media. There is not a recount of what motivates secondary teachers to use or not use social media in certain aspects of their lives. As an instructional technologist working in secondary education, I am interested in exploring this topic further; specifically to uncover the current state of social media use by secondary teachers and investigate their attitudes and beliefs toward social media for personal, professional, and instructional purposes. Ariel and Avadir (2015) stress that social media is only as social, or interactive, as the user determines. Meaning, interactivity is key to social media but this only occurs when a user interacts with the content of another user. How do secondary teachers interact with social media content in their personal, professional, and instructional environments? This study attempts to uncover answers through the lived experiences of secondary teachers.

#### Purpose of the Study

Qualitative research is described as being primarily concerned with understanding human experiences and action in a humanistic, interpretive fashion (Jackson, Drummond, & Camara, 2007). The purpose of this qualitative study was to unfold through interviews a detailed narrative of the patterns, themes, and personal experiences recounted by secondary teachers concerning the adoption and integration of social media for personal, professional, and instructional purposes. By conducting these in-depth interviews a collection of robust stories have been recounted. These stories help us (1) realize the attitudes and beliefs secondary teachers have toward using social media, (2) understand what the current state of social media use by secondary teachers is, and (3) potentially uncover themes to help us understand the relations

secondary teachers may have with social media. These stories have produced an anthology that constructs a reality of social media use or non-use by the secondary teacher sample in this study when at home, in the workplace, and in the classroom.

#### Topic of Inquiry

The primary topic of inquiry of this qualitative study is:

- Secondary teachers' use of social media for personal, professional, and instructional purposes.

Secondary topics of inquiry include:

- Secondary teacher's attitudes and beliefs toward using social media.
- The current state of social media use by secondary teachers.
- The types of relations secondary teachers have with social media.

Interviews were conducted using an "interview guide approach" (Fraenkel, Wallen, & Hyun, 2012. p.452). Questions were employed that had been designed in advance but the sequence and wording were determined as the interview progressed. Interview questions were semi-structured to allow for flexibility, utilizing a list of questions agreed upon by the researcher and her primary professor(s). A suggested list of interview questions can be found in Appendix A.

#### Assumptions

Due to the qualitative nature of the research, there was not a predicted outcome for this study. The most appropriate epistemological framework was interpretive and inductive. Knowledge was gained "through social constructions such as language, consciousness, and shared meaning" and prior theoretical frameworks did not constrain the purpose of the research (Rowlands, 2005). This framework is appropriate in that participants' responses were based on

multiple experiences and personal scenarios. It would be naive, however, to state that personal assumptions on the part of the research regarding the research topic and possible outcomes did not exist. It is only human nature to have assumptions and/or bias. Intentional bias in research studies, however, is relatively uncommon. Unintentional bias is more likely than intentional bias (Sampson, 2012). In qualitative research these biases can be adequately described and clarified so that the readers may judge for themselves if bias has affected the research and its outcome (Sampson, 2012). Researchers must transcend their own bias and allow the data to bear the weight of the interpretation (Rajendran, 2001). The collected text data in this study has provided interpretation through the use of coding, theme classification, and pattern identification. Assumptions and bias were also averted through a three-lens process that included the eyes of the researcher, participant, and external reviewer. A personal subjectivity statement has been included to clearly outline my personal thoughts and experiences with using social media as an instructional technologist employed in secondary education (see Appendix B).

### Objectives of the Study

The purpose of this study is to discover the qualitatively different ways in which secondary teachers experience, utilize, conceptualize, realize, and understand social media use for personal professional, and instructional purposes. This was accomplished through in-depth interviews. These interviews were transcribed using a transcription service and a written narrative was produced recounting their lived experiences. The transcripts and narratives were presented to each participant for review, modification, and approval. They were then coded to uncover emerging themes. In addition to understanding how secondary teachers use social media, the stories and emerging themes helped to provide a clearer representation of how and to what extent social media is employed in the various facets of their lives. The findings allowed



for understanding of the attitudes and beliefs secondary teachers have towards social media and the types of relations and understandings they associate with it.

### Research Methods

Phenomenography was employed as the qualitative tradition driving this study. The focus of the study was to uncover the lived experiences of how secondary teachers use social media for personal, professional, and instructional purposes. This was accomplished by gathering their stories, perceptions, and experiences through personal interview and discussion.

A multiple-case study method was used to analyze what is similar and what is different across cases. Interviews were conducted using an “interview guide approach” (Fraenkel et al., 2012. p.452). The sample consisted of ten secondary teachers who have used social media for personal, professional, and/or instructional purposes. The design engaged guiding questions that had been formulated in advance, which assured reliability in the data, but the sequence and wording varied slightly as the interviews progressed. The interviews were recorded and transcribed to preserve continuity of information and provided a means to recall responses for the purpose of analyzing and coding. Both long-distance and in-person interviews were captured using the audio recording program GarageBand. The recording and transcription service Rev.com was employed to obtain transcripts of each recording. Contracting this service afforded the researcher the time to continue with interviews and begin the process of verify accuracy of the transcript, making adjustments when needed.

Once the interviews were completed, transcribed, and feedback had been received, the text data was prepared for qualitative content analysis. Hsieh and Shannon (2005) define qualitative content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or

patterns” (p. 1278). To accomplish qualitative content analysis, the text data was divided into segments, labeled and coded for description, themes, and trends. Redundancy was eliminated to narrow the code. This then reduced the code to four themes. Validity and reliability of the analysis were addressed through the lens of the researcher, the participant, and the reviewer (Creswell & Miller, 2000). Validity and reliability are discussed in greater detail in Chapter 3. Once the qualitative content analysis was complete, the participants’ stories were recounted.

### Definition of Terms

The following definitions are included for the purpose of clarification throughout the study. The terms are related to the specific context of social media as well as conceptual meanings within phenomenography and qualitative research.

- *Aviary* – A photo editing application that can be downloaded to both iPhone and Android devices.
- *Bracketing* – A methodological device of phenomenological inquiry that requires deliberate putting aside one’s belief about the phenomenon under investigation. (Chan, Fung, & Chien, 2013).
- *Canvas* – A learning management platform that allows educators to build and share online content.
- *Cliquing* – Participating in forming a small, exclusive group of friends or associates.
- *Connected educator* – A teacher who is using 21<sup>st</sup> century skills to engage with students. Specifically, technology.
- *Cyber-bullying* – Mean-spirited messages or images posted electronically about a person. This is often done anonymously.

- *Edmodo* - A learning management platform that allows educators to build and share online content.
- *Emic* – An insider, who is a full participant in an activity, program or phenomenon.
- *Extranormal* – An online tool used to make animated movies. As of July 31, 2013 the site was no longer available.
- *Facebook* – An online social network launched in 2004 by Mark Zuckerberg.
- *FakeBook* – A site that mimics Facebook but does not allow for the same open sharing of information. It is used by some educators to emulate the use of Facebook in their lesson plans without the requirements of Facebook.
- *Friend* – What you call someone you have connected with on a social media website.
- *Friended* – The act of connecting with someone on a social media website.
- *Glogster* – A cloud-based platform used to create presentations and interactive learning. Users can add media to a virtual campus and create multimedia posters.
- *Google Classroom* – A learning management platform developed by Google for schools to integrate Google Apps for Education resources and learning assignments. It was launched by Google in 2014 and aims to be a paperless educational platform.
- *Google* – An Internet company that provides a multitude of services and products to include educational applications that have been readily adopted by educators.
- *Google Voice* – A web-based telephony service provided by Google that allows for call forwarding, messaging, and voicemail.
- *Internet addiction* – A disorder “characterized by excessive or poorly controlled preoccupations, urges, or behaviors regarding computer use and Internet access that lead to impairment or distress” (Shaw & Black, 2008).

- *Instagram* – A photo and video sharing application acquired by Facebook in 2012.
- *Kahoot!* – A web-based application used to create quizzes and games that are accessed through a computer or personal device. The quiz or learning game is referred to as a Kahoot and is launched by anyone with a device that is connected to the Internet. Individual or group responses are then captured, encouraging collaboration.
- *KIK* – An instant messenger social media tool launched in 2009. The product is downloaded as an App to a smart device and allows users to connect through instant text messaging.
- *Learning Management System (LMS)* – An educational platform used to deliver courses and training electronically.
- *Learning Technology* – A broad range of communication, information, and related technologies used to support learning, teaching, and assessment.
- *LinkedIn* – A professional networking website.
- *Member checking* – A technique used by qualitative researchers to improve credibility, accuracy, validity, and transferability of a study. Member checking involves providing an interpretive report back to the member of a sample group in order to check the authenticity of the work.
- *Minecraft* – A free virtual world building game that runs in Google Chrome.
- *Moodle* – An open-source learning management platform that allows educators to build and share online content.
- *MySpace* – Founded in 2003, it was once the largest social networking site until Facebook overtook it 2008. MySpace is still active; however, its users have declined in numbers over the years.

- *Ning* – A cloud-based platform that allows users to create their own online social networks.
- *Padlet* – An online application that allows users to share and place content on a page, collaboratively.
- *Pinterest* – An online application that allows users to bookmark (pin) topics and items of interest onto a digital bulletin board.
- *Phenomenography* – A qualitative research method conceptualized by Ference Marton (1981). Phenomenography “aims to identify the qualitatively different ways in which different people experience, conceptualize, perceive, and understand various kinds of phenomena” (Richardson, 1999).
- *Phenomenology* – The philosophical study of the structures of experience and consciousness. The aim of this philosophy is to “develop a greater understanding of individual’s experiences through the consciousness of the experiencer” (Mayoh & Onwuegbuzie, 2013). Edmund Husserl (1931) is considered the originator of phenomenology.
- *QR Codes* – Abbreviation for Quick Response Codes. QR codes are barcodes that can be scanned using a QR reader installed on a smart device to redirect the user to some form of digital content.
- *Remind (formerly Remind 101)* – A text messaging application that allows educators to connect with students and parents. The application is popular because of its one-way communication feature and its privacy features.
- *Schoology* - A learning management platform that allows educators to build and share online content.

- *Secondary education or secondary school*– Secondary education refers to the grades after primary education and before higher education, grades 6 through 12. In the United States it generally comprises grades 6 through 12. Grade 5 is sometimes included. Grades 9 through 12 is the most common grade structure for high school.
- *SecondLife* - An online virtual world launched in 2003 by Linden Lab. In SecondLife users create their own avatars, visit virtual environments, and interact with other avatars through instant messaging or voice chat.
- *Sexting* – The sending of sexually explicit messages, primarily between mobile phones.
- *SnapChat* – A video and photo messaging application popular for its ability to instantly delete messages after 1 to 10 seconds of viewing.
- *Social media* – Forms of online communication through which users create online communities to share information, ideas, personal messages, and other content.
- *Skype* – An application that allows for communication through the Internet. Skype users can interact with other Skype users through instant messaging, document sharing, and both audio and video calling. The application works on both a computer and a cell phone.
- *Tag or Hashtag* – Is designated by the “#” symbol and used to group similar tweets when using Twitter.
- *TeacherTube* – An online repository of videos geared specifically for educators and educational use. Similar to YouTube but classroom appropriate.
- *Texas Computer Educator Association (TCEA)* – Based in Texas, United States of America (USA). TCEA is a professional organization for educators who use educational technology and are interested in technology integration in schools. The majority of the

members are K-12 educators who reside in Texas but higher education and private school educators from around the world are also members.

- *Tracfone* – A prepaid mobile phone service.
- *Twitter* – An online social networking service that enables users to send and read short 140 character messages called “tweets.”
- *VoiceThread* – A cloud-based application that allows a user to upload many types of media for asynchronous communication. The content is put together into a slideshow. When the content is shared, users can comment through voice recordings on any of the products in the slideshow.
- *Web 2.0* – The Internet viewed as a medium in which interactive experience, in the form of blogs, wikis, forums, etc., plays a more important role than simply accessing information. In 2007 O’Reilly coined the term Web 2.0 to describe websites and platforms that were user-centered and user-driven (Ariel & Avidar, 2015).
- *YouTube* – A social website on which users post, view, and share videos.

#### Limitations

Limitations for this qualitative study included the sample size. The sample size was small, with only ten participants. This limited the final narrative to a predetermined number of accounts. Locating participants who were willing to partake in a qualitative study that focuses on social media use for personal, professional, and instructional purposes posed a challenge. These secondary teachers had to agree to lengthy interviews as well as possibly follow-up discussions that inquired about various facets of their lives. Interviews and transcripts can cause some embarrassment and anxiety for interviewees because of interpretation of what is said and how it is presented (Mero-Jaffe, 2011). This may create some unwillingness to share information since

these questions could delve around personal social media use. Participants were made aware that open responses were imperative for the success of this study and were advised that if they felt uncomfortable, they did not have to answer or expand on any questions asked. Participants were made aware that they would not be identified by name in the final narrative and that pseudonyms would be employed throughout the study. To encourage participation, a consent form with clear expectations was provided before the interview process began (see Appendix C).

Because the population is specific, purposive sampling was employed. The beginning sample was small. Snowball sampling was employed to increase the sample size. It was expected that this referral system could potentially produce participants from various parts of the country. This did not materialize, however. Snowball sampling yielded only a few study participants. To attract additional secondary teachers a call for involvement was advertised on various online educator networks, secondary educators in the local school system were approached, and friends and family were employed to connect with their educator networks to produce potential leads. The recruitment process took longer than expected. A total of three months was spent locating participants who met the criteria. Eventually ten participants were interviewed. All ten resided in the state of Texas, USA.

### Summary

This chapter clarified that social media is a rapidly growing medium used by hundreds of millions of people around the world (Kane et al., 2014). Secondary teachers are encouraged to be connected educators but there is not much research describing the lived experiences of how secondary teachers are using connected software like social media. The intent of this research study is to answer the question: *How are secondary teachers' using social media for personal, professional, and instructional purposes?* The intended contribution of this study is to provide a



descriptive account of the lived experiences of secondary teachers who use social media and determine what themes and descriptors emerge from their stories. This will allow secondary instructional technologists, like myself, and educators alike to better understand the phenomenon of social media use by secondary teachers.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

This chapter includes a discussion of significant literature and research relevant to the topic of social media used by secondary teachers for personal, professional, and instructional purposes. The literature chosen for this section was located through an extensive database search using the University of North Texas (UNT) Library search engine. The UNT Library subscribes to hundreds of online resources, to include peer-reviewed materials, and “maintains a diverse and growing collection of research materials on a broad range of topics” (University of North Texas Library, para. 4). For the purpose of this proposal and to provide a current (within 5 years) representation of social media use by educators, every effort was made to include literature that was published after 2010.

Once located, literature relating to social media use in education was narrowed to include the search terms “secondary,” “high school,” and “higher education.” This was then narrowed further to include Facebook, Twitter, and YouTube. Deeper searches were queried to identify studies related to social media use for personal, professional, and instructional purposes by secondary teachers. During these searches additional topics appeared including: social media use by school administrators, teacher training for social media use, and litigation associated with social media use by educators and students. They were evaluated and included in this review. Articles were chosen to provide an introduction, summation of existing relevant research, and as a framework for this actual study to learn how secondary teachers are using social media.

## Social Media in Education

O'Reilly (2007) coined the term Web 2.0 to describe websites and platforms that were user-centered and user-driven. Social media sites like Facebook, Twitter, and YouTube have inherently been categorized under the Web 2.0 umbrella (Ariel & Avidar, 2015). These sites allow users to discuss, share, and collaborate. Ariel and Avadir (2015) stress that social media is only as social, or interactive, as the user determines. Interactivity is key to social media but this only occurs when a user interacts with the content of another user. The globalization of social media and its inherent characteristics has encouraged the type of participatory engagement that is commonly found in school settings (Bartow, 2014). School districts have had mixed reactions to accept social media and its affordances. Some have eagerly accepted new technologies while others block or filter it extensively (Greenhow, 2011; Selwyn, 2010).

### Social Media Use by Secondary Educators

In 2013, 802 teens participated in the *Teens, Social Media, and Privacy* survey (Madden et al., 2013). This Pew Research Center study revealed that U.S. teens were social media users and felt comfortable sharing and collaborating on social media sites. Twenty-four percent of the teens indicated that they used Twitter, an increase of 16% from 2011, and 81% indicated they used Facebook. These statistics clearly showed that adoption of social media by teens was increasing. Mao (2014) confirmed that teens depended on social media for leisure connections but also uncovered that teens embraced social media as an informal learning tool. Teens regularly used it in their own learning environments, and although they indicated positive attitudes and beliefs about using social media for learning, they were rarely asked to use it in the classroom by their teachers. In 2013, another Pew Research Center study surveyed 2,462 high school and middle school Advanced Placement and National Writing Project teachers (Purcell et

al., 2013). Data from this study revealed 78% of the teachers used social media sites like Facebook, LinkedIn, or Google+ and 26% used Twitter. Teachers were using social media but results were not clear if they were using it in the classroom. The general outcome painted a positive picture of teacher technology use. Social media indicators, however, were more limited to personal use exclusively.

Both 2013 Pew Research Center studies projected comparable data depicting personal social media use by students and teachers. Further review of the literature confirms that secondary teachers are attempting to use social media in their classrooms. Most studies found that teachers used individual social media tools such as Facebook, Twitter, and YouTube (Anderson, 2011; Carpenter and Krutka, 2014; Henderson, Auld, Holkner, Russell, Seah, Fernando, & Romeo; Morgan, 2013; Marciano, 2015; Mourlam, 2013; Pew Research Center, 2014; Visser, Evering, & Barrett, 2014; Zhang, Lundeberg, Koehler, & Eberhardt, 2011). A few reported participants using lesser-known social media resources to engage their students (Bartow, 2014; Casey & Evans, 2011; Page, 2015; Valtonen et al., 2014). What follows is not a complete anthology of the findings. The next section expands on the findings reviewed to this point.

### *Personal Use*

Two papers were identified as having collected data from secondary teachers to determine how they used technology at home in addition to the classroom. A mixed methods study was conducted in 2013 by the Pew Research Center (Purcell et al., 2013). The center surveyed a total of 2,462 Advanced Placement and National Writing Project high school teachers to determine how they used technology both in the classroom and at home. Results showed that 97% of the teachers reported having high speed Internet at home and connected using technology

on a daily bases. Ninety-seven percent watched videos on YouTube or GoogleVideo and even upload files from home for others to watch (67%). Ninety-four percent of the teachers indicated that they owned a portable phone (58% smart phone and 36% cell phone) and used it for texting (98%). When asked about social media, younger teachers (under 35) responded that they were more likely to use social media at home than older teachers. Seventy-eight percent of the teachers indicated that they used social media sites like Facebook, LinkedIn, or Google+, “compared with 69% of adult Internet users and 59% of all adults” (p. 6). Six out of ten teachers stated they used social media daily for personal use. Although the study indicated both personal and classroom use was being investigated, classroom use of social media was not specifically elaborated on. The quantitative data was extremely valuable but no descriptive stories from teachers were included to elaborate on their lived experiences using the technology or how they arrived at their current state of use.

A second study completed by Valtonen et al. (2014) surveyed 437 secondary and technology teachers in Finland to determine what social media they used for personal purposes and instructional purposes. This mixed methods study revealed that the participants preferred to use social media, video sharing, and instant messaging for personal purposes and other web 2.0 tools like wikis, blogs, and Google tools for instructional purposes. The study indicated that teachers felt more comfortable with using “readymade materials” than investigating the pedagogical benefits of collaboration and inquiry that social media might afford (Valtonen et al., 2014, p. 777). This study provided valuable information as to preferences of use. A more in-depth qualitative inquiry focusing on personal, professional, and instructional use was absent, however.

### *Professional Use*

Studies showed that teachers were using social media for professional development and to grow their personal learning networks (Purcell et al., 2013; Visser et al., 2014). Davis (2010) gave examples of schools, principals, and teachers using social media sites like Facebook, Twitter, Ning, VoiceThread, Second Life, and Skype. Twitter seems to be conventional for accessing resources and creating connections with like-minded educators (Anderson, 2011; Carpenter & Krutka, 2014; Visser et al., 2014). Carpenter & Kruka (2014) went directly to the source and tweeted a survey to teachers and administrators. It was clear that the respondents (775) were actively using social media for professional gain “with 84% using Facebook, 59% on Pinterest, 43% using LinkedIn, and 33% on Instagram - all higher than average usage rates among the general adult population in the United States (p. 421).” The survey indicated that Twitter was the go-to social media for the purpose of sharing and acquiring resources (96%). Although interesting, this study may be limited in that the participants were clearly already known Twitter users when responding to the tweeted survey.

### *Instructional Use*

#### Facebook

Five studies were located that referenced Facebook (FB) use in secondary schools. Four were student-centered and one was teacher-centered. All were published in 2010 or after. Two studies used a mixed methods approach, two were informal studies using narrative description, and one was a qualitative study employing interviews.

The student-centered studies were all fairly positive with regard to student academic interaction with Facebook. For some students it provided a means to make connections and share information (Marciano, 2015; Mourlam, 2013). For others it increased student participation and

response rates (Mourlam, 2013). Not all studies, however, indicated successful integration of Facebook into the classroom. Fewkes and McCabe's (2012) mixed method study of 63 Ontario high school students reported that the majority of their teachers did not support the use of Facebook for academic purposes. Only 27% indicated that at least one teacher (mathematics, the arts, English, and technological education) had found a way to include Facebook in their lessons. Conversely, Benzer and Gul (2013) asked 48 students about their views and use of social sharing sites for education. Students indicated that Facebook was the social sharing network they connect with most. They were not interested in combining Facebook with schoolwork because "the education they get in the school or in the private courses is enough and Facebook should stay as their recreation place" (p. 453). Two studies showed that teacher support and training was a missing component to successfully using Facebook (Fewkes & McCabe, 2013; Mourlam, 2013). Through survey and interviews, Asterhan and Rosenberg's (2015) multi-method study determined that teachers used Facebook in the classroom for three reasons: (1) to increase academic learning through discussions, posting of assignments, and increased motivation (Cronbach .905), (2) to get to know the students better and monitor them if they needed help or fell behind (Cronbach .900), and (3) to "experience fun interactions with students" (Cronbach .848).

## Twitter

Journell, Ayers, and Walker Beeson (2014) used Twitter with a high school civics course to monitor the 2012 presidential election campaign. Hashtags played a large part in forming groups and entering the global election discussion. Additional studies indicated that Twitter provided students access to authentic conversation and connected them with like-minded students, experts, and real-world resources (Bull & Adams, 2012; Stuchbery, 2013). Some

concerns were addressed, however. These included inappropriate interactions by students and other social media users, a learning curve to constructively respond to Tweets, and management of the large amount of information produced by Twitter (Bull & Adams, 2012; Journell et al., 2014).

## YouTube

Video is widely used in education for teaching and learning (Henderson et al., 2013; Zhang, et al., 2011). YouTube has been documented as a social media tool that can effectively provide video-sharing resources in the secondary classroom (Szeto & Cheng, 2014). Studies indicated that video-sharing web sites “can offer numerous possibilities for creating communities, relating curricula to real-life experiences, and motivating students in academic contexts” (Tamim, 2013, p 329-330). It appeared, however, that between 2010 and 2015 not much literature was submitted regarding secondary education and YouTube use.

A comparison study by Zainol et al. (2011) determined that students benefited from YouTube when it was integrated into their lessons. Results showed that YouTube students fared 10 points better on their vocabulary pretest than students in the control group. Dreon, Kerper, and Landis (2011) discussed the viral nature of YouTube videos and demonstrated how a middle school teacher attempted to create quirky videos to help students connect with curriculum. Digital storytelling was the theme and “making content and connections relevant to students' lives” was the key to engaging them with videos (p. 6). Tamim (2013) submitted an open-ended survey to 45 middle and high school teachers to obtain information about their perceptions, current practices, and challenges of using YouTube in the classroom.

Results indicated that perceived advantages included supporting the learning process, increasing interest and efficiency, and enriching content. Moreover, findings revealed that the majority of participants were using videos for presentation purposes in teacher-



led classrooms. Connectivity, technical issues, appropriateness of content, and administrative support were perceived as major challenges (p. 329).

The YouTube studies that were examined found that using YouTube and integrating videos to engage learning was primarily beneficial for students. None of the studies, however, included qualitative narratives to expand on or describe the perceptions and experiences secondary teachers had with using this medium.

#### Other Social Media Sites

There were a few studies that focused on using more than one social media site for instructional purposes. Bartow (2014) and Page (2015) documented teachers using multiple sites or lesser-known social media tools such as learning management systems, wikis, and blogs. This did not include Facebook, Twitter, or YouTube. Valtonen et al. (2014) also found that although teachers did use social media in their personal lives, they chose to use other web 2.0 tools in their classrooms.

Bartow conducted interviews and observed five teachers using social media tools (web 2.0) such as learning management systems (Moodle, edmodo), a class wiki, blogs, and group Google Docs. She also collected data from students and teachers using Glogster, Aviary, Mindcraft, and Extranormal. Results disclosed that teachers held different roles when using social media in the classroom. These roles include “teacher as manager, teacher as instructor, teacher in constructivist roles, teacher as learner, teacher as caring, teachers as assessor, and teacher as change agent” (p. 47). These new digital responsibilities expanded the role of the teacher into one that needed to be multifaceted and well-rounded (Bartow, 2014).

High School teacher Katie Page (2015) described how she used social media in her physics classroom to collaborate with her students and grow their understanding of data analysis, communicating, scientific information, and critiquing of peers. To begin classroom

conversations, Page used the discussion board features of the learning management system Schoology. Instead of writing their findings on a handout, students learned from each other by reporting their findings in the discussion forum and expanding and critiquing in this environment. Page also recommended Twitter as a means to communicate with students and parents. She projects her live Twitter feed in the classroom, allowing students to see their answers as they tweeted them out.

Casey and Evans (2011) used the social media site Ning to form study groups for seven high school classes. Ning was used as the platform with more than 150 students participating and 77 groups being formed on the Ning network. Students posted discussions and work and were given increased responsibilities like peer feedback and assessment. Some students participated more than others. As students became familiar with the site, they participated more readily in various nonlinear ways through sharing and contribution of information. Because the site was online, students and parents could access the content anytime. The study did not mention the impact of using Ning on grades but did stress the impact it had on collaborative learning. The researcher also indicated that she had to devote more time to managing this learning environment than if it had been only in the classroom.

Valtonen et al. (2014) found in their mixed method study that teachers were more likely to use social media applications in their personal lives than in their instructional worlds. The study consisted of 437 Finish secondary and vocational teachers. Participants indicated that they used social media, video sharing, and instant messaging predominately for personal use (Valtonen et al., 2014). When integrating similar technology with students, however, they chose Blogs, Wikis, and Google tools. Their results indicated that the “potential of social software for

interaction and collaborative content creation has not been fully exploited” by the teachers (Valtonen et al., 2014, p. 775)

These studies provided additional examples of how social media was used by secondary teachers. Teachers indicated that their roles changed and diversified. For the few who used it, more effort was put into managing social media courses than a traditional course and the affordance of collaboration was the common thread for using social media with students. In Valtonen et al.’s study (2014), however, social media was preferred for personal use while wikis and blogs were used in the classroom.

### Other Realms of Social Media Use

#### *Legislation, Policies, and Plans*

Hurtful speech by students and teachers has been dealt with by school districts before the age of the Internet. The immediacy and far-reach of social media has created a different type of challenge for educators. Any secondary teacher who places information into a social media site takes a chance that an unintended audience might see it. So as not to face discipline or attract unwanted attention, some secondary teachers, and teachers in general, are posting minimal content or not using social media at all (Papandrea, 2012).

Rubin (2014) provided an overview of how “courts, agencies, and legislature have attempted to regulate online activity of students and school staff” to rectify freedom of speech, among other issues (p. 11).

The US Supreme Court’s 2006 decision in *Garcetti v. Ceballos* makes clear that school district employees have no First Amendment protection for statements made in the performance of their assigned job duties, even when they address matters of general public importance (p. 11).

When statements are made off-duty the *Pickering v Board of Education* balancing test is referenced. This case opened the door for educators to criticize officials and districts “as long as

close working relationships are not significantly undermined, but affords no protection for speech addressing purely personal concerns” (p. 11). Cases are not uncommon in which teachers have been found liable for using social media in a way that was considered inappropriate or disruptive, even when they were using their personal accounts (Di Marzo, 2012; Papandrea, 2012; Rubin, 2014). Teachers have lost their jobs as a “result of their social media activities or been exposed to bullying, affecting them beyond their workplace into their personal lives” (Fox & Bird, 2015).

Students have also found themselves in court regarding their social media use, although First Amendment protection seems to be more lenient for students. The 1969 *Tinker v Des Moines Independent Community School District* case stated that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate” (Bemiller & Trendafilova, 2012, p. 7). The Third Circuit court has taken a broad view of students’ freedom to express themselves as they please, at least outside the bounds of formal school-related activities, and a district looking to impose disciplinary consequences for each behavior bears a heavy burden of providing palpable disruptions to school operations (Rubin, 2014).

Initiatives such as the Anti-Bullying Bill, acceptable use regulations, and cyber safety campaigns have been introduced to detour misbehavior by students and provide guidance so they may understand the importance of appropriate behavior and good digital citizenship (Rubin, 2014; Feeney & Freeman, 2015). To curb these legal dilemmas, Donovan (2012) recommends that electronic communication with students always be transparent, accessible (public record), and professional.

The legislative considerations above are real. Ten papers were located that dealt with the topic of litigation and misuse of social media sites (Bemiller & Trendafilova, 2012; Di Marzo,

2012; Feeney & Freeman, 2015; Hvidston, D.J., Hvidston, B.A., Range, & Harbour, 2013; Kist, Srsen, & Bishop, 2015; McNee, 2013; Papandrea, 2012; Rubin, 2014; Sheridan, 2015; Williamson, 2013). In-depth interviews with secondary teachers will provide authentic understanding of what implications these legal regulations have on secondary teachers and their use of social media.

### *School Districts and Administrators*

Social media use is growing in the administrative ranks of schools and school districts.

Cox and McLeod's (2014) qualitative study echoed other studies in that social media tools:

- Allow for interaction between principals, students, teachers, and the community
- Provide strong connections to other educators
- Can play a role in a school principal's professional growth
- Are no longer an option, they are an expectation (Carpenter & Krutka, 2014; Davis, 2010)

This study was one of a few that used a qualitative interview approach to better understand how educators are using social media through their lived experiences.

### *Higher Education*

To stay current with the changing education market, higher education has recognized the potential of using social media to “improve student engagement, college experiences, and pedagogical practices” (Mao, 2014, para. 5, N.P.). Higher education studies were more readily available than K-12 social media studies. Literature was found that supported social media use for student support, student learning assessments, distance learning, and teaching and learning (Blankenship, 2011; Powers, Averbek, Alhussian, & Warner, 2012; Warren et al., 2013; Wilson, 2013).

Many studies were specific to using Facebook, Twitter, and YouTube. Medical, nutrition, and nursing education all used Facebook as a form of learning or communication (Amerson,

2011; Pander, Pinilla, Dimitriadis, & Fischer, 2014; Smith & Lambert, 2014; Zaring et al., 2014). Twitter was incorporated into chemical, business, medical, and healthcare education (Hibbert, 2015; Hirst, 2011; Rumana & Vigneswararajah, 2015; Smith & Lambert, 2014). YouTube videos were used in music, nursing, chemistry, health, and surgical education (Phillips, Elhassan, & Whittlet, 2012; Prybutok, 2013; Smith, 2014; Way, Wedgeworth, & Bigham, 2013; Whitaker, Orman, & Yarbrough, 2014). These three primary social media tools were more readily available for review in higher education literature than in the K-12 education sector.

### Summary

This chapter provided a five-year overview of social media and its uses in secondary education. The search results produced a narrow sample of literature containing a secondary school, social media focus. The literature described outcomes of secondary teachers using social media for personal, professional, and instructional purposes. Students' experiences were also incorporated to highlight K-12 integration of social media. The review found that teachers and students were not the only ones using social media. School administrators valued social media for its professional and personal affordances. Additionally, literature clearly indicated that higher education has taken advantage of social media and incorporated it into a wide spectrum of courses and programs. Legal matters were also included to outline the implications of using social media for both teachers and students. The review uncovered that there are few studies indicating professional and instructional implementations of social media by secondary teachers and only one study expanded on home use of social media. Although some of the studies used a mixed method approach, no qualitative studies were found that combined the lived experiences of secondary teachers, especially from the perspective of social media used for personal,

professional, and instructional purposes. This demonstrates the gap in the literature supporting the current study.

## CHAPTER 3

### METHODS, METHODOLOGY, AND THEORETICAL FRAMEWORK

#### Introduction

This chapter provides a summary of the literature reviewed and moves into the research methodology. Phenomenography will be discussed along with bracketing to disclose bias and assumption. Participants, sample size, and data collection will also be explained and expanded upon.

#### Research summary

Teachers are an essential demographic. Their perspectives and experiences are fundamental to understanding how social media impacts them. Bartow (2014) stated,

Focusing on teachers to investigate the impact of social media in education acknowledges two important matters. First, teachers live at the point of contact, the key interaction in education. All else is in support of that moment and that interaction. Second, teacher experience is often less considered in educational policy and research (p. 43).

Literature pertaining to the use of social media by secondary teachers was reviewed. Study outcomes provided examples of how secondary teachers used and integrated social media into their classrooms. The examined studies published both positive and negative results. None of the studies, however, scrutinized or described the lived experiences of these teachers. There were no true stories from their points of view unfolding the experiences that social media offered them. Qualitative, in-depth interviews and recounts were missing. A gap in the literature may thus be said to exist in that lived teacher experiences have not been documented within the area of secondary teachers' social media use for personal, professional, and instructional purposes.

#### Research Methodology

Sociologist W.B. Cameron (1963) wrote “not everything that can be counted counts, and not everything that counts can be counted” (p. 13). Uncovering the things that count often



happens by illuminating events experienced by an individual in a given situation. When doing qualitative research, this can be accomplished through phenomenography.

### Phenomenography

Phenomenography, based on the ideas of Ference Marton, was proposed as the qualitative research methodology to investigate the experiences, perceptions, and ideas of the people in this study. It is a field of inquiry that “is based on the premise that individuals experience qualitative variations of the same phenomenon” (Thayer, n.d.). Ference Marton and his colleagues at the University of Gothenburg in Sweden developed the methodology during the early 1970’s (Virkus & Bamigbola, 2011). In 1981 Marton proposed the formal term “phenomenography” (Alsop & Tompset, 2006).

According to Marton (1981) there are two perspectives that a researcher can investigate when doing qualitative research, “first-order” and “second-order” perspective (p. 177). Marton (1981) explains

In the first and by far the most commonly adopted perspective we orient ourselves towards the world and make statements about it. In the second perspective we orient ourselves towards people’s ideas about the world (or their experience of it) and we make statements about people’s ideas about the world (or about their experience of it) (p. 178).

Phenomenography is grounded around the second perspective and focuses its investigation on the human element and the experiences, stories, and ideas they have. This is not to be confused with phenomenology. Although complementary, phenomenography is different in that phenomenology is more focused on the first-order perspective of questioning. A phenomenologist is more apt to ask a question about a specific problem or general world question, taking only the conceptual view into consideration. A phenomenographer would ask how that problem is perceived, experienced, or conceptualized by people, considering both a conceptual and experiential lens (Marton, 1981; Marton, 1986; Marton, 1994).

Phenomenography is appropriate for this study and was employed as the qualitative method of inquiry. As a phenomenographic researcher, I interviewed secondary teachers to gain their perspective and ideas on the specific phenomenon of social media use for personal, professional, and instructional purposes. The participant's conceptions have been divided into meaningful sections with similar focus and studied for themes and trends. The participants' experiences, perceptions, and ideas of social media have been recounted through individual description of understanding. Personal views have been set aside so that the lived experiences of the secondary teachers in this study can be described and recounted purely.

### The Role of the Researcher

The qualitative researcher is different than the quantitative researcher (Simon, 2011). Quantitative researchers rely on instruments such as questionnaires or inventories to generate measurable data. Qualitative researchers, on the other hand, use themselves to mediate the data. The researcher becomes a *human instrument* to accumulate and retell the story of the study participants (Lincoln & Guba, 1985; Peredaryenko & Krauss, 2013). To fulfill this role, the qualitative researcher must be forthcoming about their biases, assumptions, experiences, and expectations (Greenbank, 2003; Tufford & Newman, 2010).

The role of the qualitative researcher in this study has been that of a *human instrument*. An effective qualitative researcher asks “probing questions, then listens, then thinks, then asks more probing question to get to deeper levels of the conversation” (Simon, 2011). As a *human instrument*, the researcher recorded conversations and analyzed interview transcripts so as to extract the essential meaning represented in the descriptions and responses provided. Lincoln and Guba (1985) stated “the *human instrument* has the unique capability of summarizing data on the spot and feeding it back to an informant for clarification, correction, and amplification” (p. 194).

This capability allows the researcher to interact with the subjects on a personal level so as to draw thick, rich dialogue that can be retold. Conversely, as a *human instrument* the researcher must always be objective and put aside personal interests, beliefs, and predispositions about the proposed research question. This was accomplished through bracketing.

Preconceptions, assumptions, emotions, theories, and values can influence the research process (Tufford & Newman, 2010). Bracketing, also known as epoché or phenomenological reduction, “is a method used by some researchers to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research” (Tufford & Newman, 201, p. 81).

Bracketing was engaged to increase the rigor of this study. Bracketing allows the researcher to express personal preconceptions and preconceived notions about the proposed research question.

Bracketing can be accomplished through various methods. The method chosen for this study was to maintain a reflective journal during the literature review, data collection, and analysis phase. This provided the researcher with a reflective tool to explore feelings about the research endeavor and any preconceived notions about social media use or non-use by secondary teachers for personal, professional, and educational purposes. The recommendations of Tufford & Newman (2010) were followed to include: “reasons for undertaking the research; assumptions regarding gender, sexual orientation, race/ethnicity, socioeconomic status;” personal value system; and any thoughts, feelings, and perceptions that I encounter during the research journey (p. 87). A subjectivity statement is also included to convey predispositions and provide scholars insight to personal history and professional experiences (see Appendix B).

As an Instructional Technologist who works in secondary education and as a Learning Technologies PhD student, my role in this study is viewed as emic. My lens was that of a researcher who participates in the culture studied. I use social media personally and at work. My

job requires me to interact with secondary teachers and assist them with the use of technology in their classrooms. This intimate access has piqued my curiosity about the topic of social media use or non-use by secondary teachers for personal, professional, and instructional purposes. I wanted to investigate this topic further to find out more from the teachers themselves.

### Participants

To determine what constitutes an appropriate sample size in qualitative research Marshall, Cardon, Poddar, & Fontenot (2013) assessed 83 qualitative information systems studies. They evaluated sample size, saturation levels, and precedent. Findings noted that qualitative methodologists such as Yin (2007) and Creswell (2013) recommend anywhere between 3 to 25 interviewees per case study. Guest, Bunce, and Johnson (2006) determined that data saturation in qualitative studies occurred by 12 interviews. Marshall et al. (2013) suggested that reviewing previous studies with the same design is good practice for determining sample size. The qualitative social media studies reviewed indicated anywhere between 1 to 12 teacher participants (Bartow, 2014; Ertmer et al., 2012; Mourlam, 2013; Murphy & Lebens, 2008). Even with these guides, Marshall et al. (2013) found that in qualitative studies “there is little rigor in justifying sample size” (p. 21). This lack of rigor can be overcome, however, by taking into consideration the recommendations of qualitative methodologists like Creswell, reflecting on the type of saturation data produced by Guest et al. (2006), and following suite of similar studies.

These considerations have guided this researcher to choose a median sample size for this study. A multiple-case qualitative study consisting of six to ten secondary teachers was proposed. Teachers who are employed within secondary education and have used social media in some capacity personally, professionally, and/or for instruction purposes were asked to participate.

### *Participant selection criteria*

Criteria for sample selection and invitation to participate are as follows:

1. The participants were employed in secondary education as a teacher, grades 6 – 12.
2. The participants were using or had used social media for personal, professional, and/or instructional purposes.
3. The participants agreed to sign a consent form (see Appendix C) to participate in the research study indicating that the researcher may interview, transcribe, read, and publish all or part of their shared lived experiences related to the phenomenon.

The diversity of perceptions, backgrounds, beliefs, and experiences made it possible to extract the essence of the phenomena and answer the overarching research question:

- How are secondary teachers using social media for personal, professional, and instructional purposes?

Additional research questions included:

- What are secondary teachers' attitudes and beliefs toward using social media?
- What is the current state of social media use by secondary teachers?
- What types of relations do secondary teachers have with social media?

Because of the specific demographics of the participants, the study sample was purposive. The teacher sample originated with two participants in the state of Texas, USA and increased through a form of purposive sampling called snowball sampling. Snowball sampling occurs when an interviewee refers another perspective interviewee. It is a form of sampling used to obtain additional research participants. Initially snowball sampling was employed, however, this referral process did not produce the number of expected participants. In turn, other purposive methods were utilized to produce an acceptable sample number.

Locating participants for the study took longer than anticipated. A timespan of three months was spent to pinpoint participants and complete all ten interviews. The process began by submitting a call to the Facebook page of a mid-size, four-year university in North America. This effort provided two candidates who met the criteria and were interviewed. Snowball sampling was then attempted but the referrals from the two candidates, although initially interested, withdrew their commitment. Purposive sampling was then employed to recruit teachers who met the criteria. This provided several more candidates.

Another call was submitted to the Texas Computer Educators Association (TCEA) listserv and through a general post on the social networking site LinkedIn. Family members and friends also attempted to recruit educators for this study. These initiatives created additional interest and a few more participants were positioned. Eventually ten participants were enlisted over the three-month period. All signed an informed consent document (see Appendix C), understood the purpose of the study, and successfully completed an interview.

Information pertaining to the teachers who agreed to join the study was added to a Google spreadsheet. This allowed for chronicling of basic information. The spreadsheet indicated what each teacher taught, the position(s) they held, their gender and age, contact information, the date they were interviewed, the pseudonym that would be assigned to them, and if they had signed and returned the consent document to finalize inclusion. This, along with a Google Doc created to journal thoughts, reflections, experiences, and milestones, provided an effective means to record participant data and to document the bracketing process.

Nine of the ten participants were female. One was male. While they ranged in age from thirty to forty-nine, the average age of the participants was forty. All were secondary teachers who taught between seventh grade and twelfth grade. Each teacher had at least eight years or

more teaching experience. Their combined years of teaching averaged fourteen years. One had been a teacher for twenty-one years. The subjects they taught varied and their positions ranged from department chair to classroom teacher (see Table 1). A more detailed description of each participant can be found in Appendix D.

Table 1

*Participant Demographics (arranged in interview order)*

<b>Pseudonym</b>	<b>Positions</b>	<b>Grade</b>	<b>Number of years teaching</b>	<b>Age</b>	<b>Gender</b>
Addy	Social Studies Teacher and Head Basketball Coach	10 <sup>th</sup> - 11 <sup>th</sup>	21	44	Female
Joanna	Science Teacher - STEM and Math	7 <sup>th</sup> - 8 <sup>th</sup>	8	30	Female
Dale	Technology, Gifted, and Business	11 <sup>th</sup> - 12 <sup>th</sup>	12	30	Male
Melinda	Social Studies Teacher (Alt School)	11 <sup>th</sup>	17	47	Female
Brittany	Department Chair, English Teacher, and Advanced Placement (AP) English Teacher	10 <sup>th</sup> - 11 <sup>th</sup>	16	43	Female
Tammy	Advanced Placement (AP) English Teacher	10 <sup>th</sup> - 11 <sup>th</sup>	8	36	Female
Jesse	Art Teacher	9 <sup>th</sup> - 12 <sup>th</sup>	8	38	Female
Paige	Foreign Language Department Chair and Spanish Teacher	9 <sup>th</sup> - 12 <sup>th</sup>	19	41	Female
Diane	ESL (English as Second Language) Teacher	9 <sup>th</sup> - 10 <sup>th</sup>	11.5	37	Female
Elle	Career and Technology Education Department Chair, Accounting Teacher, Business Law Teacher, and Money Matters Teacher	11 <sup>th</sup> - 12 <sup>th</sup>	17	49	Female
<b>Average:</b>			Years: 14	Age: 40	

## Data Collection

Potential participants were contacted through email and invited to participate in the study (see Appendix E). The email provided an overview of the study, the methodology, and an outline of the process. A consent form was attached to the email. Participants were asked to submit it back with their signature. Participants were not asked anything specific with regard to the study at that time. They were welcomed and appreciation was expressed for their participation. An IRB was submitted and approved.



## *Interviews*

Qualitative researchers collect data primarily in the form of spoken or written language (Polkinghorne, 2005). This data can be collected through “interviews with participants, observations, documents, and artifacts” (p. 137). Data for this study was collected through interviews.

Interviews are, by their very nature, social encounters where speakers collaborate in producing retrospective (and prospective) *accounts* or *versions* of their past (or future) actions, experiences, feelings and thoughts (Rapley, 2004).

Because of the social nature of interviews, discussion and interaction was imperative. Although the regional location of the participants was diverse, a collaborative, “social encounter” was created through phone conversations, email, and/or private face-to-face interviews. No matter the interview format, audio recordings as well as hand-written notes were captured to review and transcribe after such meetings.

### Qualitative Data Collection and Analysis

Participants were interviewed using the interview guide found in Appendix A. Five teachers were interviewed over the phone and the other five were interviewed in person. Interviews were recorded using the audio recording program GarageBand. Rev.com transcribed the recordings. Rev.com is a reputable online recording and transcription service. The interviews were saved into an .mp4 format and uploaded. The quick transcription turn-around-time (24 to 48 hours) allowed the researcher to redirect the time spent on transcribing to writing and interviewing. During the interview and writing process the researcher employed bracketing by documenting biases, insights, and thoughts in her journal.

Each transcribed interview was compared with its audio file. Information that was missed or misunderstood by the transcription service was corrected. Reading the transcripts and listening

to the audio files provided a means to digest the information and reflect on the interview before beginning the actual coding process (Clarke, 2005; Saldaña, 2013). To ensure member checking, each reviewed transcript was sent to its corresponding owner for feedback, validation, and an opportunity to correct and add to their individual story. Once a transcript had been validated, a process of Initial Coding with a mixture of In Vivo Coding began (Saldaña, 2013). This was done to determine if there were significant sections of information within each interview. Keywords were highlighted and added to the comments section of each document (Saldaña, 2013). As keywords and sections became clearer, they were transferred to a Microsoft Excel Spreadsheet. The first column of the sheet contained the pseudonym for each participant, creating ten rows in that column. Each keyword or concept that was identified in the transcribed interview was added as a column header in the document. The final sheet contained a total of one hundred and twelve different column header topics. Once the last interview was coded and added to the sheet, the other nine transcripts were analyzed again to determine if they too had indicated any of the keywords or concepts found on the sheet. If they had, a marker, comment, or quote was placed in the row and column that was associated with it.

After each transcript was analyzed and coded, the interview was transposed into a thick rich story. This again allowed for review of the text and additional reflection on how these secondary teachers perceived and used social media, in addition to what their ideas, attitudes, and beliefs were towards it. As I began the process of writing I found that it was extremely tedious. Retelling their stories involved much reading and rereading of each transcript. An additional three months was required to complete this process. During this time I consciously maintained an open mind and focused on the facts. The act of authentically writing what they had communicated was extremely important. To create some congruence when retelling their

stories, a pattern was followed. The pattern included introducing the participant and summarized their response to the question “tell me a little bit about yourself.” It then progressed into the telling of what social media meant to them, detailing their thoughts, ideas, experiences, and outlook of using social media for personal, professional, and instructional purposes. This pattern provided a flow and consistency to convey their story. Because each interview did not stay exactly on point and the data for each section had to be located, collected, and combined into a flowing, comprehensive manuscript, consolidating the text and placing each version into this flow took thought and organization. It was also important that while doing this, all evidence was fact and true to what each person said. The more I began to write, the more interested I was in what they had to say. Although time consuming, I was overwhelmed with the satisfaction I experienced in writing each teacher’s story and retelling their lived experiences with social media. Their stories varied greatly and the use of social media was unique to each person. Member checking was again employed by sending a digital copy of each summarized story to its corresponding owner. The teachers were asked to review the story and provide feedback if they deemed appropriate.

Once the stories were complete and the keywords and concepts had again been verified and included in the Excel document, an in-depth inspection of this spreadsheet matrix provided clues as to which keywords and concepts resonated with all teachers. These commonalities then allowed for categories of concepts. This process generated four categories; general, personal, professional, and instructional. These were then further grouped into similar topics within each category. Additionally, all keywords and concepts that crossed-over into all categories were identified. These crossover concepts were then pulled together to create the four overarching themes of this paper: support and constraints, time, privacy, and one-way and two-way

communication. The final spreadsheet contained seventeen sheets of information, separating the various categories and concepts that were uncovered during the coding and analysis phase of this study.

### Data Analysis

The aim of phenomenography is to discover the qualitatively different ways that individuals experience and understand various aspects of a phenomenon (Ornek, 2008). Phenomenography guides the researcher to understand how individuals experience a phenomenon, not the phenomenon itself (Marton, 1986; Ornek, 2008). My focus was not to uncover a single essence of how teachers used social media but to investigate the variations of their experiences and ideas.

Inductive analysis provided a “systematic set of procedures” for analyzing the qualitative data in this study (Thomas, 2006, p. 237). The process is known to produce valid and reliable findings and is a straightforward approach to uncovering answers to phenomenographic questions (Thomas, 2006). The method offered an effective guide to reveal the patterns, relationships, and themes found in the told stories of the participants.

Preexisting categories were not used to fit the data into. All pre-understandings from previous research and possible bias were put aside. Data collected from each individual was analyzed separately for repeating patterns and themes. Once the data for all participants had been analyzed, common themes and patterns were placed into a composite synthesis. These are the steps that guided the analysis process (Creswell, Hanson, Clark, Plano, & Morales, 2007; Percy, Kostere, & Kostere, 2015):

1. Immerse myself in the data collected from each participant and highlight any paragraphs, words, or sentences that appear to be meaningful.

2. Revisit my research question and decide if the highlighted data relates to it.
3. Grey out any highlighted data that does not apply to the research question and store it elsewhere in case it needs to be revisited.
4. Code the remaining data with a simple code to track the data.
5. Start to develop patterns by *clustering* items or data that relate. For each cluster, “describe it in a phrase or statement that sums it up” (Percy et al., 2015, p. 81). The words describing each cluster should be my own, not the words of the participants.
6. Begin to look for patterns and identify items of data that correspond to the pattern. Place them into the clusters but use direct quotes or field notes to explain the pattern.
7. “Take all the patterns and look for the emergence of overarching themes. Themes are ‘patterns of patterns’” (Percy et al., 2015, p. 81). This was done by combining patterns into related themes.
8. After the data had been analyzed, arrange the themes into a matrix with their corresponding patterns, using additional descriptive language to support the patterns and themes.
9. “For each theme, write a detailed abstract analysis describing the scope and substance of each theme” (Percy et al., 2015, p. 81)
10. Repeat steps 1 - 9 for the other participant’s data.
11. Combine the analyzed data of the patterns and themes that are “consistent across the participants’ data” (Percy et al., 2015, p. 81).
12. Synthesize the themes together to form a composite answering the overarching question:  
*How are secondary teachers’ using social media for personal, professional, and instructional purposes?*

## Validity, Representativeness, and Reliability

Creswell and Miller (2000) discuss the importance of validity in qualitative inquiry. They state “procedures for validity include those strategies used by researchers to establish the credibility of their study” (p. 125). They further describe that qualitative research design is observed through a lens based on the “views of people who conduct, participate in, and review” (p. 125) a study. This is contrary to quantitative research, which primarily focuses on research design, outcome scores, and an instrument. The lens used to assure validity in this qualitative study was that of a researcher. By revisiting the data repeatedly to ensure that the concepts, themes, explanations, and clarifications made sense, validity has been ingrained. Additionally, the lens of each participant has been utilized through “member checking” (p.127). Member checking is a system that takes the information back to the participants and allows them to verify and confirm the credibility of the narrative understanding. This established a second layer of validity to confirm that the realities and perceptions of the participants have been represented accurately. Finally, a third lens has been incorporated by eliciting the feedback of reviewers not affiliated with the project, such as fellow doctoral students and potential readers for whom the dissertation may be written. These three strategies created various layers of balance, safeguarding validity of the final narrative (see Appendix F).

## Methodological Rigor

In their work on naturalistic inquiry, Lincoln and Guba (1985) asked, “how can an inquirer persuade his or her audience (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?” (p. 290). By being completely thorough, rigor is one way to establish “trust or confidence in the findings and results of a research study” (Thomas & Magilvy, 2011, p. 151). Lincoln and Guba (1985) proposed four criteria for determining the

rigor of qualitative research: credibility, dependability, transferability, and confirmability. These criteria have become a standard in qualitative research (Houghton, Casey, Shaw, & Murphy, 2013; Thomas & Magilvy, 2011). To assure rigor in this study, this same approach has been followed.

Reviewing participants' transcripts and finding similarities across all cases has accomplished credibility. Member checking is also a means to assure credibility. As mentioned in the above *Validity, Representativeness, and Reliability* section, member checking was used to confirm that the researcher's interpretations of the participant's experiences were correct. Credibility was also be gained through prolonged interviews, transcripts, and "using the words of the participants" (Thomas & Magilvy, 2011, p. 153).

Dependability has been accomplished by creating an audit trail through my writing. This has been done by describing the purpose of the study, discussing how the participants were selected, describing how the data was collected, explaining how the data was analyzed, discussing the interpretations, and communicating the techniques used to "determine credibility of the data" (p. 153). Peer review is also a means to assure dependability. As mentioned in the above *Validity, Representativeness, and Reliability* section, peer review has been used in the analysis process.

Transferability was accomplished through dense, thick description of the participants and their stories. Descriptions additionally include "accounts of the context, the research methods and examples of raw data so that readers can consider their interpretations" (Houghton et al., p. 16). This description provides readers with extensive detail so that they may make "informed decisions about the transferability of the findings to their specific contexts" (p. 16).

Conformability has been accomplished when “credibility, transferability, and dependability have been established” (Thomas & Magilvy, 2011, p. 154). This was accomplished by keeping an open mind to the study as it unfolded. Reflexivity was achieved through bracketing so that biases or preconceptions did not cloud the research. This has been done by keeping a journal and documenting personal notes after each interview, during the analysis, and final narrative.

### Ethical Considerations

Utmost care was used to maintain an ethical stance when selecting participants for the study, during the interview process, and while reviewing and writing the experiences and understandings of each participant. An informed consent required participants to confirm their participation, agree to data collection and use of the data, assured them the use of a synonym to maintain confidentiality and anonymity, guaranteed that their data would be secure at all times, and provided a clear statement as to the nature and purpose of the study (see Appendix C). University IRB approval was also obtained prior to any data collection or initiation of the study.

### Summary

This chapter provided a description of phenomenography, the methodology used for this study. Marton’s (1981) second-order premise that there is a variation in how people experience and conceive a phenomenon guided this researcher to seek and understand the essence of each participant’s experience with social media. Views and biases were put aside to describe these experiences with a fresh perspective. Bias and preconceived notions were averted through bracketing, member checking, and peer review. Participants for the study were obtained through a combination of purposeful sampling. The sample size was small (ten participants) and included those who have used social media in some capacity as a secondary teacher for personal,



professional, and/or instructional purposes. For the purpose of this kind of qualitative study, a qualitative researcher is likened to a *human instrument*, preparing to accumulate information and retell the stories of the participants. Inductive analysis was used to ward preconceived notions when looking at the text data. Text data was evaluated individually for each participant and analyzed for themes and patterns, then coalesced to determine commonalities. The final product provides an anthology of the lived experiences of the research participants. This anthology will be submitted for contribution to the field of Instructional Technology.

## CHAPTER 4

### RESEARCH FINDINGS

#### Introduction

This inquiry discovered stories that were rich in description and revealed commonalities and themes that provided unique understanding as to how secondary teachers used social media for personal, professional, and instructional purposes. This chapter will present the findings and textural description provided by participating teachers, as well as the analysis and interpretation of the data.

#### Findings

The application of phenomenography and inductive analysis harmonized with the primary topic of inquiry of this study:

- Secondary teachers' use of social media for personal, professional, and instructional purposes.

It also provided a process to further understand and answer the multiple concepts addressed in the secondary topics:

- What are secondary teachers' attitudes and beliefs toward using social media?
- What is the current state of social media use by secondary teachers?
- What types of relations do secondary teachers have with social media?

#### *Individual Textural Descriptions*

Based on the interview analysis, the following provides insight into how secondary teachers viewed and experienced social media.

## Social Media Use

Specific questions were asked of all participants and then adjusted as the conversation transitioned (see Appendix A). Participants were reminded that their personal information and identity would not be disclosed. They were encouraged to answer freely, without fear of repercussion.

Early in the interview teachers were asked to clarify what came to mind when they heard the words *social media*. Tammy described social media as “Anything that falls under the tag of social...when I think of social media, I think of the rhetoric of friendship applied to technology.” Brittany’s response expanded on this, “It’s ways of interacting with other people, generally speaking. It’s through the Internet, for the most part; things like Facebook and Snapchat and Twitter and even YouTube is largely a social media aspect for a lot of people.”

Some of the teachers’ responses referenced the social media students used. When asked what social media meant to her, Melinda responded, “I think of Instagram, and Facebook, and Twitter, because that’s how my kids [her students] share information, but I use other technology to connect with my kids. It’s not always social media...I use Remind 101 to send reminders and things like that out to them.” Other teachers expressed concern about social media. Elle stated that what came to her mind was “Facebook, Twitter, Instagram, things like that. Mostly Facebook...I guess the thing that pops into my head first is inappropriate interactions because that’s what makes the news.” Jesse communicated that the openness of social media concerned her and she worried about the extent to which posts could be shared, “You’re putting your stuff out in the media. It’s a way to socialize with people. It’s not just your little circle of friends, but it can get out there. It’s out there for everyone to see or have access to. I’m not a big social media person.”

There were mixed reaction to what social media meant to the teachers. Responses ranged from positive expression about being able to communicate with friends and family to concerns with using social media and the potential implications of posting misinterpreted information.

### Types of Social Media Used

Social media is a suite of technologies that allows for sharing of information and collaboration of content (Ariel & Avidar, 2015; Fox & Bird, 2015; Shirky, 2003; Valtonen et al., 2014). Common social media tools include blogs, wikis, discussion forums, and video-sharing sites. Social media has grown since the first bulletin board system in 1978 and “there are reported generational differences in engagement with technology” (Fox & Bird, 2015).

Participants were asked to describe their first encounters with social media. Interview responses provided some insight into how the teachers first began using social media and their reasons for doing so. Melinda explained,

I don't think I joined Facebook until 2009... It's bizarre, but the person who made me get on Facebook was my grandmother who is ninety-two years old ... I got a Twitter account just in the last couple of years...the only time I ever use it [Twitter] is for educational purposes. We use it in our job.

Facebook was the first social media platform for many of the teachers interviewed. Brittany clarified,

My first social media account was with Facebook...It was right about the time I was having my twentieth, I think ... high school reunion ... I wasn't going to be there so I could view the pictures and stuff that were being posted. That's a lot of the reason why I got on to begin with. The first time professionally was Pinterest. When I discovered Pinterest,that was the greatest thing in the world.

Dale also started his social media journey on Facebook,

The first social media that I remember was Facebook. I got it in 2005. [Name of college] was one of the first email servers that was logged into Facebook. When I'm at home, just for social purposes, I use about ninety-nine percent Facebook. I do have an Instagram account, although I never use it. I have a personal Twitter account, but I very rarely use

it. I have a Snapchat, but very rarely do I even open that up, so it's pretty much Facebook at home.

Although many of the teachers had created a social media presence with Facebook, Paige declared she had not, "I don't have a Facebook account ... I do have a Twitter account and I really don't Tweet a lot...I look at YouTube sites and I use those to look at things, but I don't have anything posted to YouTube." Paige was the only teacher who stated she did not have a Facebook account. The remaining teachers had accounts, although two expressed that they did not post often to social media and did not particularly enjoy using it. The remaining seven revealed they enjoyed the benefits that social media afforded them, most specifically Facebook.

#### Categories Revealed

Over the course of the interviews teachers mentioned at least one of seventeen digital applications when describing interaction with social media and technology in their personal, professional, and instructional worlds. They stated interaction in some capacity with Twitter, Facebook, YouTube, TeacherTube, Pinterest, Snapchat, Google Voice, QR Codes, Instagram, Edmodo, Schoology, Padlet, Remind 101, Plickers, Canvas, Google Classroom, or LinkedIn for either personal, professional, or instructional purposes. Not all applications were social in nature but could be categorized under an umbrella of image sharing, social networking, professional networks, video sharing, Google tools, learning management systems, text messaging, polling, bookmarking tools, or collaborative sharing applications.

Of the seventeen digital applications revealed, there were four that were most often referred to by all teachers. The four applications were Facebook, Twitter, YouTube, and Remind 101. Remind 101 was the only application not considered a true social media application. Social media applications are known for their support of group interaction, information sharing, and participation (Ariel & Avidar, 2015; Shirky, 2003; Valtonen et al., 2014). Remind 101 is an

instant messaging application that largely supports one-way communication. The other three applications, however, were considered social in nature. Each was placed in a category based on its use. The categories were personal, professional, and/or instructional. A category of not applicable (N/A) was also introduced since not all teachers used all applications. Close inspection revealed that several of the applications overlapped into multiple use categories (see Figure 1).

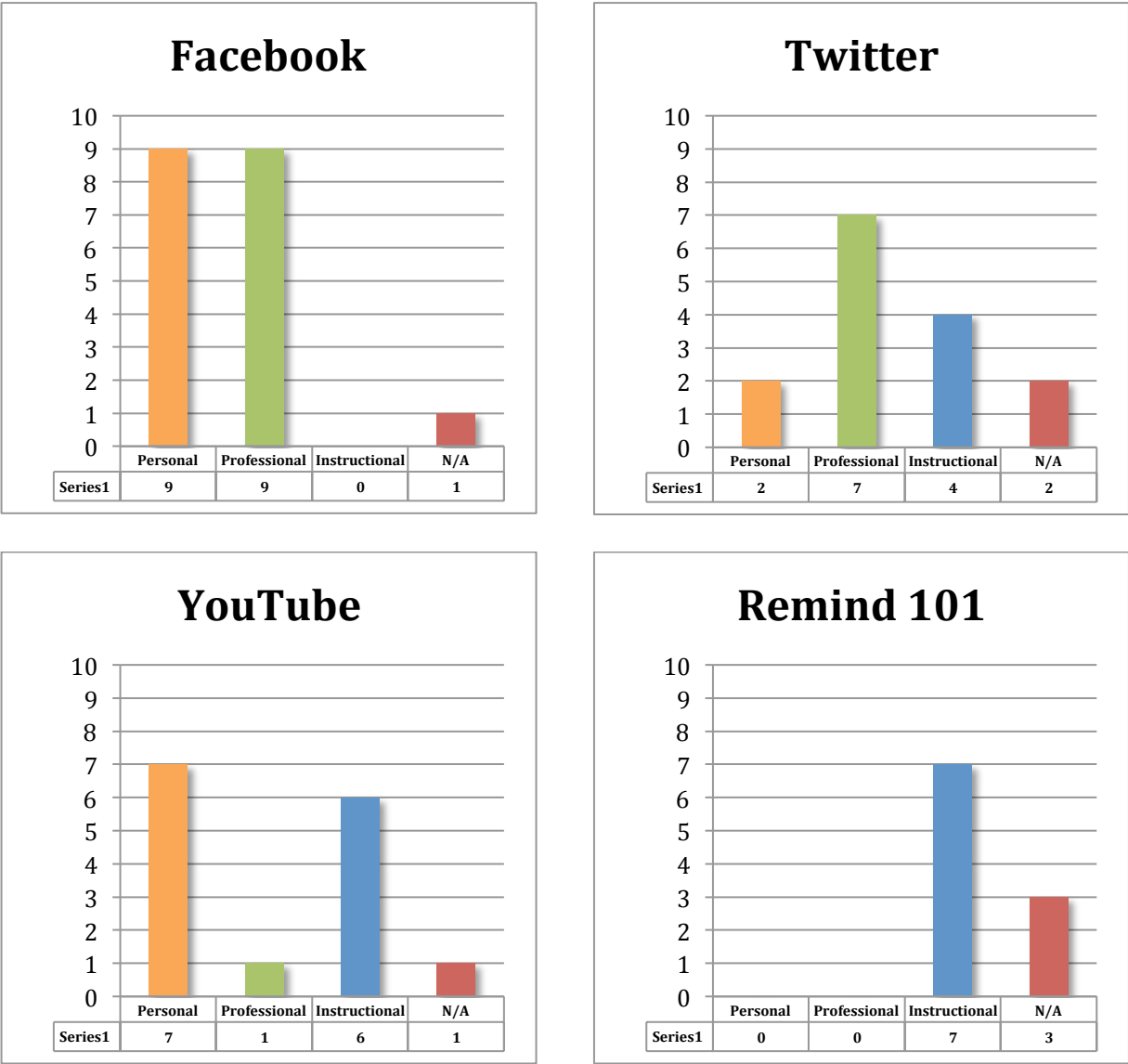


Figure 1. Social Media Used by Category

The information clearly indicated that teachers called on certain social media applications to perform specific functions in their lives. Of interest was that Remind 101, the application identified as non-social, was the only one used exclusively for instructional purposes. In contrast, Facebook, a well-known social media application, was not used for instructional purposes at all. At first glance this was almost contradictory, considering the inherently social student-student, student-teacher interactions within a typical classroom (Poulou, 2014). The social aspect and

potential for communication and sharing through Facebook was almost a natural extension to supplement learning with interaction. These teachers did not identify Facebook as a learning tool appropriate for their classrooms, however.

### Personal, Professional, and Instructional Use

While the participants came from varying backgrounds, teaching experience, age, school districts, and subjects taught, all of the teachers indicated they used social media in their personal lives. Social media was also used for professional and instructional purposes but not as extensively (see Figure 2).

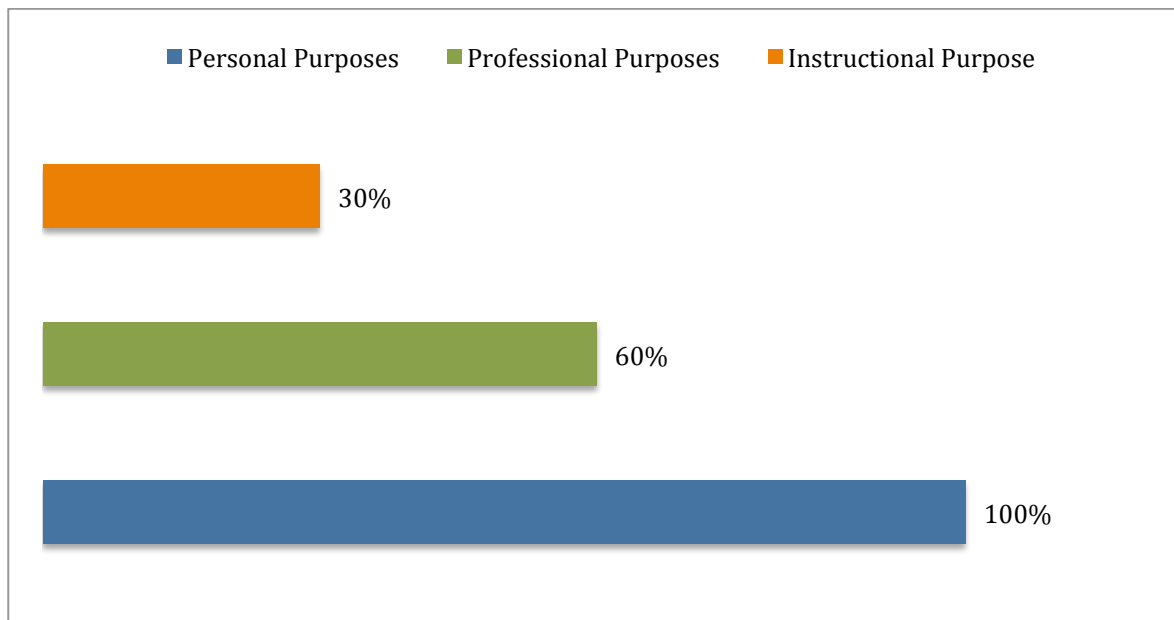


Figure 2. Main Purpose

#### *Personal Purposes*

Facebook and YouTube were the social media applications identified as being used most for personal purposes. Nine of ten teachers interviewed reported they had a Facebook account. Paige was the only teacher who stated she did not. “Now, I have friends that do, and they’ve let me...look through pictures and catch up on other people. As for myself doing that, I don’t.”



She enjoyed looking at the posts but described herself as being “a very private person.” She stated, “I’ve read things in the past where teachers did things in their private life that somehow or another got smeared across social media and then it caused them to lose their job. I don’t have a Facebook account.”

Generally, all participants reported some concern about what they posted. The fear of over-sharing, with the awareness that posting too much information could be detrimental to one’s career or reputation, created a sense of guarded-posting. Melinda provided an example of a teacher who posted on social media, “he had ESL students and said, ‘My kids can barely read’...It was seen by other teachers and they terminated him.”

There was a consensus that Facebook made the world a smaller place. The teachers appreciated that it allowed for quick connection with friends and family. It could be checked when they had time. Most indicated they checked it daily. This created a sense of connectedness. Joanna explained,

I mostly use Facebook because that is what all of my family’s on. If all my family was on something different, I probably would use that ... I can be on a boat skiing and take a picture and upload it immediately for my mom to see it because she doesn’t want to leave the house.

Work and personal obligations hindered some teachers from using it. Both Jesse and Diana reported that they were too busy and that family came first.

I barely have time to post on Facebook, even to wish my friends a happy birthday ... I’d rather talk to you and spend time with you face-to-face than to post it ... I feel like a lot of people use it more to brag about themselves. I’m not a big bragger. I don’t like to boast (Jesse).

Brittany liked using social media but found that time vanished when she was using it. She explained,

While I enjoy looking at it, sometimes I'm shocked at how much time disappears when I use it. Sometimes I get on and I'm just checking Twitter. The next thing I know, two hours have gone by and I really haven't accomplished anything...I regret losing the time to do other things...I took it off my phone and now it's only on my iPad.

Dale was the only teacher who confirmed he would friend his current students on his personal Facebook page. He stated, "I view it as another way for me to role model for my kids how to act online...I would never post anything on Facebook that I would not say in my own classroom in front of students." The other teachers reported they would only friend students after high school graduation. Addy, Tammy, and Jesse approved requests from student's parents. Melinda stated she would only friend a parent if she knew them "socially already or they were coworkers".

The teachers were predominately positive when asked about social media for personal use. For instance, Paige explained, "I think it [social media] can be fun. It's easy to catch up with people and see where they're at; see how things are going for them." Tammy, who was an avid social media user, also responded positively; "Yeah, I love social media. I have accounts with everything."

Seven teachers used YouTube for personal purposes. It provided entertainment and visual solutions to solving problems. Addy and Tammy were the only teachers who indicated they used Twitter for personal use. General constructs of participants' individual concepts of using social media contained both positive and negative elements.

#### *Professional Purposes*

All of the participants indicated that their principals or school districts had a Facebook presence. Teachers were encouraged to connect with the community and post positive student accomplishments. Dale compared social media as the new take-home note. Instead of printing information, it was now posted to Facebook so that everyone had instant access to it. As the campus Facebook administrator, he used it to communicate with parents and the community. He

explained, “It’s my job to keep parents and grandparents and students connected to the school in that way...I put it on Facebook, and within an hour, it had been seen by 387 people, which is more than we [the campus] have followers, so that means people were sharing it.”

Social media was also used to communicate and connect with students in extracurricular organizations. Addy connected with her basketball students and announced game information through Twitter and Facebook. She did not, however, communicate in the same way with her social studies students. At one time Elle attempted to correspond with her UIL students through both Facebook and Twitter. The response was poor, so she discontinued using it. Jesse used Facebook to update parents on student trips and art events.

Personal learning communities (PLCs) and professional resources were accessed by many of the participants using social media. Six of the ten indicated they used social media to connect to learning communities. Jesse, Diana, and Elle did not use social media for professional purposes. Jesse explained, “I don’t [use social media for professional purposes]. I like to go to the conferences and like to do those kinds of things. I know that they’re out there (personal learning communities). I just would rather be there face-to-face. I’m a people person.” Paige used it sparingly. Dale, Melinda, and Brittany had overwhelmingly positive reactions to using social media for professional development. Pinterest and Twitter were the predominant tools they used. Dale exclaimed that Twitter was “the greatest gift that social media brought” to his life. Brittany stated, “It made teaching so much easier for me...I really like the idea of the camaraderie we have.” Melinda enjoyed the benefits of being connected with “professional communities.” Brittany employed social media extensively to locate resources and build her PLC. She elaborated,

I follow a lot of education sites with Twitter and get a lot of feedback. I participate in Twitter conversations and stuff like that that are specifically geared towards English

teachers and writing...I think it expands the ideas beyond just getting the information and getting ideas but to be able to actually talk to them and to message back and forth about how lessons are going and what they've tried and if they could borrow one of your idea.

Although the use of social media made it convenient to connect and find resources, both Brittany and Tammy were overwhelmed with the amount of information that was available. They expressed frustration when trying to locate resources. "Sometimes I get so many ideas that I forget what I even have" (Brittany). It was realized that many of the teachers accessed their PLC's using their personal data plans when on campus. Although supportive of using social media for professional connections, school districts did not allow social media access through their district firewalls. Teacher's described these experiences with enthusiasm, apathy, and some indifference.

#### *Instructional Purposes*

Most teachers in the study accepted social media in their personal and professional lives. In general, they expressed positive thoughts about using it and what it could afford in the form of communication and connections. For instructional purposes, however, use was not as readily established. Nine of the ten teachers revealed that they did not use Facebook or Twitter with their students. Joanna and Dale's districts had policies preventing them from using social media with their students. The remaining seven suggested that their administration was supportive of using technology of all kinds in their classrooms. They [administration] valued the positive features of engagement, interaction, and expression. Initially interview responses indicated that there was support for social media use by teachers and school administrators. As interviews progressed, however, it became clear that both Facebook and Twitter were blocked on school web filters for all seven teachers. This caused some contradiction in perceptions of support and allowance of use.

Two of the teachers interviewed described using social media with their students. Both teachers used Twitter. None of the teachers interviewed used Facebook in the classroom. The first instructor was Paige. She described an assignment that required students to use the Internet to search for Twitter posts. Students did not use a Twitter account or log into Twitter to complete the assignment, however. It was completed solely using Internet searches. The students were able to read and compare tweets but were never asked to login, send a tweet, or interact with other Twitter users. The second instructor, Tammy, was the only instructor who described integrating social media into her lessons using active student accounts. She invited students to follow her on Twitter but did not follow them in return. She tweeted reminders to her students, sometimes had twitter chats, and shared articles of interest. The articles were to be read before class and then revisited during a class period. If they did not have a social media account, they were still able to access the content using other forms of technology such as Canvas, the LMS that Tammy used with her students. Although Tammy expressed enthusiasm for using social media she did have her reservations:

I haven't figured out the niche with social media in the classroom as far as something constant that's procedural. It's something that you have to have procedures and consistency. I don't know, I haven't figured that out yet. Maybe if we were all part of one group or something... Sometimes I'll use it but very rarely do I build assignments around social media.

It was also noted that although school districts blocked social media, both teachers and students were accessing social media by circumventing the firewall and using their personal data plans. There was an inability to control or monitor whether students were connected to the district network or their own network. Although social media was being blocked as a safeguard, students were connecting to it anyway. Melinda did not support the use of social media in her classroom and was frustrated that students were still able to access it. She explained, "They keep

telling us it's blocked, but I can tell you, it isn't...I constantly tell them, 'Close that Twitter. Close that Twitter. Put that away.' I say it all day long."

YouTube was the one social media site that was consistently unblocked and was used by six of the ten teachers in their classroom. Dale stated that at one time he was "pretty famous for being the teacher who used YouTube all the time." Melinda liked that it provided students who had a "low frame of reference and a very low prior knowledge" the ability to view and experience an event or see a location they may not have before. Addy integrated YouTube as a visual to supplement learning and address multiple learning styles, as did several of the other teachers.

Although not considered social media, Remind 101 was the technology application mentioned most by teachers as being used in the classroom to communicate with students. Seven of ten teachers used Remind 101 with their students as a one-way text communication to remind them about tests, due dates, and general information. Student could not respond to a message but it did allow for instant communication from the teacher through a personal device. The ability to control and contain the communication was important. Brittany considered the possibility of using Twitter in this way:

I think that if it could be done in a safe environment, Twitter would also be a great way to send out reminders to students. The concern is that it is public...somebody tweets out something public like that that may indicate where students are going to be, can create some risks and hazards for people who may be trolling or stalking in those ways.

Other teachers also had reservations about using social media with their students. "I think we have a lot of kids who cyber-bully," stated Melinda. "In my years in administration...I can't tell you how many fights start at school because what somebody said about somebody else on Twitter." Student privacy and the need to educate students in the use of social media was a concern for Brittany. She explained,

I think that we really need to teach them how important what they do on social media is to their future...I don't see some of these more open sites as really being usable for the classroom...When you do start posting these things and they're essentially public, it's not really an appropriate place for students to be as part of the school day.

Melinda also expressed her concerns with using social media with students,

I think social media is a two-edged sword because on one hand, I can see a lot of positive things that can come from it because it allows kids to be connected. But it also requires people to have a certain sense of decorum. Because they're still teenagers...you have one or two kids who push the limits and put things down that are inappropriate.

Although most did not use social media for instructional purposes, there were some positive thoughts about using social media with students. Addy explained, "The kids are involved in social media right now. It's...a way they like to interact. I think if there's anything you can do to connect with kids, it's just going to help you in the classroom." Diana stated she believed that

In terms of just helping them expand their ideas, bounce ideas off of one another and individuals that maybe aren't in our classroom I think it could be a really great learning tool for broadening their perspective on whatever it might be that we're discussing or learning about.

These positive reflections did not incite these teachers to put social media into practice, however.

Social media use for collaborative instructional purposes was not realized through interview discourse. There were several factors that prevented the integration of social media into the learning process. Although teachers expressed positive support for the use of social media, district policy and a hesitation to subject students to the unfiltered world of social media contributed to stagnate integration.

### Secondary Topics of Inquiry

Secondary teachers' attitudes and beliefs toward social media were mixed. Although the general consensus was that social media provided positive connections with family and friends, teachers were cautious about what they posted and scrutinized what was posted about them. It was understood that although they were using their personal accounts to interact on social media,

discourse potentially could be seen outside of their immediate network and viewed by colleagues, community members, students, and administration; all of whom might misconstrue images or posts as inappropriate, resulting in reprimand or even job loss. For a few of the secondary teachers, this looming consequence was the determining factor that influenced their decision to post the absolute minimum or to not use social media all together. In addition, teachers expressed concern that social media use in the classroom, if not managed properly, could result in inappropriate behavior and posts by students. This worried many of them. Teachers stated that student training in social media use and clear expectations and consequences were missing in their classrooms. They expressed a need for it but did not offer to provide it themselves to students. Conversely, teachers stated that they too had not received specific training on how to use social media with their students or for instructional purposes. Last, even if they wanted to use social media for professional or instructional purposes, the school network firewalls were set to block these types of sites so that external interactions could not occur with students, teachers, and social communities. Although this was blatant, it did not prevent students from using their own networks to access social media while on campus. This brought an additional layer of frustration for secondary teacher when attempting to manage their classrooms.

Teachers who used social media for professional purposes expressed overwhelmingly positive gratitude and appreciation for the resources they found and connections they made. Those who did not use it for professional purposes indicated that if they were to use it, they could see the benefits of what it offered. The current state of social media use was primarily limited to personal and professional purposes. Teachers used it to connect with family and friends. They used it to connect with like-minded educators and personal learning networks to locate teaching resources. Many indicated that they could see a benefit of students interacting



and learning from others through social media. In the end, however, they did not use social media for instructional purposes. The majority voiced concerns about student privacy, a feeling of not being able to control what students were doing on social media, a lack of training for themselves and students, possible inappropriate behavior, and the inability to access social media through network firewalls.

Secondary teachers had a bittersweet relationship with social media. They liked that they could easily post, read, and share when they found the time. Most voiced affirmative testimonials about how they used social media to share life experiences with their friends and family, near and far. They were able to connect with their community and show positive affirmation about student and district accomplishments. Conversely, social media created a loss of time for some when they were reading and posting. The sharing of too much information made participants wonder if they really needed to know everything about their social friends. They were also apprehensive about what they posted due to possible career repercussions and felt if used in the classroom there could be unwanted consequences for students as well.

#### *Major Themes Uncovered*

Four themes were uncovered during the analysis of the data. The themes were: Support and Constraints, Time, Privacy, and One-way and Two-way Communication (see Figure 3).

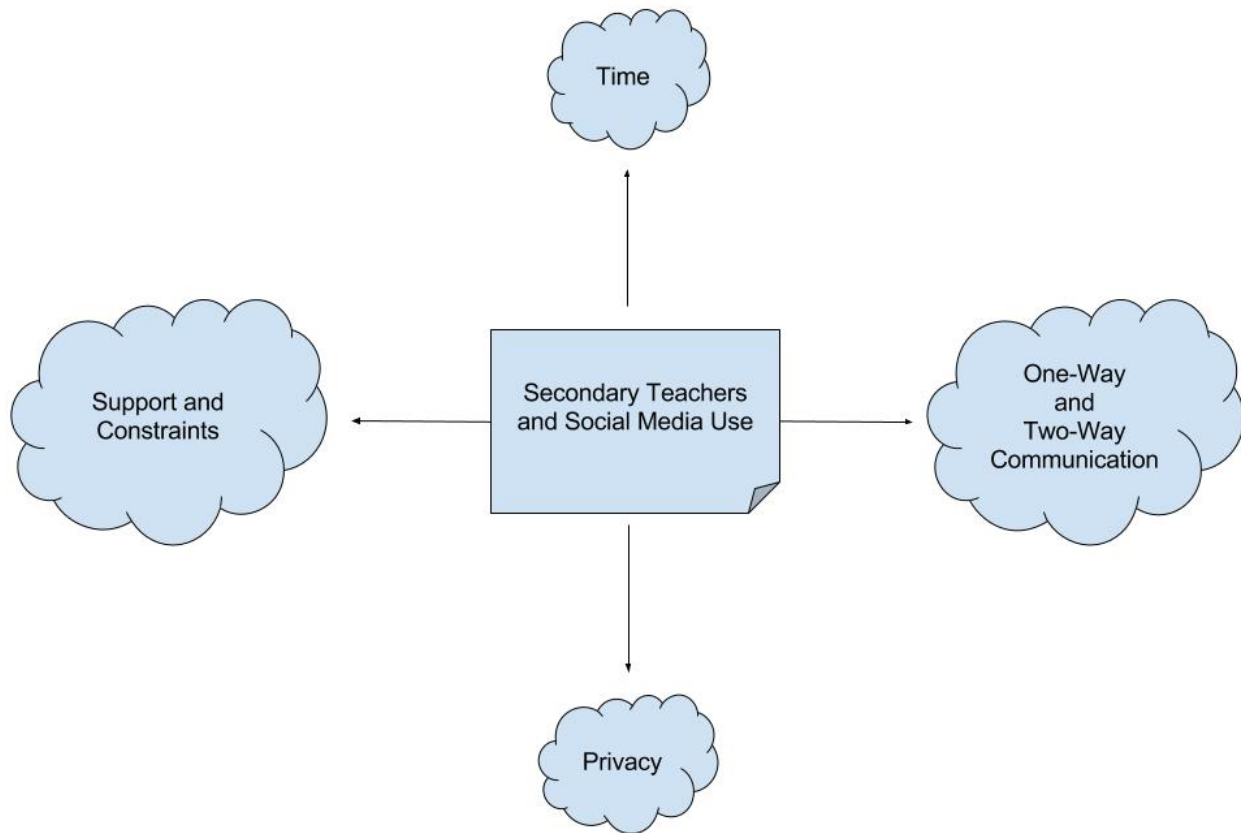


Figure 3. Themes

### Theme One: Support and Constraints

Data analysis uncovered two opposing forces contributing to the perceptions of teachers and social media use for instructional purposes. Eight of the ten teachers stated that if they desired to use social media for instructional purposes they believed their administration would support the idea. These same teachers indicated that although they had the verbal support of administrators, the district's network firewall blocked social media applications from being accessed. There was a disconnect between what was being perceived as being supported by administrators at the campus level and what was actually being supported by technology administrators at the district level. When asked if his administration supported the use of social

media Dale explained, “We have an English teacher who does a live - Tweet thing where they read a story and they live - Tweeted...I know that’s been definitely supported and applauded by our administrators...” Then continues later in the interview to say “Our district policy discourages the students being on social media while they’re at school.” This showed a contradiction in actions and understandings.

Of interest was that although teachers believed their campus administrators would support them, none of the teachers who reacted positively to social media use for instructional purposes stated that they had approached administration about unblocking it. They consistently described a supportive atmosphere to integrate social media yet they were also aware it was not readily accessible through district network connections. This is what Paige had to say,

They don’t have a problem with us using social media in the classroom as long as if they pop into our class and the kids are not on personal Twitter accounts or wasting time doing that rather than educationally being involved...I think Twitter now sometimes has been blocked from the students because they upped the firewall again.

Neither Paige or any of the other teachers gave indication that they questioned this or requested access if social media was blocked. Based on transcript analysis, the lack of effort to pursue integration of social media for instructional use was most likely driven from the teacher’s stated concerns with student privacy and sharing of personal information, in addition to their belief that social media may be too distracting in the classroom and unmanageable. This is exemplified by Melinda’s statement,

They would like to see our kids use technology. [Name of school district] has a very strong, strong technology component...I’d like to see it [social media] used in a positive way. I think it is a powerful tool when used in a positive way...They keep telling us its blocked, but I can tell you, it isn’t...I constantly tell them, ‘Close that Twitter’.

She expressed the support and encouragement she believed her school offered for the use of technology but later stated that social media is allegedly blocked, although her students could

access it. Her reaction to its availability was not of encouragement for pedagogical use but adamant discouragement.

Only one teacher, Tammy, was able to use social media successfully with her students but it was not clear if the students were connected to the district network or their own data plan when they did so. Tammy explained, “We’re not blocking people from Twitter or Facebook or the WiFi or Snapchat or any of that because someone filed a bully report or something, not that I know of, I haven’t heard any of that.” Her response showed promise in that social media was not being blocked but did indicate some uncertainty as to whether she was aware of the most current policy.

#### Theme Two: Time

Time was a concern for teachers at various levels. The subject appeared in all three social media use environments (personal, professional, and instructional). With personal and professional use, teachers stated their concerns about the amount of time that disappeared while they used social media. Teachers like Jesse conveyed that they were busy with family and work and did not have the extra time to devote to using social media.

It’s a time factor...I barely have enough time to post on Facebook, even to wish my friends a happy birthday...I think it’s a great way to communicate and keep in touch. I think if I had more time, I would probably use it all the time. I would probably be like those people that, you know, probably have nothing else to do...I have things to do (Jesse).

Teachers also had concerns about the amount of time it would take to learn how to use social media and then integrate that into their learning environments. Addy explained, “The only negative to me with social media, and that’s just because of lack of knowledge of use, is the time it takes to learn how to do it. Putting it together on top of all the day-to-day routines that you have as an educator.”

The teachers also articulated distress about monitoring students and the amount of time it would take to make sure they were not misbehaving on social media or veering away from assignments. In general, the teachers described social media as a time thief.

### Theme Three: Privacy

The need to protect personal information and be self-aware about what was posted and seen on social media was a recurring theme. The teachers enjoyed using social media but understood that there were consequences if something was deemed inappropriate, even on a personal social media site. Tammy expanded, “I think that I've chosen a profession that has unstated expectations. They're not really contractually there but they're just expected of people who teach. I think you have to be careful with social media as a teacher.” They feared reprimand and also had much concern about students posting inappropriate information or using social media inappropriately. Melinda gave the following example, “So if you want to see who was in the fight or what’s going to happen or what the next school prank is or who’s sharing answers, all that’s on Twitter... The students, they’re so dumb because they put it all out there.”

The need to educate students in the proper use of social media was also discussed.

Brittany explained,

I think that it’s something that students need to know how to use safely and appropriately. They think that, yes, but I’m still a teenager so it really doesn’t matter. They really don’t see the longevity of some of the things that they do on social media and how long it can hang out and how easy it is to find these things that they think that they’ve deleted or they think they’ve gotten rid of.

Concerns about teacher and student privacy were readily mentioned throughout the interview process. Coding and textual evaluation identified this as a primary theme.

#### Theme Four: One-way and Two-way Communication

The fourth theme that emerged pointed to social media use and communication. It was discovered that teachers interacted differently with users of social media depending on the purpose. When social media was used for personal purposes, it created a robust environment of two-way communication and interaction. Facebook encouraged bidirectional communication between family and friends, as exemplified by Melinda, “[On] Facebook I contact all of my family and stuff...A lot of family members... we keep up with each other, who are all in different places.”

Social media used for professional purposes allowed for both one-way and two-way interaction. Facebook and Twitter were engaged to connect with personal learning networks and to interact with the community. Depending on the post or intent, the interaction could be one of receiving or giving information, developing deeper thoughts, broadening a point of view, seeing both sides of a debate, and/or getting the viewpoint of others. Brittany explained, “I participate in Twitter conversations and stuff like that that are specifically geared towards English teachers and writing.”

Teacher interaction using social media for instructional purposes was predominately a one-way contact. Teachers used YouTube and Remind 101 as a means to push information to students but not pull any back. Facebook was not used at all for instructional purposes. There was no back-and-forth, social interaction with these products. Dale’s explanation of how he used social media with his students provided an accurate overview,

I do use videos in my GT class quite a bit, but as far as the other social networks, we don’t ever use Twitter in class. We don’t really use Facebook. We use Edmodo some, but we don’t use it as social media. I know that they can call back and forth, but I had that disabled, since they’re not allowed to use Facebook at school, they kind of go crazy on it and it inundates me with messages...I only use that as a method for them to turn in work.

Although Addy and Paige stated they used Twitter with their students, they did not integrate Twitter in a way that applied the social, interactive capabilities of the products. Addy used it to send motivational quotes to her basketball students but did not integrate it as a learning or social tool. It was basically a one-way push of information. Paige had students Google Twitter feeds but they did not log into Twitter. In turn, social communication did not occur. Tammy was the only teacher of the ten who stated she interacted with students for instructional purposes using Twitter. She sporadically engaged students in Twitter chats on specific topics. These chats were exclusive to her students and did not encourage two-way interaction with outsiders.

### Summary

After a lengthy recruitment process, ten secondary teachers were enlisted and interviewed for this study. Interview analysis revealed that each participant conceptualized social media uniquely. Facebook, Twitter, and YouTube were the social media applications preferred and used most often for personal, professional, and/or instructional purposes. Remind 101 was an ancillary application employed by seven of the ten teachers in the study. Although not considered a social media, Remind 101 did provide a one-way text communication between teachers and students through the use of a personal device. This allowed for a controlled conversation, although not interactive.

The analysis clearly showed that teachers called on certain social media applications to perform specific functions in their lives. They enjoyed using Facebook to communicate with their family and friends. Both Facebook and Twitter provided connections with professional learning networks. Facebook was also a resource to communicate with administrators and the community. In the classroom, teachers indicated they used Twitter as a learning tool. Their described activities, however, did not truly conform to the benefits of the social interaction and

sharing of information offered by Twitter. Facebook was not used for instructional purposes by any of the teachers. Remind 101 was also significant as it was used by seven of the ten teachers as a one-way communication tool with students. YouTube was the most identified social media tool used by teachers for instructional purposes.

Four themes emerged from the data analysis. The themes were: Support and Constraints, Time, Privacy, and One-way and Two-way communication. Support and constraints were realized as teachers expressed the support that administrators offered for social media use, and at the same time indicated the constraints of firewall restrictions preventing them from accessing social media on school property. There were two opposing forces of support and constraints. The two never met in the middle, however. The second theme, time, reverberated in that teachers discussed losing time while on social media. They also expressed a need for more time so that they and their students could learn how to use social media effectively. Privacy was the third emerging theme. Teachers communicated a need to be mindful of what they posted and what was posted about them. They knew that social media was not private and that inappropriate postings could result in reprimand or job loss. The final theme, one-way and two-way communication, revealed that teachers communicated in different ways depending on the use of social media. They were more likely to have two-way communications when using social media for personal purposes. Professional social media use elicited two-way communication but also lent itself to a one-way stream. Instructional social media communication was primarily one-way. Information was sent to students but social exchange of ideas and information was not requested back.



## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### Introduction

The previous chapter dealt with the analysis and interpretation of data obtained through purposive interviews of secondary teachers. This chapter will provide a summary of the research project. Findings from the literature review and the phenomenographic investigation will be presented. Recommendations, serving as guidelines for instructional technologists and educators to better utilize social media in secondary schools, can also be found in this section.

This qualitative research project sought to uncover the ways in which secondary teachers experienced, utilized, conceptualized, realized, and understood social media (Ornek, 2008). Variations of these teachers' collective experiences were explored (Andretta, 2007). Their stories, insights, and ideas were unique and individual, yet many had common threads and themes. The primary topic of inquiry of this research dealt with how secondary teachers used social media for personal, professional, and instructional purposes. Secondary topics of inquiry investigated secondary teacher's attitudes and beliefs towards using social media, their current state of social media use, and the types of relations they had with social media.

The research was limited to secondary teachers' interactions with social media for personal, professional, and instructional purposes. To collect qualitative data, interviews were conducted with ten secondary teachers matching the selection criteria found in chapter three. The secondary teachers were retained through a combination of snowball and purposive sampling.

Chapter one introduced the problem and the proposed study. Social media adoption and its uses were described. Definitions of terms were included for the purpose of clarification.

Topics of inquiry were stated, as well as the declaration of a subjectivity statement. The research design and methods were introduced.

Chapter two focused on the literature review discussing social media use by secondary teachers for personal, professional, and instructional purposes. It was noted that more literature existed on social media use by students than by secondary teachers. Administrators, school districts, and higher education institutions also presented articles describing their experiences using social media. The literature additionally revealed legal cases involving educators who allegedly misused social applications.

Chapter three described the research methodology and the design of the research project. The role of the researcher and participant were discussed. Participants were selected purposively, with the criteria outlined. Interview questions were semi-structured to allow for flexibility. Data collection, analysis, validity, and methodological rigor were discussed.

Chapter four described the qualitative data collection process. Phenomenology was employed as the qualitative research method. The data was analyzed using inductive analysis. This analysis led to the findings, interpretations, and recommendations.

### Findings and Interpretations

Current research and literature relevant to the topic of social media use by secondary teachers for personal, professional, and instructional purposes were discussed in chapter two. Social media has been described as technology applications that allow users to participate in diverse “communities through functions such as communicating, sharing, collaborating, publishing, managing, and interacting” while using the Internet (Mao, 2014). The communication among and between users seems to be the greatest focus of social media (Friedman & Friedman, 2013). Early research of Web 2.0 technologies, such as blogs and wikis,

as well as more recent research on social media such as Twitter and Facebook indicated a push for teachers to use social media in education (Mao, 2014). This adoption has occurred more readily in higher education (Mao, 2014). Research of social media use in K-12 is less extensive but has increased with the popularity of mobile device and tablet computing in public schools (Mao, 2014; Tess, 2013).

The literature review concentrated on social media use by secondary teachers, with inclusion of use in secondary education. The search was narrowed to include specific social media applications such as Facebook, Twitter, and YouTube. Additional topics appeared, which were deemed relevant and included in the literature review.

The following summarizes the findings obtained from the literature review. The synthesis of these findings combined with the outcome of this study will be discussed, keeping in mind the context of social media for teaching and learning.

#### Social Media Use by Secondary Educators

Minimal qualitative literature was identified that communicated social media use by secondary teachers for personal, professional, and instructional purposes. Most of the studies were quantitative in nature with some employing mixed method approaches. Research found that both teachers and students reported comparable adoption rates of social media (Pew, 2013). The use of social media by both teachers and students did not provide proof of effective social media use in public schools, however. “Tess (2013) concluded that empirical evidence is lagging in supporting the argument for integrating social media as effective educational tools” (Mao, 2014). Missing also from the evidence are first-person descriptive accounts from secondary teachers and their ideas, feelings, and experiences of using social media for personal, professional, and instructional purposes. These missing stories and studies encouraged and inspired the

undertaking of this dissertation research. A summary of the literature review and study findings follows.

### *Personal Use*

Quantitative and mixed method data found that compared to the general population, teachers led the way in technology adoption when at home (Purcell et al., 2013). Teachers preferred to use social media, video sharing, and instant messaging for personal purposes (Valtonen et al., 2014). Six of ten teachers in a Pew Research Center (2013) study indicated they used social media daily for personal use.

Results from this study mirrored many of the results found in the literature review. It was found that secondary teachers used social media for personal purposes. Specifically, nine of the ten secondary teachers interviewed stated they employed Facebook as their primary tool to communicate with family and friends. YouTube was also signified by seven of the ten secondary teachers as a social media application of choice for personal use. Two of the ten teachers used Twitter for personal purposes. As in the Pew Research Center study (2013), six of the ten secondary teachers in this study also stated they checked their personal social media once a day, if not more. Teachers used personal social media as a two-way communication tool to share, read, and respond to posts submitted by family and friends, and in some instance co-workers and former students. Joanna stated she enjoyed social media because of its “Ease of communication, free communication, being able to keep in touch, knowing what’s going on with people, and being able to facilitate and organize events with large groups of people who all live in different places.”

### *Professional Use*

The review of the literature discovered that teachers in the United States used social media for professional purposes at a much higher rate than the average adult (Carpenter & Kruka, 2014). Facebook, Pinterest, LinkedIn, and Instagram were all used to grow learning communities. Twitter was by far the most used social media application for professional sharing (Anderson, 2011; Carpenter & Kruka, 2014; Visser et al., 2014).

Study participants indicated that they too used Twitter as their primary form of social media to interact with peers and other educators. It provided a quick way to build their personal learning networks, as well as share and locate resources for their lessons. Seven of the ten secondary teachers interviewed specified they used Twitter for professional purposes. Dale provided the following antidote, “I don’t even open it [Twitter] everyday, but whenever I’ve got a few minutes here or there, I’ll open it up and I’ll just skim through my Twitter feed, and I’ll bookmark 15-20 sites that just blow me away.”

Differing from the literature review, Facebook was considered a primary social media professional resource by the study sample. Nine of the ten secondary teachers stated they used Facebook as a professional social media tool. Facebook was not employed to build professional communities in the same sense that Twitter was. It was engaged to communicate with the local community, parents, and other stakeholders. Facebook posts typically evolved around the accomplishments of students and positive happenings in the school district. School closures or emergency announcements were also communicated through Facebook. It was a vessel to enhance the image of students, teachers, and school districts through posting of accomplishments, social responses, and Facebook likes.

Teachers were both contributors and consumers when engaged in professional social media use. A one-way and two-way flow of information was uncovered during interview analysis. For example, Melinda used Facebook as both a social and networking tool. She explained,

Before it was mostly for socializing and then I started using it [social media] to network with other teachers. I still have friends in other districts, and when I get an article that I read that I think is really great, I'll post it and I'll just tag those people. Then we'll chime in and talk about it.

### *Instructional Use*

Facebook, Twitter, and YouTube were mentioned most often in the literature review as the social media applications integrated in the classroom (Asterhan & Rosenberg, 2015; Benzer & Gul, 2013; Dreon et al., 2011; Fewkes & McCabe, 2012; Journell et al., 2014; Marciano, 2015; Mourlam, 2013; Tamim, 2013; Zainol et al., 2011). These studies were primarily student-centered. Both positive and negative outcomes were encountered when employing social media with students. The data from previous studies also indicated that teachers did not feel comfortable investigating the pedagogical benefits of using social media for instructional purposes but preferred to use pre-created materials (Valtonen et al., 2014).

Twitter, YouTube, and Remind 101 were the social media applications mentioned most by the teachers in this study when asked what they employed for instructional purposes. Analysis of the interview data indicated that although teachers mentioned Twitter as a social media learning tool, only one of the ten teachers actually interacted with students using Twitter. YouTube was used by six of the ten teachers in the classroom. Remind 101 was indicated by seven of ten teachers as being an instructional social media application employed. Of interest was that the two social media applications used, YouTube and Remind 101, were used as one-way communication tools and did not provide the inherent interactive, collaborative features that

true social media afforded. This study contradicted the literature findings in that Facebook was not used for instructional purposes by any of the teachers interviewed.

There was some similarity with the literature in that the reported findings indicated a lack of comfort with using social media for instructional purposes. Teachers stressed they did not have enough training to effectively integrate social media applications into their classrooms. A lack of time also influenced their apathy to becoming proficient in social media use.

#### *Other Social Media Sites*

Additional literature presented that secondary teachers preferred to use social media in their personal worlds. In the classroom, however, they focused on other applications (web 2.0 tools) to engage students. These included learning management systems, wikis, blogs, and collaborative websites such as Google tools (Bartow, 2014; Casey & Evans, 2011; Page, 2015; Valtonen et al., 2014). The literature indicated that in addition to some inclusion of social media, teachers preferred to use a combination of applications to engage their students.

The findings in this study coincided with the literature. Secondary teachers preferred to use social media in their personal lives and varied technology (Web 2.0) applications for professional or instructional purposes. From the interview analysis, it was also clear that teachers had preferences for certain applications in each of the three environments discussed in this study (personal, professional, and instructional). Facebook (n=9) and YouTube (n=7) were the social media tools most often indicated for personal use. Other applications, such as Snapchat (n=1), Instagram (n=1), Twitter (n=2), and Pinterest (n=1) were also employed for personal use. Twitter (n=7) and Facebook (n=9) were most often specified as professional social media preferences. Additionally, Pinterest (n=3), LinkedIn (n=1), and Google Classroom (n=1) were mentioned for the purpose of professional connections. Teachers described using Remind 101 (n=7), YouTube

(n=6), and Twitter (n=4) most often in their classrooms. In addition, TeacherTube (n=2), Snapchat (n=1), Google Voice (n=1), QR Codes (n=1), Instagram (n=1), Edmodo (n=2), Schoology (n=1), Padlet, (n=1), Plickers (n=1), Canvas (n=1), and Google Classroom (n=1) were specified as technology applications adopted for instructional use.

This eclectic list of technology applications indicates that teachers are not afraid to use technology. For instance, Joanna stated, “I do use Google Classroom, which is...It’s a lot like Facebook and a learning management system had a baby. It really functions like social media...Students can talk to each other.” Brittany chose her instructional technology based on privacy. “I use Padlet and then looking at using Schoology and some that are a little bit more closed environments than the open environments of Twitter or Facebook or Snapchat or anything like that.”

Each application offered a specific or proprietary feature that provided a certain pedagogical solution to presenting or engaging students with content. Although open social media applications were chosen for personal and professional purposes, they did not provide an instructional solution for most teachers.

#### *Other Realms of Social Media Use*

##### Legislation, Policies, and Plans

Freedom of speech has been challenged repeatedly in the justice system (Rubin, 2014). Social media has extended the need to “regulate the online activities of students and school staff” (Rubin, 2014, p. 11). Research unearthed several court cases finding educators liable for using social media inappropriately or in a disruptive manner (Di Marzo, 2012; Papandrea, 2012, Rubin 2014). These cases resulted in reprimand or job loss. Students also found themselves in court for social media use, bringing about acceptable use regulations and anti-bullying bills (Bemiller &



Trendafilova, 2012; Rubin, 2014; Feeney & Freeman, 2015). First Amendment protection seemed to be more lenient for students than teachers (Rubin, 2014). These legal cases discouraged teachers from using social media extensively and prompted some to not use social media at all (Papandrea, 2012).

Secondary teachers in this study indicated repeatedly that they had concerns with over-sharing when using social media and a fear of posting something that might be misconstrued or possibly warrant reprimand by their employers.

Bullying was also indicated and detailed by Melinda who had seen this first-hand during her tenure as a campus administrator. She stated,

I think we have a lot of kids who cyber-bully each other through social media. In my years in administration, I can tell you I saw...I can't tell you how many fights start at school because of what somebody said about somebody else on Twitter...tons of kids cyber-bully each other.

Some teachers like Paige and Diana stated that they did not post on social media because they valued their privacy and divulging too much information might not be in their best interest. Paige explained, "I've read things in the past where teachers did things in their private life that somehow or another got smeared across social media and then it caused them to lose their job. I don't have a Facebook account."

#### School Districts and Administration

Research disclosed that school districts and administrators employed social media to interact with other principals, students, teachers, and their communities. Use of social media tools by school districts and administration has become an expectation (Carpenter & Krutka, 2014; Cox & McLeod, 2014; Davis, 2010).

Analysis of the interview data demonstrated that school districts and administrators did use social media as indicated in the literature review. When asked, Jesse stated, "They post all

the time. We have our own Facebook. I think they have their own Twitter, Instagram. I think they have a little bit of everything.” Additionally, teachers were expected to connect with communities using social media in the same manner that districts and administrators were.

### Higher Education

It was found that higher education institutions and educators had conducted the majority of the research investigating social media use with students. The research focused on undergraduate and graduate student use. Literature was uncovered that encouraged social media use for student support, distance learning, and teaching and learning in the classroom (Blankenship, 2011; Powers et al., 2012; Warren et al., 2013; Wilson, 2013). Although the focus of this study concentrated on secondary teachers use of social media, the inclusion of higher education literature was relevant in that it provided examples of the diverse situations that social media has been incorporated.

### Themes

Thematic inductive analysis of the qualitative data produced four themes. These themes provided description and recognition of important moments from the interviews. The perceptions, feelings, and experiences that coalesced into these four themes resonated with all of the secondary teachers in this study.

#### *Theme One: Support and Constraints*

Interview analysis indicated that secondary teachers believed their administrators expressed a feeling of support for using social media on campus. Teachers explicitly stated they believed their administration would support the use of social media if they chose to integrate it into the classroom or use it on campus. The actions of administrators using Facebook and Twitter to promote the district indicated to teachers that social media use was acceptable and supported.

For instance, after being asked if her campus administration was encouraging of her using social media Addy stated, “Yeah, there’s lots of support. I think our administration is supportive. I think they want us to utilize that [social media]. I think they want us to go paperless. They want more technology, more of using those things accessible to use.” A little later in the interview she added, “We are blocked from Facebook. So well, I would say that’s something that they don’t want to see utilized.” This statement contradicts the impression that campus administration is presenting with the reality of what is actually happening.

After evaluating the interview transcripts and analyzing emerging themes, several factors surfaced indicating contradictions in actions.

1. A communication disconnect materialized. Firewall restrictions imposed at the district level generated constraints for accessing social media through district networks. Although teachers indicated that campus administrators expressed support for the use of social media, the firewall restrictions enforced by district administrators signified otherwise. There was miscommunication between the campus administration and the administrators who imposed the firewall policy. Although teachers believed they had support to use social media, and administrators modeled social media use, they encountered continued blocking of social media applications in their classrooms and on campus because of a lack of shared consensus for use across the district.
2. Because social media applications were blocked, both teachers and students circumvented the firewall by using their personal data plans. Firewalls were blocking social media sites only on the district network. It is possible that an acceptable use policy might have been in place restricting the use of these types of websites. The teachers and students who wanted to use social media were violating policies so that they could access

it anyway. Of question was whether policies were not being adhered to or not made clear, or whether execution of consequences was not adhered to or not made clear when the firewall was being breached. This indicated a need to implement, change, or clarify district policy regarding on-campus access of social media.

*Theme Two: Time*

Analysis of the data revealed that secondary teachers were concerned with social media and time allocation.

1. Loss of time: Secondary teachers were surprised at how much time passed when they used social media. Some indicated they were concerned that they had lost personal time that could have been used more wisely. Descriptions of addictive behavior surfaced. There was an obsession to access social media. When they did access it, some lost track of time and this was disconcerting to them.
2. Too busy: Secondary teachers stated they did not have extra time to spend on social media. They were busy with their work and family relationships. Social media was not a priority in their daily routines. They preferred to stay private and focus on family and friends, not technology.
3. No time to learn: Secondary teachers expressed that learning how to use social media for instructional purposes was too time-consuming. They conveyed that they did not have time to learn how to use social media, let alone how to effectively integrate it into the curriculum.
4. No time to teach: Secondary teachers expressed a lack of time to teach students how to use social media. Although they believed it was important for students to understand the ethical implications of using social media and that rules and etiquette were important for

students to understand, they did not make time during regular class hours to teach students these concepts.

5. No time to monitor: Secondary teachers expressed their concerns with monitoring students while they were using social media. It was felt that too much time would be needed to monitor what students were doing on social media. Social media and personal devices were time distractors and most students used them as toys instead of learning tools.

#### *Theme Three: Privacy*

Another important finding was that secondary teachers expressed the need to protect their privacy and guard what was posted on social media. This held true for all three environments (personal, professional, and instructional).

1. Secondary teachers were concerned about their reputations, misconceptions, and sharing of too much information. Some teachers chose not to use social media or posted minimal information because they did not want to violate their privacy
2. Secondary teachers felt that social media use could potentially jeopardize their careers.
3. Secondary teachers expressed the need to protect their students' privacy, or at the least, believed that students should be made aware of the consequences of posting personal information.

#### *Theme Four: One-way and Two-way Communication*

Findings indicated that communication flow was contingent on the context and purpose for which secondary teachers used social media.

1. Robust two-way communication occurred when secondary teachers used social media for personal purposes.

2. Professional use of social media by secondary teachers elicited the sharing of information through both one-way and two-way communication.
3. When used for instructional purposes, social media was confined to one-way communication. This was primarily accomplished through the use of video sharing software (YouTube) and text messaging applications (Remind 101). The teacher was the provider of the information and the student was the recipient.

### Implications

This study offers several implications for use of social media by secondary educators. While social media has been endorsed as a viable tool to increase student engagement and promote collaborative learning, this case suggests that administrators, instructional designers, and teachers must first weigh the advantages of student engagement with social media (connections, access to resources, creating their own learning) with the disadvantages of its use (possible privacy breach, inappropriate behavior, negative responses, etc.). Because students at the secondary level are considered adolescents (under the age of eighteen) a more stringent approach will be needed to successfully integrate social media into the curriculum. This could be accomplished, however it would require training and preparation. Educators will need to choose if social media is beneficial enough to overcome the possible consequences of use.

There is also evidence of a bigger socio-political implication of using social media in that top-down administrative restrictions are preventing teachers from using effective tools like social media for instructional purposes. Public schools are inherently restrictive and protective about what teachers and students can do in their classrooms. These restrictions contradict the creativity and social nature that social media affords. Because of this, some teachers and students are taking risks, such as breaking policy, to use these tools. We must consider how teachers can

work with these situations and how productive or unproductive school restrictions and policies really are.

### Recommendations

Study findings indicated that although secondary teachers were comfortable with using social media in their personal and professional lives, use of social media with students had not been fully realized. Several factors contributed to this. Teachers stated a lack of training, for both teacher and student, on how to use social media in the classroom. Technology restrictions and concerns about time management played a role in latency of adoption. Privacy and the transparency of shared information created hesitation. Teachers also showed complacency with investigating the pedagogical benefits of collaboration that social media might afford.

The following recommendations were made to assist instructional technologists and educators to better utilize social media in secondary schools:

#### *Recommendation 1*

It is recommended that the campus instructional technologist or trainer provide instruction to secondary teachers on how to use social media with students. This recommendation coincides with data found in the literature review (Fewskes & McCabe, 2013; Mourlam, 2013). Training will increase secondary teachers' comfort levels to engage social media applications. The training should not only guide secondary teachers in the pedagogical components of integrating social media into lessons but also provide information for teachers to share with students so students may be better stewards when using social media. Pedagogical examples should be modeled so that secondary teachers have a means to mimic successfully social media use. Time management and the potential for over-use and Internet addiction should be outlined. Students should receive information and training on the need to stay on task when

using social media. The benefits and etiquette of communicating with others through social media applications should also be discussed with students. In turn, students will have a more productive experience using social media and, in turn, comfort levels will increase for both teacher and student. Training may initially be provided using a one-to-one or small-group model based on teacher interest. Teachers who show mastery and success using social media could then model their experiences for other teachers.

### *Recommendation 2*

Analysis of the interviews revealed that there is incongruence in the amount of support that is actually available for social media use for instructional purposes. An unstated disconnect presented between the support expressed by administrators and the actual support provided by technology at the district level. It is recommended that campus administrators and technology administrators communicate and clearly state the expectations and limitations of social media use for teachers. Campus administrators and instructional technologists may need to show the value of using social media with students so as to encourage leniency in the district firewalls. Once the policy of use has been clarified and written into district policy statements, administrators and teachers can rationalize the true expectations of social media.

### *Recommendation 3*

It is clear from the analyzed data and the literature review that secondary teachers are concerned with their privacy and sharing of information on social media. It is recommended that districts and school administration make clear to teachers what the expectations are when using social media for personal, professional, and instructional purposes. Districts should reiterate that although there is an appearance of privacy when using social media, teacher information might not be private. A teacher's position is unique in that he or she typically has more connection with



the local community as teachers may be perceived as public figures and “held to a higher standard of moral behavior” than the general population (Carter, Foulger, & Ewbank, 2008, p. 684). It is recommended that school district clarify expectations of appropriate and inappropriate social media use and possible consequences of misuse in an acceptable use policy or in the employee handbook.

#### *Recommendation 4*

Student privacy and Internet safety is a concern in public schools. It is recommended that instructional technologists and educators provide students with resources that expose them to safe online behavior while using social media. Many schools now have technology acceptable use policies. The wording for these policies may need to be reiterated by a teacher who intends to use social media with his or her students. If an acceptable use policy does not include social media use, it is recommended that such policy be added to a district-wide document to clarify expectations. To personalize the classroom experience, a social media safety pledge could also be presented to students. Examples of student pledges and Internet safety protocol are readily available on the World Wide Web. Instructional technologists should provide these resources to teachers so they may incorporate them into the student-training portion of social media introduction. Teachers should also take into account their districts policy about posting student images when using social media. If a parent waiver is required, the waiver should be obtained and permission to use and post to social media must be verified. Blocking social media or just saying no to it will not be the answer. Students will find a way to access social media on their own devices. Teachers and educators must to be proactive in providing students with the knowledge and information needed to use social media in a safe and responsible manner.

## Future Research

This qualitative study was small with only ten secondary teachers interviewed from a regional location. A study that is more geographically or economically diverse may provide a different perspective on how secondary teachers are using social media.

Similar qualitative studies could also be performed to obtain secondary teachers' perspectives on the training required, or provided, to use social media for instructional purposes. Discussion might evolve around the effectiveness of the training and how that transcends into the classroom.

A researcher could also investigate various school districts' acceptable use policies, asking how they approach the use of social media in the classroom and how effective these policies are.

Consider also researching the expectations of one-to-one school districts. Possibly asking, "How does social media use fall into the expectations of using one-to-one devices?"

The following recommendations are additional suggested for further qualitative research into social media use by secondary teachers:

- Motivation: Is a teacher with a high level of motivation more likely to use social media with students than a teacher with a low level of motivation?
- Engagement: Does the engagement level between teachers and students contribute to a secondary teacher integration of social media?
- Openness: Does a level of openness to new experiences contribute to a teacher's willingness to integrate social media into the secondary classroom?
- Personality: Does a teacher's personality type contribute to his or her willingness to integrate social media into a secondary classroom?

- Introvert/Extravert:
  - Does being an introvert or extravert contribute to a teacher's wiliness to integrate social media into their secondary classroom?
  - Does using social media play a role in turning an introverted student or teacher into an extraverted one?
- Age: Does a teacher's age really make a difference? Do younger or recently graduated teachers have more of a tendency to use social media with their students than older more seasoned teachers?

### Conclusion

The intent of this phenomenographic study was to uncover how secondary teachers used social media for personal, professional, and instructional purposes. Their textural descriptions offered rich accounts and understandings of each participant's construct. The study investigated the qualitatively different ways that secondary teachers experienced and understood social media (see Figure 4).

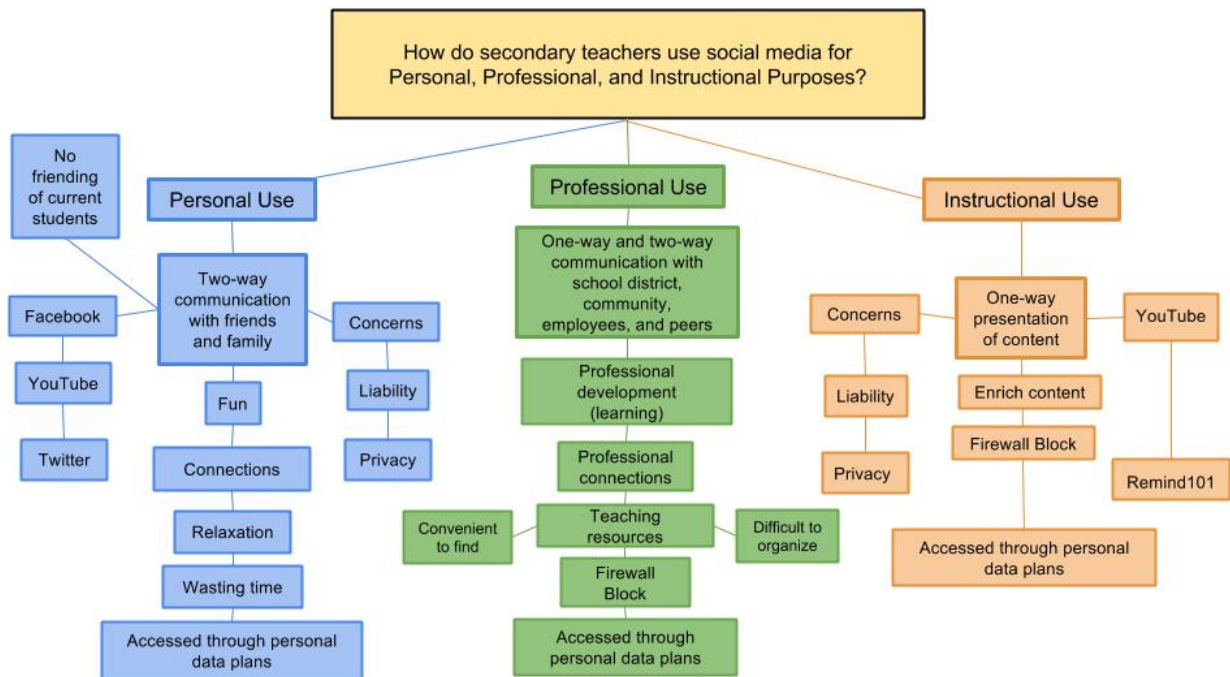


Figure 4. Social Media Uses

According to a 2015 Pew Research Center study, 65% of American adults are using social media (Perrin, 2015). This is up 7% from the research center’s initial tracking ten years earlier (Perrin, 2015). Social media applications have been embraced and incorporated into the lives of both educators and students (Shah, 2010). An MMS Education survey (2012) of approximately 350 teachers found that 85% had joined at least one social media network. They also revealed that 80% kept their personal and professional accounts separate (MMS Education, 2012). This same survey disclosed that 73% of these teachers found social media very valuable when connecting with family and friends. Only 18%, however, indicated the same for connecting with students (MMS Education, 2012). Ferdig (2007) suggested that social media has the potential to support student learning. The potential lies in its ability to support collaborative activities, interaction, and inquiry (Valtonen et al., 2014).

Like the MMF Education Survey (2012), this study found that secondary teachers actively used social media for personal purposes to collaborate with friends and family. Secondary teachers also valued the information and collaboration they experienced when using social media to engage with their personal learning communities, districts, and other teaching professionals. Unlike personal and professional purposes, however, secondary teachers did not embrace social media as a two-way communication with students. Although most participants gave every indication they valued social media, they had not realized the same value for instructional purposes. This lack of value likely came from a lack of understanding how to effectively integrate social media technology into their pedagogy. There was no real understanding of the affordances of adopting social media for instructional purposes or how to incorporate it into the lesson plan. Mao (2014) stated that, “The changed concepts of learning and informal learning derived from social media use may need to be considered as the ultimate goal for designing future learning environments (p. 222).” For social media to be effective for instructional purposes, the affordances of social media and inclusion of integration design would need to be realized at all levels of a school district.

Student privacy policies and age restrictions also created hesitation by teachers to use social media in a collaborative open format. There was concern that students would inadvertently share personal information or encounter unwanted attention by potential Internet predators. Cyber-bullying was also discussed as a consequence of using social media. These topics must be addressed through student involvement, open discussion, and clear expectations for “teachers that all student use of the Internet should be high quality, well-planned instructional activities” (Willard, n.d).

Four primary themes became apparent during analysis of the textual data. These themes identified social media influences with secondary teachers. The themes were:

1. Support and constraint
2. Time
3. Privacy
4. One-way and Two-way communication

Instructional technologists and administrators should consider these themes when planning and discussing the potential of social media use with teachers. Dialogue is suggested at the campus and district levels so that clear policies can be established and defined for secondary teachers. Districts, teachers, and students must take into consideration that there are ethical issues, possible risks, and logistics of using social media (Brake, 2014). If expectations are expressed transparently, these challenges can be overcome so that secondary teachers and students may realize the collaborative advantages of using social media. It is also suggested that Instructional Technologists provide professional development opportunities for secondary teachers that include pedagogical examples of how to use social media applications for instructional purposes including how to make closed groups (e.g. on Facebook) in which individuals must be accepted by a moderator before participating for the protection of students and teachers. This professional development should also include information that can be shared with students so as to foster productive interactions with social media.

In today's information age, social media has the potential to expand the way students and teachers collaborate and express themselves. If deployed in a thoughtful manner, social media will provide students an opportunity to "consume, produce, and share" information so as to "become co-creators of meaning" (Ariel & Avidar, 2015, p. 21). As a teacher, there is an obligation to encourage students to expand their perspectives and inspire learning through critical thinking and problem solving. Secondary teachers have an opportunity to move out of their

comfort zones by employing social media to accomplish this. Interactivity is the key to social media. This only occurs when a student can interact with another user's content. My hopes are that the data and suggestions in this paper will encourage secondary teachers, instructional technologists, and administrators to more readily consider social media as a viable tool to encourage participatory engagement in the learning process.

APPENDIX A  
INTERVIEW QUESTIONS



Proposed interview questions.

1. Tell me a little about yourself (include below prompting questions if necessary)
  - a. Where you are from?
  - b. What is your educational background?
2. Would you share some of your personal interests outside of the educational environment?
  - a. Do you have any hobbies?
  - b. What do you do when you are not at work?
3. Tell me about the grade and subject you teach.
  - a. How long have you been teaching this subject/grade?
  - b. How many students do you teach?
  - c. What sort of relationship do you have with your students?
4. Tell me about your work location.
  - a. How long have you been there?
  - b. Tell me about your situation there?
  - c. What do you like best there?
  - d. What would you change at work if you could?
  - e. What are your work goals?
  - f. Does this location meet your growth needs?
5. What do you mean when you say “social media”?

**The following questions refer to the use of social media from a personal (non-work related) manner:**

6. From the viewpoint of a private citizen and not an educator, tell me what your overall thoughts are about social media.

7. Tell me about when you first used social media personally (at home).
  - a. Why did you start using social media?
  - b. Tell me about the types of social media you use at home and why.
  - c. What are your thoughts about the pros and cons of using social media at home?
  - d. Do you enjoy using it personally?
  - e. How does your family feel about you using social media?
  - f. How often per day/week do you think you access social media when you are at home?
  - g. What is the purpose of the interactions you are having?
  - h. Are you still currently using social media for personal use? Why or why not.
  - i. Tell me about how you see yourself using social media in the future personally.

**The following questions refer to the use of social media related to your work, but outside of classroom and student instruction:**

8. From the viewpoint of a teaching professional, tell me what your overall thoughts are about social media.
9. Tell me about when you first used social media professionally (workplace use but not classroom).
  - a. Can you describe the reason behind using it professionally?
  - b. Tell me about the types of social media you use professionally and why.
  - c. Tell me about the types of experiences you have had using social media professionally.
  - d. What are your thoughts about the pros and cons of using social media professionally?

- e. Do you find it useful using it professionally?
- f. How supportive is your administration with regard to using social media professionally?
  - i. What type of support do they offer?
- g. How often per day/week do you think you access social media professionally?
- h. What is the purpose of the interactions you are having?
- i. Are you still currently using social media for professional use? Why or why not.
- j. Tell me about how you see yourself using social media in the future professionally.

**The following questions refer to the use of social media related to the classroom and with students:**

- 10. From the viewpoint of a secondary teacher, tell me what your overall thoughts are about social media.
- 11. Tell me about when you first used social media for instructional purposes (classroom).
  - a. Tell me about the types of social media you use for instructional purposes and why.
  - b. What are some examples of how you have used social media with your students?
  - c. What are your thoughts about the pros and cons of using social media for instructional purposes?
  - d. Do you find it useful using it in the classroom?
  - e. How supportive is your administration with regard to using social media for instructional purposes.
    - i. What type of support do they offer?

- f. How often per day/week do you access social media when you are in the classroom?
- g. What is the purpose of the interactions you are having?
- h. Tell me about the types of interactions you have with students through social media that may not be for instructional purposes.
- i. Are you still currently using social media for instructional purposes? Why or why not.
- j. Tell me about how you see yourself using social media in the future for instructional purposes.

APPENDIX B  
SUBJECTIVITY STATEMENT

## Subjectivity Statement

### *What is social media?*

Social media are computer-mediated tools that permit users to create, share, or exchange information. These tools are considered social in that they allow for interaction between individuals as well as collective groups. This interaction occurs through a digital format (Jensen, 2015). Commonly used social media tools include Facebook, Twitter, LinkedIn, Snapchat, and YouTube.

### *How do I use social media?*

I am a social media user. When I use social media I have the ability to interact with a vast array of individuals. I do this in the various roles I play throughout my day. My role may be that of a private citizen, a mom, a college student, a member of a professional organization, an instructional technologist, or an employee of a public school system. My role determines the social media I use and how I use it.

Do I use all forms of social media? No. There are specific tools that I gravitate to. I most often use Twitter, Facebook, LinkedIn, and YouTube. Do I enjoy using social media? It depends on the social media I am using. Privacy and time are precious to me. I am extremely cautious about posting anything that relates to my family and our personal lives, especially when using Facebook. I am also guarded of the time I spend negotiating through posts on social media. I find that unless I am looking for something specific, most posts are recreational in nature and somewhat repetitive. This is predominantly true of posts on Facebook. I check Facebook every day but attempt to limit the time I spend there. LinkedIn is an app that allows me to make professional connections. I check it several times a week. YouTube provides me with “how to” answers. I often call on it at work to find solutions and share visual demonstrations. With my YouTube account I create and post informational videos that are accessible to the teachers in my school district.

I have friends and family who use social media. When I want to connect with them, however, I often use other forms of communication. I send a text message, make a phone call, and/or write an email instead. My family lives in the local area and sharing our lives on Facebook, in my opinion, is not necessary.

Although I do friend coworkers and colleagues on Facebook, I typically do not correspond with them in-depth. My interaction is generally a “Like” or supportive message if there is a success with work or within the school district. I do not use social media as a form of communication with the teachers I work with. I seldom post personal views or personal information. My concern is not necessarily with the possibility of professional repercussion but with individuals who are looking for information that they can embellish. Information tends to spread quickly in a small community and I prefer not to be a topic of conversation.

Twitter is the social media I prefer. I like it because the people and organizations I follow are relevant to my interests. I consider Twitter more of “an information network” than a “social network” (Lapowsky, 2013). I am more attracted to an information-type of social media interaction than a social one. With Twitter I can scan and post more quickly than with Facebook.

I prefer to read articles and find resources that can be shared or re-posted with like-minded individuals. Twitter allows me to do that.

*What does this mean for my interviewing?*

When interviewing, it is important to put aside my personal bias and use of social media. I must look at each story individually and take into account only the participants ideas, descriptions, and perspectives. I feel confident that with bracketing, member checking, and peer review, I can authentically tell the stories of the study participants. Exhaustive review of the transcripts and inclusion of coding methods will insure that themes are not swayed. Feedback from a secondary reviewer, and input from my dissertation committee, will also provide several lenses that will allow for accurate data representation.

*What do I expect to see?*

As a personal consumer of social media and an instructional technologist working at a secondary school, I interact with friends, family, and many of my colleagues on social media. I also observe their experiences and relations with social media at various levels. From my own experience, I expect to see more use of social media at the personal and professional level than at the instructional level. I do believe, however, that all teachers who participate in this study will have unique stories to tell. They will have their own ideas of how social media should be used and their own experiences of how they use it. These are the stories that I am interested in; their lived experiences. Throughout the dissertation process I will be self-aware and separate my own experiences and biases using social media from the participants. This will allow their stories may be told and evaluated in a pure format.

*What do I already know and challenges of what I think I know?*

I have used social media for approximately 10 years. I have a Masters degree in Instructional Design. I am currently a Learning Technologies PhD candidate. My expertise is in using technology to supplement learning in education. I have a broad knowledge of emerging technologies and general integration of technology in education. I am an instructional technologist.

I am familiar with the research that has been done that focuses on social media use in secondary education. The data from these studies provides some indication as to how social media is used with students in both secondary and higher education. Through my investigation I have also found a lack of studies focusing specifically on how secondary teachers use social media for personal, professional, and instructional purposes. There is minimal information published outlining the lived experiences of how secondary teachers use social media in all three environments. The lack of this information challenges what I think I know about this topic. The stories and themes that will immerge from my research will help to fill those gaps for myself and hopefully other secondary instructional technologists and educators.

APPENDIX C  
INFORMED CONSENT



University of North Texas Institutional Review Board  
Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

**Title of Study:** The Implications of Social Media Use: Secondary Teachers Use of Social Media for Personal, Professional, and Instructional Purposes

**Student Investigator:** Brenda Quintanilla, University of North Texas (UNT) Department of Learning Technologies. **Supervising Investigator:** Dr. Lin Lin.

**Purpose of the Study:** You are being asked to participate in a research study that will retell the lived experiences of secondary teachers like yourself. The purpose of this qualitative study is to unfold through interviews a detailed narrative of the patterns, themes, and personal experiences recounted by secondary teachers concerning the adoption and integration of social media for personal, professional, and instructional purposes. By conducting these in-depth interviews a collection of robust stories will be recounted. These stories will help us (a) shed light on the past experiences secondary teachers have had with social media, (b) understand how secondary teachers migrated to their current state of social media use or non-use, and (c) potentially uncover themes to help us understand the future interaction secondary teachers may have with social media.

**Study Procedures:** You will be asked to participate in an interview to discuss how you are using or have used social media for personal, professional, and instructional purposes. The interview will be scheduled with you and may take place in person, over the phone, or through videoconference. It will take approximately one and a half to two hour of your time. Follow-up interviews may occur to clarify information (approximately thirty minutes to an hour). You will also be asked to review the interview transcripts and scholarly writings to confirm accuracy of our conversation. This may take you a few hours to read and verify. Additionally, the interview text data will be coded for themes and/or commonalities and difference, which will be outlined in the final dissertation.

**Foreseeable Risks:** No foreseeable risks are involved in this study.

**Benefits to the Subjects or Others:** This study is not expected to be of any direct benefit to you, but the information obtained may benefit instructional technologists and other secondary educators in that it is anticipated to provide insight into past, present, and future experiences of secondary teachers and their use of social media for personal, professional, and instructional purposes.

**Compensation for Participants:** None.

**Procedures for Maintaining Confidentiality of Research Records:** The confidentiality of your individual information will be maintained in any publications or presentations regarding this

study. The text data will be coded and individuals will be referenced by a means that will not provide direct links to their identity. Pseudonyms will be used in the final dissertation to insure your confidentiality and that of the other participants.

**Questions about the Study:** If you have any questions about the study, you may contact *Brenda Quintanilla* at [brendaquintanilla@my.unt.edu](mailto:brendaquintanilla@my.unt.edu) or *Dr. Lin Lin* at [lin.lin@unt.edu](mailto:lin.lin@unt.edu).

**Review for the Protection of Participants:** This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects.

**Research Participants' Rights:**

Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- *Brenda Quintanilla* has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

\_\_\_\_\_  
Printed Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

APPENDIX D  
PARTICIPANT DESCRIPTION

The following provides a descriptive profile of each participant as summarized from his or her interview story:

### Addy

Addy was a coach and teacher who had been employed in public education for 21 years. She had an undergraduate degree in Kinesiology and a Masters degree in Exercise Physiology. In 2011 she earned a second Masters degree in Administration. Her 21 years in education consisted of teaching social studies, physical education (PE), and coaching. There was only one year she did not teach social studies but coached and taught PE exclusively. She stated, “the first year I did that, I really kind of missed the classroom. Now, I really want out...I really only want to coach.” She was clearly expressing her desire to no longer be in the classroom. Further questioning revealed she was overwhelmed with her workload. In addition to being a social studies teacher, and a PE coach, Addy was also the head coach for the high school girls’ basketball team. This meant she was not only responsible for managing and supporting four social studies classrooms and teaching two PE classes, but also coordinating the girls’ basketball team and competition season. Addy stated,

Communicating information with local media, and being available for interviews, taking care of statistics, dealing with my kids that are being recruited, there is a lot more to it...I take my job very seriously. It’s a lot of work as a head coach. Coaching and teaching both, is a load.

In addition to head coach responsibilities, Addy attended extracurricular events and activities to support her students in the Reserve Officer’s Training Corps (ROTC), band, art, and drama.

During a typical school semester she was responsible for almost 200 students. She had 90 to 120 social studies students and worked with 35 to 50 students in athletics.

Addy described social media as a tool that allowed for back and forth interaction.

Although she enjoyed using social media, her main concern was privacy. She recalled hearing

about privacy policies on Facebook and even seeing posts asking for private information. “As a citizen you worry a little bit about your personal information being out there,” she stated.

Because of this she chose not to *friend* current students or their parents on Facebook. There was a time when she *friend*ed students who had graduated but expressed concern that she found out too much about their personal lives. What she learned troubled her so she went “back and blocked them.” Addy posted mainly about her coaching position and the basketball season. She did not post about or identify any of her students on Facebook.

For professional purposes Addy used Twitter and YouTube. In addition to following athletic coaches, she received tweets about Faith, Christian reading, and Bible quotes. Her use of social media was much more frequent during her graduate studies. At that time her peer group utilized Twitter and Google Docs to share information and provide feedback. Her administration was supportive of teachers using social media for professional purposes but it was not required and there was not a specific purpose to do so. She stated she used it only “a couple of times a month” but indicated she was going to attempt to use it more often as it was “the transition we’re trying to make with education.”

Addy was much more engaged using social media with her athletic students than her classroom students. Until this past summer, she used a product called KIK to communicate with her athletic students through instant messaging. She switched to Twitter to tweet game information, change of practice time, and motivational quotes. Her players followed her and she followed them. Of interest was that she did not follow or tweet information to any of her social studies students. She indicated that using Twitter in the future would be beneficial with social studies students, but she was not engaging them currently. Her reasoning was that with athletics she only had to communicate with 35 students as opposed to 120. She expressed “I wouldn’t

even know how to communicate with my classroom kids that way.” It did not occur to Addy that the number of followers did not matter, they could all see her posts.

Her comfort level with using social media, and the time she perceived it would take to effectively integrate it into her social studies classrooms, was the biggest barrier to her expanding social media use outside of her athletics comfort zone. Her passion for athletics motivated her social media interaction with that specific group of students. The smaller group communication size also brought a comfort level of manageability.

### Joanna

Joanna was an 8<sup>th</sup> grade middle school STEM teacher. As a child she was diagnosed with dyslexia. This diagnosis encouraged her to pursue a college degree in special education. She wanted to be a special education teacher but once she began the practicum portion of her studies she found that students in general education struggled even more than special education students. While in college she taught elementary, middle, and high school classes. Teaching middle school would become her aspiration.

It should be noted that Joanna was a Learning Technologies PhD candidate in the same PhD program as the author of this dissertation. She was extremely knowledgeable on the topic of social media and emerging technologies. Joanna’s expertise provided her with detailed insight into the topic of social media. Her lived experiences using social media for personal, professional, and instructional purposes provided a diversified and valid viewpoint to the whole of this study.

Joanna described the term “social media” as a way for people “to express themselves in different formats than what they would with just sitting next to somebody and talking to them” a way for people to “put their thoughts out there” and “just be social.” This was the mantra for her

personal use of social media. Social media provided a means for her to keep in contact with her family and friends. Specifically, she could share pictures and information about her infant son. The ability to plan events with a group of people appealed to her as well. She really liked the “free” aspect of social media and its ease of use. She stated she used social media two or three times a week for personal consumption.

As part of her yearly portfolio review, Joanna was required to use Twitter for professional development. She used it “almost every other day.” Her department chairs and coordinators regularly tweeted messages about webinars and relevant PD activities. Joanna stated that she did not use Facebook or Twitter with her students. This was mainly because of age restrictions. “A lot of these services actually request that students are 13 years or older. With my 7<sup>th</sup> graders, most of them won’t turn 13 until they get to 8<sup>th</sup> grade.” Additionally, her school district blocked outside email and limited a student’s ability to create an account until a student turned 13.

#### Dale

Dale had been a public school teacher for 12 years. He worked for the same school district during his entire career as an educator. His undergraduate degree was in Geography and his Masters Degree was in Gifted Education. He taught in a small Texas town with a population of approximately 5,500 people. Dale stated he was a fifth generation resident of his Texas town, USA. He was teaching in the same high school he graduated from, as did his parents before him. It should be noted that Dale was a PhD student in the same program and university as the author of this dissertation. He was not in the same graduating class but did study the same topics and theories and had a fairly good understanding of the concept of social media and how to use it.

Two years earlier Dale began teaching in the technology department of his high school. He expressed excitement about how much more interactive the hands-on learning was when the technology was introduced into the learning process. “Even as hard as I tried to make my social studies classrooms interesting and learner-centered, they were never quite like this,” he stated. As a teacher, he felt more engaged because he was no longer standing in front of the class teaching but was able to move throughout the room helping students on their computers as they were navigating assignments and information on his website. “I very rarely stand up at the front of the classroom and present anything myself. I think that makes me happier as a teacher, for sure,” he stated. The inclusion of technology provided a teaching environment that created more energy, not only for him but also his students.

Dale described social media as “any kind of web-based communication system.” The examples he gave included Instagram, Facebook, Twitter, and Snapchat. It might be “web or cell-phone based.” He believed the argument could be made that any type of communication device could be considered social media, including talking on the telephone. The modern definition he conceded to was that social media was a tool used for “online mass communication.” Dale stated he looked forward to changes in technology and trying new social media sites but agreed that it was hard to keep up with technological advancements. “There are a lot of technologies that come and go, so you never know which one is going to be around the longest, unfortunately,” he stated.

Because of the small-town nature of his community, Dale was connected through Facebook to just about everyone. He got a lot of his local news from what was posted on Facebook. Dale was also connected on Facebook to friends from college and from his wife’s alma mater, along with high school friends who no longer lived in the community. He skimmed



the news feeds daily to see what was happening, good or bad, and stated that he thought he was “slightly addicted to it” as far as it being part of his daily routine. He also described it as being a “time-suck.”

As far as a professional resource, Dale felt that Twitter was “the greatest gift” that social media had brought him. Although he did not personally post to Twitter, he did follow approximately 150 different people, organizations, innovators, and companies. He did not check Twitter every day, but when he did he took the time to skim through tweets to look for resources and lesson examples he could use in his classroom. He mostly followed technology, gifted and talented topics, or anything that was progressive in education. If he read a tweet and thought “wow, that’s really cool,” he shared it with his superintendent.

Dale’s superintendent was adamant about making each campus’s Facebook page the communication tool for the school. His superintendent understood that parents, kids, and even grandparents were on Facebook and that it should be used to its fullest potential. Dale was charged with managing the junior high Facebook page and posted regularly. He likened Facebook to the new reminder note that teachers sent home with their students. Instead of putting things like fieldtrip reminders on paper, it was posted on Facebook for parents to see. He has also found Facebook valuable to broadcast instantaneous information to parents during times of stress or uncertainty.

Dale emphasized that his job was to be a role model. This philosophy prompted him to friend his current students. Friending, connecting, and communicating with them modeled the ways students should interact and behave online when using social media. He stated “I would never put anything on Facebook that I wouldn’t say in my own classroom in front of students.”

He also stated that he “had no problem calling kids out on Facebook,” especially if they were arguing or “acting like idiots.”

When asked how Dale used social media with his students he responded that for the most part, he did not. The district policy discouraged students from being on social media while they were at school. Facebook was blocked and students could not access it. He did not use Twitter either. He did, however, know of an English teacher who incorporated live tweets in an English assignment. The students used the 140-character limit to express themselves. At one time Dale tried to use Fakebook but it was not successful. YouTube was about the only social media tool he was able to use and this was predominately with his social studies and GT classes. He stated that at one point he was “pretty famous for being the teacher who used YouTube all the time.”

#### Melinda

Melinda taught social studies at an accelerated school for at-risk students. At-risk students are typically identified as having a higher probability of failing academically. Because of the nature of her campus, her classroom size never exceeded 15 students. At the general population campus, her class size could be anywhere from 25 to 30 students. The smaller class size ensured a more personal learning experience for her at-risk kids.

Melinda was Elementary and Secondary Education, Special Education, and English as a Second Language (ESL) certified. As a teacher, she taught US History and Economics to 11<sup>th</sup> and 12<sup>th</sup> grade students. She had been an educator for 17 years and had held various positions during her employment. “I’ve been a whole lot of jobs over the years, administration, testing coordinator, 504 coordinator...whole bunch of different things.” She worked many hours in her previous roles but found that the greatest impact she made was as a teacher in the classroom.

When Melinda spoke of social media she spoke first about how students share information. Instagram, Facebook, and Twitter were three examples she produced quickly. Social media was in the forefront most for Melinda during her time as an administrator. She “looked on Twitter more” as an administrator more than she did as a teacher. Twitter was the tool most students used to “air their dirty laundry.” If “you want to see who was in the fight or what’s going to happen or what the next school prank is or who’s sharing answers, all that’s on Twitter,” she stated. She explained that students were very “dumb” about what they put on social media because they put everything out there without thinking about the consequences. Her only solace was that because students felt the need to upload and share these events, the perpetrators were often caught red-handed on video or through their own posts. Melinda explained, “I think technology’s a great tool, and I think social media can be a great tool. It’s just the monitoring of it is hard. It’s making sure that it’s used appropriately is hard.”

Melinda followed several professional organizations, social studies groups, and educational groups. This year her principal required all teachers to create a Twitter account. He asked them to follow various groups to build their learning communities and obtain information on new strategies and testing. Melinda expressed that the “connected” feature of Twitter was a big benefit, especially in “professional communities.” She could not think of any negative aspects to using Twitter for professional use.

Melinda’s administration was supportive of social media and technology use in the classroom. She stated that her district had “a very strong, strong technology component.” In her classroom Melinda integrated YouTube and TeacherTube. This was primarily to access already created content. She did not create videos or post personal videos for students. Melinda’s principal used Remind 101 as a means to text information to teachers. Melinda also used Remind

101 when she taught in the traditional classroom. This was employed largely as a one-way communication tool to disseminate information to all of her students. She did not, however, use it with her current at-risk students. Remind 101 was not effective for this group in that each student was at a different level of learning. She had no need to send out mass text messages since each student was working at a self-paced mode. Twitter was only employed by Melinda when she was trying to locate a student who was skipping class. She knew they checked their Twitter accounts and could usually locate them that way. Other than that, she did not integrate Twitter into daily lesson plans or use it for instructional purposes with students. Facebook was not used at all in the classroom.

Although social media was not encouraged, it did not prevent students from connecting to it in class. The district promoted a one-to-one technology initiative and students were allowed to bring their personal devices with them. Social media sites were blocked on the network's firewall but Melinda stressed that students found ways to get around it and sometimes it just didn't work properly. She found herself constantly saying, "put your phone away" and stop using social media. She wished students would use their technology more as a tool than as a toy.

#### Brittany

Brittany moved to Texas in 2001. She attended college in Oklahoma and graduated with a double major in Education and English. She taught five years in Oklahoma and then another eleven in her current position in Texas. Over her tenure she taught almost all levels of English, grades 9 through 12. This also included advanced placement (AP) classes.

Brittany described social media as a way "of interacting with other people." This was primarily accomplished through the Internet. She surmised that for most people "things like" Facebook, Snapchat, Twitter, and even YouTube were considered social media. The thought of

using social media was conflicting to Brittany. On one-hand, she liked keeping in touch with friends and family. On the other-hand, she felt somewhat uncomfortable with friends who over-shared information. She stated that the “over-sharing” sometimes caused her to change the way she viewed that person. She wondered if she “really needed to know everything that’s going on with everybody at one time.” While Brittany enjoyed using social media, she described it as being “time consuming” (p.5). She was surprised at “how much time disappeared” when she used it. She stated,

Sometimes I get on and I’m just checking Twitter. The next thing I know, two hours have gone by and I really haven’t accomplished anything... I’m on it thinking just one more and then I’m going to get off. Just one more. To some extent, it’s like driving past a car wreck and you just can’t help but look. You just keep going to the next one and going, why are you still looking.

The time she spent on social media often caused regret. She neglected other things she enjoyed. She missed the time she could spend reading or being with her children. Her husband complained that she didn’t pay attention to him when he spoke with her because she was on social media. “I find it somewhat frustrating because I know he’s right.” Because of her obsession, Brittany removed the Facebook app from her phone and only loaded it on her iPad. She limited herself to 15 minutes a day. Sometimes she would save-up that time and go for days without checking social media, then spend her pooled time all at once. She was trying to use Facebook less and focus more on Twitter. She stated that Twitter’s distinctive use for “informational purposes” might be better than the “personal and truly social interaction” that Facebook afforded her, which elicited an almost obsessive need to engage in social media.

Being able to use social media to “increase student engagement” was key for Brittany. The resources she found through her social media professional community were “amazing.” She connected on Twitter with teachers who struggled with the same issues she had in her English

classroom. She was also able to use chat rooms for discourse about resources, teaching, and solutions to challenges. Pinterest was instrumental in building her first social media community. She stated, “When I discovered Pinterest, that was the greatest thing in the world.” The sheer volume of resources that appeared on Pinterest was “amazing.” Twitter was also a tool that provided solutions. She participated in Twitter conversations geared toward English teachers and writing. This offered her “a lot of feedback” and promoted the “professional camaraderie” she found so valuable. Her only challenge was keeping up with all the resources she collected. She stated, “I get so many ideas that I forget what I even have.” Locating a resource was a challenge.

According to Brittany, the instructional technology she used with her students was more secure “than the open environments of Twitter or Facebook or Snapchat or anything like that.” Classroom assignments asking high school students to share posts that became public and accessible to everyone was inappropriate to Brittany. Students did not understand the importance of using social media responsibly. She knew they used social media when they were not in school but felt they needed more guidance and training on how to use social media as a digital citizen. She stated, “We really need to teach them (students) how important what they do on social media is to their future.” Twitter could not be controlled to assure anonymity or even content appropriateness for her students. This was important because of her student population and their age (under the age of 18). In addition, Internet predators or people who “may be trolling or stalking in those ways” were a big concern for Brittany. On Twitter she could not control who else may be reading her students’ posts. If a student posted personal information by accident or unknowingly, it could create a whole other set of “risks and hazards.”

As schools and technology continued to move into one-to-one environments, Brittany foresaw social media evolving into something that could be more controlled in the classroom,

possibly a product developed for k-12 that would allow for grouping of students and participants based on inclusion by the teacher. “The biggest thing for me with social media is it’s amazing how much smaller the world is when we can literally communicate with anyone instantly at any time,” she stated. To her this was one of the greatest qualities of using social media.

### Tammy

Tammy began teaching in 2008. She had a Bachelors degree in English, a Masters degree in Film, and a second Masters Degree in Educational Technology. This was her first year working in her current school district. She was an English teacher and a huge supporter of using online platforms to supplement learning. She had been incorporating this type of instructional technology since she began her teaching career. This integration stemmed from her standpoint around what mattered to students and how to build student relationships. Tammy explained she found that for low-income students the thing that mattered most was people. For middle- to high-income students the thing that mattered most was results. She was able to combine these values through discourse. In the past she felt she had been too invested in her students. This year she was determined to pursue it from a “professional aspect” and treat students as “adults in a learning environment.”

Tammy used social media extensively to form her personal learning community (PLC) and had been doing so for many years. She explained, sarcastically, that using social media actually extended the number of people you connected with because you “don’t want to not be someone’s friend on Facebook” (p.10), so you accept requests from all of the “people you work with professionally” and then later you just clean-up your friend list. She described friending “all these people” as limiting the power of social media, making it “less real” when individuals were falsely accepted as friends. Then feelings get hurt when someone noticed you unfollowed them.

Regardless if they were real or fake friends, she did “steal” (p.11) ideas and lessons from her teacher friends on social media. If she saw something posted that she liked, she used it. As far as she knew, her friends did the same.

Tammy invited her students to follow her on Twitter. She did not follow students in return, however. She tweeted reminders to her students and also created tweets that were specific to her students and certain class periods. Students then took out their phones and participated in Twitter conversations or accessed the article of the day. Because not all students had Twitter accounts, Tammy also used Remind 101 to send direct messages. Students could direct message her there as well. Canvas was another means she employed to provide the content to students. She stated she mainly communicated with them on Canvas so that there was a focus point for them to find all of the information they needed. If a student didn't have access to Twitter or the other social media sites she used, they would still find the same information on Canvas.

Tammy concluded that since social media was becoming a primary form of communication teachers needed to “figure it out” or be “completely out of the loop.” She alleged that she too needed to be more thoughtful about how to keep up with the progression of social media use and how to effectively integrate it. She stated “Orwell and Huxley were right” in that “we willingly participate in being observed by other people. We're okay without privacy.” She found this interesting but wondered what to make of it.

#### Jesse

Jesse stated her goal was to help “young artists see their potential.” She was a Visual Art Teacher in the same high school she graduated from. After graduation, Jesse joined the military. At the same time she went back to school and earned an Associates degree in Business and a Bachelor's degree in Art Education and Pedagogy. She had been teaching Art for approximately



eight years. All but one year was spent teaching in her current school district. Jesse had taught Art to both middle and high school students.

Jesse described social media as a way to socialize with people. It was a location to put your “stuff.” This “stuff” was not limited to your circle of friends but could possibly be viewed by everyone. “It’s out there for everybody to see or have access to. I’m not a big social media person,” she declared.

Jesse’s social media contained a combination of personal and professional connections. She did not separate the two. She friended her professional contacts on the same Facebook site she used with her family and friends. She did not have separate accounts to form personal learning networks or to follow other Art educators. Her professional connections evolved into her friend connections. She was able to draw the line between when it was appropriate to communicate in each realm. She did not have a Twitter account. She preferred to make connections by attending conferences. “I just would rather be there face to face. I’m a people person,” she expressed.

In her classroom Jesse integrated YouTube videos to reinforce a learning concept. She used YouTube to approach concepts from different viewpoints and to reach “all of the different learning styles.” Jesse also used Remind 101 to communicate with her students and parents about field trips, assignments, and upcoming events. This provided two-way communication. Although Jesse’s administrators appeared to be supportive of using social media and technology in the classroom, she needed to secure permission before she engaged any of it. “They keep a close eye on everything that is going on.” One improper comment could ruin a career and the consequences had to be weighed before those risks were taken. The maturity level of students in high school was questionable. Students tended to post things without thinking of the

consequences. The implications of students taking a picture during class and posting it on social media could backfire. Her job was a joy to her and she was not willing to jeopardize it for a misunderstanding using social media.

### Paige

As long as she could remember, Paige wanted to be a teacher. She didn't know what kind of teacher but she knew that was what she wanted to be. After graduating high school she enrolled in a community college. She earned her Associates degree and transferred to a four-year university where she received a Bachelor's Degree in Spanish with a minor in English. She then went on to "complete her Master's degree in curriculum instruction, second language education" and earned her teaching certificates in Spanish and English. She had been teaching Spanish at the same high school for nineteen years.

Paige described herself as a very private person. She did not have a Facebook account. She had heard of teachers who posted on Facebook in their private lives and "got smeared across social media and then caused them to lose their job." She had used Facebook and looked at the content but only when a family member logged in and allowed her to use their account. She knew her friends and family had posted pictures of her on Facebook. This did not bother her. She described Facebook as being fun but noticed that some people "shared too much" information and she "didn't need to know all that."

Paige did follow a few people on Twitter. She preferred to follow English teachers and liked their ideas because she wanted her students to read more. Many of the resources she referenced were found in a weekly Twitter email. The email contained popular tweets posted in her network. She used this as her social media feed rather than actually reading tweets or tweeting.

In the classroom, Paige integrated technology and incorporated assignments that had some focus on social media. These activities were only part of what students did during a class period. Paige utilized technology once or twice a month. All of these activities were supported by her administration and encouraged. If the activity lent itself to education and not personal social media use, it was encouraged in the classroom.

### Diana

Diana studied English at a small scholars college and then transferred to a major university to earn her Bachelors in English Literature with a minor in French. During her time in college she joined AmeriCorp and volunteered at an elementary school. There she worked with students to increase literacy. A social worker at the elementary school inspired her to pursue social work as a career. A few years later she earned her Masters degree in Social Work.

Diana had been in her current position for eight years. Originally she taught English as a Second Language (ESL) to middle and high school students, grades seven through eleven. She also worked with dyslexic students. This year she was connecting exclusively with Limited English Proficient (LEP) high school students in grades nine and ten but provided outreach to any student at the high school who needed assistance with ESL.

Diana did not have a Twitter account. She stated that her first social media tool was email, although she divulged that email might not be classified as social media. The social media she used was YouTube and Facebook. She watched YouTube videos but did not post videos. “I don’t enjoy using social media,” Diana stated. She described herself as a private person who did not share personal information on social media. “It doesn’t give me a sense of fulfillment to post things about myself.” She found it to be time-consuming and time-wasting. She did, however, have a Facebook account and checked her stream for about ten minutes every day or every other

day. She admitted she did enjoy the short moments she spent on Facebook catching up on her friends. “It does give me a sense of connectedness knowing what’s going on in my friend’s lives,” she stated.

Diana complied with creating accounts and trying new instructional technology and applications at work. This was not whole-heartedly, however. Her acceptance was largely because her supervisor or administrator suggested she do so. In her classroom she believed that personal devices and social media could allow for sharing of ideas but “sometimes students just get caught up in everything that’s going on socially and have a hard time just being an academic,” she noted. She believed that personal devices were “kind of like a play tool for kids” and many students did not “take them seriously in terms of being a learning tool.”

#### Elle

Elle was a public accountant for 11 years before obtaining her teaching certificate and transitioning into teaching. She began her career by teaching Business Education and has been employed at the same high school for 17 years. “Inappropriate interactions” was the first thing Elle expressed when asked what social media meant to her. She explained, “that’s what makes the news” and “that’s what you hear about.” She did not know anyone specifically who had “inappropriate interactions” but it was definitely something she considered and contemplated. Facebook allowed Elle to stay in contact with friends and relatives with whom she may not have communicated otherwise. She enjoyed checking Facebook and described it as a “guilty pleasure.” Facebook was a way to unwind at the end of the day and catch up on news and gossip.

Elle did not use any social media accounts for professional purposes. Her administration was supportive of using social media to form personal learning communities, however she did not. She had a Twitter account but used it only for a short period with her UIL students. Unless

she specifically stated that they would be using it, the general rule in Elle's classroom was "no technology." Personal devices could be distracting if not regulated. She described herself as "a little technology-challenged" but this did not mean she was against integrating technology. Elle was excited because she had recently discovered the app Plickers. This was a polling app that integrated the use of personal devices. Responses provided her with real-time data to determine which students needed remediation. She was also interested in learning how to use Kahoot, a game based learning portal. Additionally, she directed her students to YouTube when they needed to learn how to do something; for instance "a bank reconciliation." She stated, "You could find anything you want to know on YouTube."

Her overall integration of technology was sparse. She explained, "I don't use a lot of technology in my classroom. I think some of that is due to the curriculum." Her curriculum was antiquated. It required her to use overhead transparencies and DVDs. "When we update the curriculum, then I see us upgrading to more technology," she stated.

Elle's primary concern with using social media with students was keeping the relationship professional. If she directed students to her Facebook site, what prevented them from looking at her personal posts? How could she assure that students did not navigate to other peoples Facebook sites? It "bothered" her that she may not be able to control what the students actually did or saw on Facebook. She felt that sharing content could be done in a more secure way. The social aspect of sharing information through these social media tools did not appeal to Elle as a learning advantage.

APPENDIX E  
EMAIL LETTER

Dear XXXX,

My name is Brenda Quintanilla and I am a Learning Technologies PhD candidate at the University of North Texas. XXXX was kind enough to provide me with your contact information. First, I would like to say, "thank you" for your interest to take part in my dissertation study. I look forward to meeting and talking with you soon.

I'd like to provide some background about the study. You are being asked to participate in a research study that will retell the lived experiences of secondary teachers like yourself. The purpose of this qualitative study is to unfold through interviews a detailed narrative of the patterns, themes, and personal experiences of secondary teachers and their use of social media for personal, professional, and instructional purposes. The information obtained may benefit instructional technologists and other secondary educators in that it is expected to provide insight into past, present, and future experiences of social media use by secondary teachers.

You will be asked to participate in an interview to discuss how you are using or have used social media for personal, professional, and instructional purposes. An interview will be scheduled with you and may take place in person, over the phone, or through videoconference. It will take approximately one and a half to two hours of your time and will be recorded. Follow-up interviews may occur to clarify information (approximately thirty minutes to an hour). You will also be asked to review the interview transcripts and scholarly writings to confirm accuracy of our conversation. This may take you a few hours to read and verify. Additionally, I will code the interview text data for themes and/or commonalities and difference, which will be retold in the final dissertation. This sequence of events will take place over the next 6 to 8 months.

The confidentiality of your individual information will be maintained in any publications or presentations regarding this study. The text data will be coded and participants will be referenced by a means that will not provide direct links to their identity. Changing the name of the participations should accomplish this.

The attached consent form explains much of the information I have mentioned. Please sign the consent form and return it to me. This will confirm that you are willing to participate and understand what is required.

Again, I appreciate your interest in this study. I look forward to speaking with you in the near future. Feel free to contact me with any questions or concerns you may have.

Best,

Brenda Quintanilla  
Learning Technologies PhD Candidate  
University of North Texas, Denton, TX.

APPENDIX F  
EVIDENCE OF QUALITY



## Evidence of Quality

The credibility and validity of a qualitative study is imperative to its integrity (Creswell & Miller, 2000). Several authors have written on the topic and provided procedures and perspectives to accomplish this task (Creswell & Miller, 2000; Lincoln & Guba, 1985; Maxwell, 1996; Merriam, 1998). These perspectives offer a multitude of approaches. To assure evidence of quality, several layers of corroboration were adhered to using the systematic paradigm of triangulation, member checking, and creating an audit trail (Creswell & Miller, 2000). Validity, representativeness, and reliability were addressed through analysis of the information, exercising the lens of the researcher, the participant, and the reviewer (Creswell & Miller, 2000).

### *Researcher's Lens*

Creswell and Miller (2000) explained that unlike the lens of a quantitative researcher who uses “scores, research, and instrument design” to show validity, the qualitative researcher’s lens establishes validity and credibility by returning to the data again and again (p. 125).

Triangulation is one procedure used by qualitative researchers to create a “systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas” (Creswell & Miller, 2000, p. 127). This study employed triangulation by conducting multiple interviews, evaluating and reevaluating transcript content, summarizing transcripts to full story recounts, transferring concepts and key words to spreadsheet format, and grouping and regrouping themes and keywords to identify minor and major themes. This process provided multiple forms of evidence to validate data rather than only one data point or incident.

Bracketing was employed to put aside biases and preconception on the subject of social media. This was accomplished through reflexive journaling (Tufford & Newman, 2010). A journal was kept during the entire dissertation process. Experiences, concerns, accomplishments,

milestones, and personal thoughts were documented in this journal. It was used as a reflective tool as well as a resource.

A subjectivity statement was also crafted and included (see Appendix B). This statement provided a clear outline of my experiences and thoughts of using social media. It also stated the outcomes I expected to see with this study and why there is value in performing it. The act of writing this statement brought self-awareness to my own understanding of the phenomenon of using social media in the various aspects of my life and what biases and preconceptions I may have internalized. This allowed me to remain open to the views of the participants and be more thoughtful and impartial when beginning the writing process (Tufford & Newman, 2010).

### *Participant's Lens*

Validity of a qualitative study can also be accomplished by shifting the validity process from the researcher to the participant (Creswell & Miller, 2000). Member checking is a common validity process used with participants (Creswell & Miller, 2000; Lincoln & Guba, 1985). Creswell & Miller (2000) explain, "It consists of taking data and interpretations back to the participants in the study so they can confirm the credibility of the information and narrative account (p. 127)." To accomplish member checking, participants were sent a copy of their transcribed interview. They were asked to verify the information in the transcript and to make adjustments if they believed the transcript was not accurate. They were also encouraged to add additional comments or responses to any of the questions asked during the interview. The ten transcripts were distributed. Five teachers acknowledged that they received their transcript and that they reviewed it. None responded with suggestions or changes. In addition, a copy of each participant's interview summary was emailed for feedback. These summaries were a retelling of the interview in story fashion. Each participant was sent a copy of his or her story. They were

asked to verify that the story held true to what they reported in the interview and to make suggestions or respond with additional input. Five of the ten participants confirmed they received the summary. Paige responded in person that she felt the summary was accurate. Dale, Joanna, Melinda and Addy replied through email. All of the responses received were affirmative.

Melinda stated:

Yes, this does sound like my view on social use in education. I wish it was more positive, but most of my experiences with social media used by students has not been very positive. I think there are great technology tools to be used in education. I just wish there was a way to keep students from wasting time in class on social media and there was a way to keep them from cyber bullying each other. (Melinda, personal email communication, May 29, 2016).

Addy answered with: Thank you for including me in your study. Sounds very accurate and sounds like I need to use more media sources in my classroom!

These responses provided validation through member checking.

### *Reviewer's Lens*

External readers and reviewers assist in providing a documentation audit trail (Creswell & Miller, 2000). To provide a third lens of validity, a pre-coding meeting was held with two dissertation committee members using Skype. This meeting allowed for collaborative reading and coding of the first transcript. The members provided guidance on how to begin the analysis process and what to look for when reading through text. Discussion was held on the initial findings and where to proceed from there. The meeting was recorded using the audio recording feature in QuickTime player and saved as an .mp4 file. Notes were taken and saved in the Google journal. This created a paper and audio audit trail in addition to a resource to refer back to when needed.

To further establish credibility and validity, an external reviewer was enlisted to read all transcripts and provide In Vivo coding and comments on her findings. Using the pseudonyms assigned to each participant, an unmarked copy of the ten transcripts was submitted to the secondary reviewer for analysis. All ten transcripts were analyzed by the reviewer and returned with comments and notes. The analyzed transcripts were then read and compared to the notes and coding found in the original transcripts. Any differences were noted and recorded. The documents were then saved and stored as part of the audit documents.

Once all transcripts had been transposed to summaries and keywords and concepts had been added to an Excel Spreadsheet, a second Skype meeting was requested with the lead dissertation committee member to discuss progress. This meeting provided an opportunity to discuss the transcription summaries, view the summary documents, and preview the spreadsheet containing the coded keywords and concepts. It was decided that sharing these documents would be of benefit to the entire dissertation committee. A Dropbox.com folder was created. The ten transcripts, ten transcript summaries, and the Excel Spreadsheet were uploaded into this folder and shared with all dissertation committee members. An email was then constructed and sent to the committee to inform them the documents had been shared and were available for view, review, and comment. As writing progressed, more current versions were uploaded to the Dropbox so that the committee could see progress and participate in the document audit trail.

A third Skype meeting provided an opportunity to scrutinize the expansion of the Excel spreadsheet. The keywords and concepts in the spreadsheet had been analyzed, organized, and grouped. This created a seventeen-sheet spreadsheet. Once the data had been grouped and reviewed, four prominent themes were identified: support and constraints, time, privacy, and one-way and two-way communication (see Table F.1).

Table F.1

*Four Common Themes*

General Themes	Personal Themes	Professional Themes	Instructional Themes	Like Themes	NOTES	Proposed Themes
Social Media is blocked		Social Media is blocked	Social Media is blocked	Social Media is blocked	Social media is not support at the district level.	1). Support and Constraints
Administration supports social media use.	Administration supports social media use	Administration supports social media use but teachers cannot access it through firewall.	Administration supports social media use but teachers and students cannot access it through firewall.	Administration supports social media use but it cannot be access on campus.	Disconnect between teachers, administration, and systems administrators	
One-way and two-way communication	Two-way communication	One-way and two-way communication	One-way communication	One-way and two-way communication	Depends on how they use it. (Personal, professional, instructional)	2). One-Way and Two-Way Communication
Privacy/posts/ Perceptions	Privacy/posts/ Perceptions	Privacy/Posts/ Perceptions	Privacy/Posts/ Perceptions	Privacy/Posts/ Perceptions	Privacy and concerns about what is posted, seen, and how it may affect their career standing.	3). Privacy
Time consuming/time wasting	Time consuming/time wasting	Time consuming/time wasting	Time consuming/time wasting	Time consuming/ time wasting	Time is a factor with social media	4). Time

After much discussion and review, it was agreed that the themes were valid and that writing should continue. This Skype meeting was also recorded as an audio file and saved as part of the audit trail. Once chapters four and five were written, a copy was sent to the committee lead professor for final feedback.

## REFERENCES

- Alsop, G., & Tompsett, C. (2006). Making sense of “pure” phenomenography in information and communication technology in education. *ALT-J: Research in Learning Technology*, 14(3), 241-259.
- Amerson, R. (2011). Facebook: A tool for nursing education research. *Journal of Nursing Education*, 50(7), 414-416. doi:<http://dx.doi.org/10.3928/01484834-20110331-01>.
- Anderson, S. (2011). The Twitter toolbox for educators. *Teacher Librarian*, 39(1), 27-30. Retrieved from <http://search.proquest.com/docview/902627349?accountid=7113>.
- Andretta, S. (2007). Phenomenography: A conceptual framework for information literacy education. *Aslib Proceedings*, 59(2), 152-168. doi:<http://dx.doi.org/10.1108/00012530710736663>
- Ariel, Y., & Avidar, R. (2015). Information, nteractivity, and social media. *Atlantic Journal of Communication*, 23(1), 19-30.
- Asterhan, C., & Rosenberg, H. (2015). The promise, reality and dilemmas of secondary school teacher–student interactions in Facebook: The teacher perspective. *Computers & Education*, 85, 134-148. Retrieved June 5, 2015.
- Bartow, S. (2014). Teaching with social media: Disrupting present day public education. *A Journal of the American Educational Studies Association*, 50(1), 36-64.
- Bemiller, J., & Trendafilova, S. (2012). Social media and free speech in education and sport. *Journal of Physical Education, Recreation & Dance*, 83(1), 7-8,56. Retrieved from <http://search.proquest.com/docview/917384650?accountid=7113>.
- Benzer, A. a., & Gül, G. (2013). Turkish Literature Education through the Facebook. (English). *International Online Journal of Educational Sciences*, 5(2), 452-461.

- Blankenship, M. (2011). How social media can and should impact higher education. *The Education Digest*, 76(7), 39-42. Retrieved from <http://search.proquest.com/docview/848431918?accountid=7113>.
- Brake, L. (2014). Teacher perceptions on ethical use of educational social media applications (Order No. 3641965). Available from ProQuest Dissertations & Theses Global. (1629825734). Retrieved from <https://libproxy.library.unt.edu/login?url=http://search.proquest.com/docview/1629825734?accountid=7113>.
- Bull, P. H., & Adams, S. (2012). Learning technologies: Tweeting in a high school social studies class. *Journal Of Educational Technology*, 8 (4), 26-33.
- Cameron, W. (1963). *Informal sociology, a casual introduction to sociological thinking*. New York, New York: *Random House*.
- Carter, H., Foulger, T., & Ewbank, A. (2008). Have you googled your teacher lately? Teachers' use of social networking sites. *Phi Delta Kappan*, 89(9), 681-685.
- Casey, G., & Evans, T. (2011). Designing for learning: Online social networks as a classroom environment. *International Review of Research In Open & Distance Learning*, 12(7), 1-26.
- Carpenter, J.P., & Krutka, D. G. (2014). How and why educators use twitter: A survey of the field. *Journal of Research on Technology in Education*, 46(4), 414-434.
- Chan, Z. C., Fung, Y., & Chien, W. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process? *The Qualitative Report*, 18, 59, 1-9.
- Clarke, A.E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.

- Cox, D., & McLeod, S. (2014). Social media strategies for school principals. *National Association of Secondary School Principals*, 98(1), 5-25.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Sage Publications, Los Angeles, CA.
- Creswell, J., Hanson, W., Plano Clark, V., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35, 236-264.
- Creswell, J., & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130.
- Dancy, C. (2013). The impact of required technology professional development on teachers' perceived technology integration levels (Order No. 3578044). Available from *ProQuest Dissertations & Theses Global*. (1493902714). Retrieved from <http://search.proquest.com/docview/1493902714?accountid=7113>.
- Davis, M. R. (2010). Social networking goes to school. *The Education Digest*, 76(3), 14-19. Retrieved from <http://search.proquest.com/docview/763168488?accountid=7113>.
- Di Marzo, G. (2012). Why can't we be friends? The banning of teacher-student communication via social media and the freedom of speech. *American University Law Review*, 123-166.
- Donova, E. (2012). Social media: Guidelines for school administrators: A lesson in doing the right thing for students and your staff. *District Administration*. Retrieved from <http://www.districtadministration.com/article/social-media-guidelines-school-administrators>.
- Dreon, O., Kerper, R. M., & Landis, J. (2011). Digital storytelling: A tool for teaching



- and learning in the YouTube generation. *Middle School Journal*, 42(5), 4-9. Retrieved from <http://search.proquest.com/docview/869152300?accountid=7113>.
- Ertmer, P., Ottenbreit-Leftwich, A., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 423-435.
- Feeney, S., & Freeman, N. (2015). Smartphones and social media: Ethical implications for YC: *Young Children*, 70(1), 98-101.
- Fewkes, A., & McCabe, M. (2012). Facebook: Learning tool or distraction? *Journal of Digital Learning in Teacher Education*, 28(3), 92-98.
- Fox, A. & Bird, T. (2015). The challenge to professionals of using social media: Teachers in England negotiating personal-professional identities. *Education and Information Technologies*.
- Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). How to design and evaluate research in education. *McGraw-Hill, New York, NY*. ISBN: 978-0-07-809785-0.
- Friedman, H. & Friedman, L. (2013). Crisis in education: Online learning as a solution. *Creative Education*, 2(3), 156-163.
- Gikas, J., & Grant, M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26.
- Goodwin, A., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M., Reed, R., & Taveras, L. (2014). What should teachers educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65(4), 284-302.  
doi:10.1177/0022487114535266.

- Greenbank, P. (2003). The role of values in educational research: The case for reflexivity. *British Educational Research Journal*, 29, 6.
- Greenhow, C. (2011). Online social networks and learning. *On the Horizon* 19(1): 4–12.
- Guest, G., Bunce, A., & Johnson, L. (2006). "How many interviews are enough? An experiment with data saturation and variability," *Field Methods*, ( 18), 59-82.
- Henderson, M., Auld, G., Holkner, B., Russell, G., Seah, W. T., Fernando, A., & Romeo, G. (2010). Students creating digital video in the primary classroom: Student autonomy, learning outcomes, and professional learning communities. *Australian Educational Computing*, 24(2), 12-20.
- Hibbert, D. B. (2015). Twitter in chemical education, and IUPAC. *Chemistry International*, 37(3), 10-11. doi:10.1515/ci-2015-0303.
- Hirst, K. (2011). Twitter and its role in business education. *Teaching Business & Economics*, 15(3), 26-27. Retrieved from <http://search.proquest.com/docview/917540195?accountid=7113>.
- Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, 20(4), 12-17.
- Hsieh, H., & Shannon, S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Husserl, E. (1931). Ideas: General introduction to pure phenomenology (W. R. Boyce Gibson, trans.). New York: *Collier*.
- Hvidston, D. J., Hvidston, B. A., Range, B. G., & Harbour, C. P. (2013). Cyberbullying:

- Implications for principal leadership. *National Association of Secondary School Principals.NASSP Bulletin*, 97(4), 297-313. Retrieved from <http://search.proquest.com/docview/1500390126?accountid=7113>.
- Jackson, R., Drummond, D., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21-28.
- Jenkins, H. (2009). Confronting the challenges of participatory culture: Media education for the 21st century. Cambridge: *MIT Press*.
- Jensen, K.B. (2015). What's social about social media? *Social Media + Society*, 1(1).
- Johnson, L., A. Levine, and R. Smith. 2009. The 2009 horizon report. Austin, TX: *The New Media Consortium*.
- Journell, W., Ayers, C. A., & Walker Beeson, M. (2014). Tweeting in the classroom. *Phi Delta Kappan*, 95(5), 63-67.
- Kane, G., Alavi, M., Labianca, G., & Borgatti, S. (2014). What's different about social media networks? A framework and research agenda. *MIS Quarterly*, 38(1), 275-304.
- Kietzmann, J., Hermkens, K., McCarthy, I., & Silvestre, B. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251.
- Kist, W. (2012). Class, get ready to tweet: Social media in the classroom. *Our Children*. Retrieved from <http://files.eric.ed.gov/fulltext/EJ991339.pdf>.
- Kist, W., Srsen, K., & Bishop, B. F. (2015). Social media and "kids today": A counter-narrative from a US high school. *English Journal*, 104(3), 41-46. Retrieved from <http://search.proquest.com/docview/1656053051?accountid=7113>.
- Lapowsky, I. (2013). Ev Williams on Twitter's early years. *Inc, Inc*. Retrieved from

<http://www.inc.com/issie-lapowsky/ev-williams-twitter-early-years.html>.

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Madden, M., Lenhart, A., Cortesi, S., Gasser, U., Duggan, M., Smith, A., & Beaton, M. (2013, May 21). Part 1: Teens and social media use. Retrieved May 3, 2015, from <http://www.pewinternet.org/2013/05/21/part-1-teens-and-social-media-use/>.
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior, 33*, 213-223.
- Marciano, J. E. (2015). Becoming facebook friendly: Social media and the culturally relevant classroom. *English Journal, 104*(5), 73-78. Retrieved from <http://search.proquest.com/docview/1680253256?accountid=7113>.
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *The Journal of Computer Information Systems, 54* (1), 11-22.
- Marton, F. (1981). Phenomenography – Describing conceptions of the world around us. *Instructional Science* 10, 177-200.
- Marton, F. (1986), "Phenomenography - a research approach to investigate different understandings of reality", *Journal of Thought*, 21(3), 28-49.
- Marton, F. (1994), "Phenomenography," in Husén, T. and Postlethwaite, T.N. (Eds), *International Encyclopedia of Education*, 2nd ed., 8, 4424-4429. Pergamon, London.
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

- Mayoh, J. and Onwuegbuzie, A. (2013). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, 9(1), 91-107.
- McBride, D. (2011). Risks and benefits of social media for children and adolescents. *Journal of Pediatric Nursing*, 25(5), 498-499. doi:10.1016/j.pedn.2011.05.001.
- McNee, E. (2013). Disrupting the pickering balance: First amendment protections for teachers in the digital age. *Minnesota Law Review*, 1818-1853.
- Mero-Jaffe, I. (2011). 'Is that what I said?' Interview transcript approval by participants: An aspect of ethics in qualitative research. *International Journal of Qualitative Methods*, 10(3), 231-247.
- Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: *Jossey-Bass*.
- Minocha, S. (2009). Role of social software tools in education: A literature review. *Education Training*, 353-369.
- MMS Education (2012). 2012 survey of K-12 educators on social media networks, online communities, and web 2.0 tools. Retrieved from <http://www.edweb.net/fimages/op/reports/Educators-and-Social-Media-2012-web.pdf>.
- Morgan, H. (2013). Creating videos can lead students to many academic benefits. *Childhood Education*, 89(1), 51-53. Retrieved from <http://search.proquest.com/docview/1492204538?accountid=7113>.
- Mourlam, D. (2013). Social media and education: Perception and need for support. *Journal on School Educational Technology*, 23-28.
- Murphy, J., & Lebars, R. (2008). Unexpected outcomes: Web 2.0 in the secondary school classroom. *International Journal of Technology in Teaching and Learning*, 4(2), 134-

147.

- National Education Technology Plan. (2010). Transforming American education: learning powered by technology. *Office of Educational Technology*. Retrieved from <http://tech.ed.gov/netp/>.
- OECD (Organisation for Economic Co-operation and Development). (2008). 21st century learning: Research, innovation and policy directions from recent OECD analyses. <http://www.oecd.org/dataoecd/39/8/40554299.pdf>.
- OECD (Organisation for Economic Co-operation and Development). (2009). New millennium learners in higher education: Evidence and policy implications. <http://www.nml-conference.be/wp-content/uploads/2009/09/NML-in-Higher-Education.pdf>.
- O'Reilly, T. (2007). What is web 2.0: design patterns and business models for the next generation of software. *Communications and Strategies*, 65, 17–37.
- Ornek, F. (2008). An Overview of a theoretical framework of phenomenography in qualitative education research: An example from physics education research. *Asia-Pacific Forum on Science Learning and Teaching*, 9(2), article 11. Retrieved from [https://www.ied.edu.hk/apfslt/v9\\_issue2/ornek/ornek2.htm](https://www.ied.edu.hk/apfslt/v9_issue2/ornek/ornek2.htm).
- Page, K. (2015). Using social media in a high school physics classroom. *The Physics Teacher*, 53(3), 184-185.
- Pamuk, S. (2012). Understanding preservice teachers' technology use through TPACK framework. *Journal of Computer Assisted Learning*, 28(5), 425-439. doi:0.1111/j.1365-2729.2011.00447.x.
- Pander, T., Pinilla, S., Dimitriadis, K., & Fischer, M. R. (2014). The use of Facebook in medical education – A literature review. *GMS Zeitschrift Für Medizinische Ausbildung*, 31(3),

Doc33. doi:10.3205/zma000925.

- Papandrea, M. (2012). Social networks and the law: Social media, public school teachers, and the first amendment. *North Carolina Law Review*, 1597-1597.
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The Qualitative Report*, 20(2), 76-85. Retrieved from <http://search.proquest.com/docview/1677664021?accountid=7113>.
- Peredaryenko, M.S., & Krauss, S.E. (2013). Calibrating the human instrument: Understanding the interviewing experience of novice qualitative researchers. *The Qualitative Report*, 18, 85, 1-17.
- Perrin, A. (2015). Social media usage: 2005-2015. *The Pew Research Center*. Retrieved from <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>.
- Pew Research Center. (2014). Social networking fact sheet. Retrieved from <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/>.
- Phillips, T.I., Elhassan, H.A., & Whittlet, H.B. (2012). A quantitative analysis of YouTube as a resource for surgical education. *International Journal of Surgery*, 10(8), 78.
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal Of Counseling Psychology*, 52(2), 137-145. doi:10.1037/0022-0167.52.2.137.
- Poulou, M. (2014). The effects of students' emotional and behavioral difficulties of teacher-student interactions, students' social skills and classroom context. *British Educational Research Journal*, 40(6), 986-1004.
- Powers, L., Averbek, C., Alhussain, R., & Warner, A. (2012). Perspectives on distance education and social media. *Quarterly Review of Distance Education*, 13(4), 241-245.
- Prybutok, G. (2013). YouTube: An effective web 2.0 informing channel for health education to

- prevent STDs. *Informing Science*, 16, 19-36.
- Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). How teachers are using technology at home and in their classrooms. *Pew Research Center*. Retrieved from <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>.
- Rajendran, N. (2001). Dealing with biases in qualitative research: A balancing act for researchers. Retrieved April 28, 2015, from <http://nsrajendran.tripod.com/Papers/Qualconfe2001.pdf>.
- Rapley, T. (2004). 1 Interviews. In C. Seale, G. Gobo, Jaber F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice*. (pp. 16-35). London, England: *SAGE Publications Ltd*. doi: <http://dx.doi.org/10.4135/9781848608191.d5>.
- Richardson, J. T. E. (1999). The concepts and methods of phenomenographic research. *Review of Educational Research*, 69(1), 53-82. Retrieved from <http://www.cedu.niu.edu/~walker/research/Phenomenology.pdf>.
- Rowlands, B (2005). Grounded in practice: Using interpretive research to build theory. *The Electronic Journal of Business Research Methodology*, 3(1), 81-92.
- Rubin, D. (2014). Social media and the schools. *Computer and Internet Lawyer*, 31(7), 11-16. Retrieved June 5, 2015, from <http://search.proquest.com/docview/1539328031?accountid=7113> .
- Rumana, L. & Vigneswararajah, N. (2015). Using Twitter to reach problem based learning. *Medical Education*, 49(5), 531.
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Second Edition. Los Angeles, Calif: *Sage*.



- Sampson, J. (2012). A guide to quantitative and qualitative dissertation research. Retrieved from [http://diginole.lib.fsu.edu/cgi/viewcontent.cgi?article=1000&context=edpsy\\_faculty\\_publications](http://diginole.lib.fsu.edu/cgi/viewcontent.cgi?article=1000&context=edpsy_faculty_publications).
- Seaman, J., & Tinti-Kane, H. (2013, January 1). Pearson - social media for teaching and learning - social media survey. Retrieved from <http://www.pearsonlearningsolutions.com/higher-education/social-media-survey.php>.
- Selwyn, N. (2010). Looking beyond learning: Notes towards the critical study of educational technology.” *Journal of Computer Assisted Learning*, 26, 65–73.
- Shah, A. (2010). Why can't we be Facebook friends?: Facebook has blurred the lines between teachers and students, forcing districts to grapple with what's appropriate online. *Star Tribune (Minneapolis, MN)*.
- Shaw, M., & Black, D. W. (2008). Internet addiction: Definition, assessment, epidemiology and clinical management. *CNS Drugs*, 22(5), 353. Retrieved from <http://libproxy.library.unt.edu:2143/ps/i.do?id=GALE%7CA199914860&sid=summon&v=2.1&u=txshracd2679&it=r&p=HRC&sw=w&asid=38eb66fcf4788ad9d6935395e0aa3574> .
- Sheridan, P. M. (2015). Tracking off-campus speech: Can public schools monitor student's social media? *Southern Law Journal*, 25(1), 57-76. Retrieved from <http://search.proquest.com/docview/1665097023?accountid=7113>.
- Shirky, C. (2003). A group is its own worst enemy: Social structure in social software. Paper presented at the O'Reilly Emerging Technology conference. Retrieved from [http://www.shirky.com/writings/group\\_enemy.html](http://www.shirky.com/writings/group_enemy.html).
- Smith, D.K. (2014). iTube, YouTube: Social media videos in chemistry education and outreach.

- The American Chemical Society and Division of Chemical Education, Inc.*, 91(10), 1594-1599.
- Smith, T., & Lambert, R. (2014). A systematic review investigating the use of Twitter and Facebook in university-based healthcare education. *Health Education*, 114(5), 347. Retrieved from <http://search.proquest.com/docview/1650559452?accountid=7113>.
- Simon, M. (2011). The role of the researcher. Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/Role-of-the-Researcher.pdf>
- Spiegelberg, H. (1965). The phenomenological movement: A historical introduction. The Hague, the Netherlands: *Martinus Nijhoff*.
- Stuchbery, M. (2013). Using Twitter to teach civics and citizenship in a year 8 classroom. *Ethos*, 21(1), 23-24.
- Sutton, S. (2011). The preservice technology training experiences of novice teachers. *Journal of Digital Learning in Teacher Education*, 28(1), 39-47.
- Swain, A. (2013). The problem with “nuts and bolts:” How the emphasis on “highly qualified professionals” is undermining education. *Educational Studies*, 119-133. doi:10.1080/00131946.2013.767256.
- Szeto, E., & Cheng, A. Y. (2014). Exploring the usage of ICT and YouTube for teaching: A study of pre-service teachers in Hong Kong. *The Asia - Pacific Education Researcher*, 23(1), 53-59. doi:<http://dx.doi.org/10.1007/s40299-013-0084-y>.
- Tamim, R.M. (2013). Teachers’ use of YouTube in the United Arab Emirates: An exploratory study. *Computers in Schools*, 30(4), 329-345.
- Tess, P.A. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behavior*, 29, A60-A68.

- Thayer, Margaret (n.d). Theory of phenomenology. Retrieved from  
<http://edtech2.boisestate.edu/thayerm/504/Phenomenography%20Theory%20Paper.pdf>.
- Thomas, D.R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246. doi: 10.1177/1098214005283748.
- Thomas, E. & Magilvy, J. K. (2011), Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing*, 16: 151–155. doi: 10.1111/j.1744-6155.2011.00283.x.
- Tufford, L., & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work*, 11, 80-96.
- University of North Texas Library (2015). Research. (Website) Retrieved from  
<http://www.library.unt.edu/research>.
- University of Phoenix. (2014). K-12 teachers uncertain about how to connect with students. Retrieved from <http://www.phoenix.edu/news/releases/2014/01/new-survey-shows-teachers-uncertain-on-social-media.html>.
- Valtonen, T., Kontkanen, S., Dillon, P., Kukkonen, J., & Vaisanen, P. (2014). Upper secondary and vocational level teachers at social software. *Education and Information Technologies*, 19(4), 763-779.
- Virkus, S., & Bamigbola, A. A. (2011). Students' conceptions and experiences of web 2.0 tools. *New Library World*, 112(11), 479-489.  
doi:<http://dx.doi.org/10.1108/03074801111190473>.
- Visser, R. D., Evering, L. C., & Barrett, D. E. (2014). #TwitterforTeachers: The implications of

- Twitter as a self-directed professional development tool for K-12 teachers. *Journal of Research on Technology in Education*, 46(4), 396-413. Retrieved from <http://search.proquest.com/docview/1632517893?accountid=7113>.
- Wankel, C. (2009). Management education using social media. *Organization Management Journal*, 251-262.
- Warren, S., Wakefield, J., Knight, K., & Alsobrook, M. (2013). Chapter 12: Learning and teaching as communicative actions: Cases of Twitter as an educational tool. In *Cases on Educational Technology Implementation for Facilitating Learning* (pp. 193-213). Hershey: Information Science Reference.
- Way, O.W., Wedgeworth, M.G., & Bigham, A.B. (2013). Technology in nursing education: YouTube as a teaching strategy. *Journal of Pediatric Nursing*, 28(4), 408-410.
- Whitaker, J.A., Orman, E.K., & Yarbrough, C. (2014). Characteristics of “music education” videos posted on YouTube. *National Association for Music Education*, 33(1), 49-56.
- Willard, N. (n.d). Schools and online social networking. *Education World*. Retrieved from [http://www.educationworld.com/a\\_issues/issues/issues423.shtml](http://www.educationworld.com/a_issues/issues/issues423.shtml).
- Williamson, J. (2013). Chalk talk: Because of my "status," my status is unemployed: Recommendations for implementing regulations on social media use by public elementary and secondary school faculty. *Journal of Law & Education*, 42(4), 731-741.
- Wilson, C. (2013). Making connections: Higher education meets social media. *Change: The Magazine of Higher Learning*, 51-57.
- Yin, R. (2009). Case study research: Design and methods (4th ed.). Sage, Thousand Oaks, CA.
- Zainol Abidin, M. j., Pour-Mohammadi, M. M., Balbir Singh, K. k., Azman, R. u., &

Souriyavongsa, T. t. (2011). The effectiveness of using songs in YouTube to improve vocabulary competence among upper secondary school studies. *Theory & Practice In Language Studies*, 1(11), 1488-1496. doi:10.4304/tpls.1.11.1488-1496.

Zainol Abidin, M.J., Pour-Mohammadi, M.M., Balbir Singh, K.K., Azman, R.U., &

Souriyavongsa, T. T. (2011). The effectiveness of using songs in YouTube to improve vocabulary competence among upper secondary school studies. *Theory & Practice In Language Studies*, 1(11), 1488-1496. doi:10.4304/tpls.1.11.1488-1496.

Zhang, M., Lundeberg, M, Koehler, M., & Eberhardt, J. (2011). Understanding affordances and challenges of three types of video for teacher professional development. *Teaching and Teacher Education*, 27, 454–462.