

EXPLORING THE INFLUENCE OF THE TEACHER: SOCIAL PARTICIPATION ON TWITTER AND ACADEMIC PERCEPTION

Dr. Sonia Santoveña-Casal and Dr. César Bernal-Bravo (Spain)

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INTRODUCTION



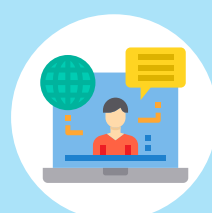
Social participation

in a context of interaction experiences are decisive for learning and the teacher's role, is to offer alternatives for debate and creation.



Twitter

pedagogical potential of social networks (Twitter) that promote commitment, interaction and motivation.



E-learning,

research has highlighted the importance of social interaction (between students, teacher and content) and its positive influence on academic performance.

OBJECTIVE AND METHODOLOGY

Analyze the influence of teacher roles (guide or facilitator) on students' social participation on Twitter and their perceived academic experience of students.

Mixed triangulation design

Theoretical model

Quantitative and qualitative analysis

The research model including the **three hypotheses** is presented in Figure 1.

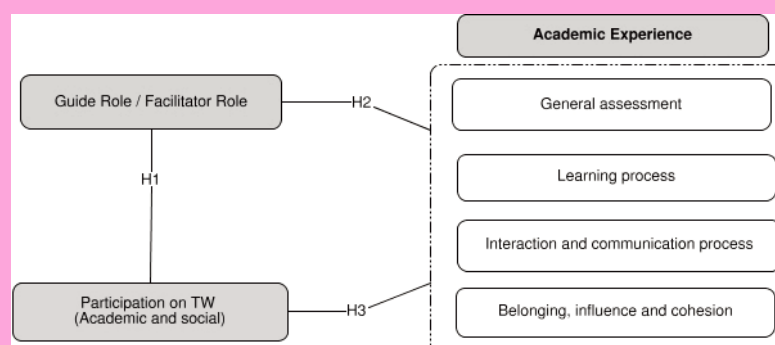


Figure 1. Proposed model.

RESULTS



- Social participation on Twitter. The adoption of a facilitating role on Twitter (more passive role) improves students' perception of learning, their degree of satisfaction, and the assessment of the communication and interaction process developed on Twitter. It contributes to the acquisition of learning and knowledge and the improvement of interpersonal relationships.
- Perceived academic experience. Importance of interaction between students and how this relationship influences their feeling of belonging to the group.

CONCLUSIONS



The results indicate that the teaching role does not influence students' social participation and that its influence on the perception of the academic experience is small, although of high interest for the educational context.

A role that reinforces an independent learning process is a better strategy when talking about social networks in the classroom.



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