

INTRODUCTION TO “THE INFLUENCE OF SOCIAL MEDIA ON ONLINE EDUCATION” STREAM

John Bourne, PhD

Editor-in-Chief

I am pleased to introduce you to Dr. Jose António Marques Moreira from the University of Coimbra, Coimbra, Portugal, and Dr. Angélica Monteiro from the University of Porto, Porto, Portugal. Moreira and Monteiro will be assuming the editing of this stream in 2016. Below are their backgrounds and plans for this stream



Jose António Marques Moreira earned a PhD in education in 2009 from the Faculty of Psychology and Educational Sciences, University of Coimbra. His master's degree in education and degree in art history were awarded to him from the same university, the latter of which was from the Faculty of Humanities.

Moreira's complementary training includes post-doctorate in educational technology and communication at the University of Coimbra, a master course in multimedia in the Faculty of Engineering, University of Porto, a training course for teachers in elearning at Open University, Portugal, and an advanced training course for teachers of higher education at the University of Aveiro, Portugal.

His scientific and academic activities include serving as a researcher at the Centre for 20th Century Interdisciplinary Studies of the University of Coimbra (CEIS 20), in the Group of Policies, Educational Organisations and Educational Dynamics (GRUPOEDE). Moreira's recent interest has been to articulate his research interests with those of the GRUPOEDE, focusing the attention on the idea of development. He has therefore been looking into ways of studying the educational policies and how the national education/training systems are organised, and also the different concepts, models and practices of teaching-learning and initial and continuing teacher training. In the course of the functions to which he has been assigned as teacher at Open University, an e-Learning and Distance Learning institution, he has engaged in development processes, seeking to relate his academic activities with scientific activities, which has resulted in various publications in the past few years. He has supervised several theses and dissertations in this area (<http://www.degois.pt/visualizador/curriculum.jsp?key=4209642637939659>).

He is member of the Editorial Board and Editor Responsible for the collection *Contemporary Educational Dynamics* published by White Books. He is a member of the Editorial Board of the *American Journal of Educational Research*. He is reviser in several scientific journals, such as *OpenPraxis*, edited by the *International Council for Open and Distance Education-ICDE*, the *American Journal of Educational Research*, the *Revista Brasileira de Informática na Educação* [Brazilian Journal of Informatics in Education], the *Revista Científica de Educação a Distância- Paidei@* [the Scientific journal of Distance Learning-Paidei@], among others.



Angélica Monteiro holds a PhD in education and Masters in multimedia education from the University of Porto. She is a researcher at the Centre for Research in Education (CIIE), University of Porto, and a researcher at RECI and professor in the Department of Education at the Instituto Piaget. She has published many papers on the subject of b-learning in higher education.

INFLUENCE OF SOCIAL MEDIA ON ONLINE EDUCATION: A PROSPECTUS

In this issue, there is one paper in the social media stream, “MOOCs as an Innovative Pedagogical Design Laboratory,” by Whitney Kilgore, University of North Texas. The paper discusses an innovation for training faculty using MOOCs. According to the paper’s abstract, increased demand for online learning options coupled with the pace of the evolution of technology and pedagogy has necessitated growth in the quality and quantity of facilitation training for online faculty to support effective educational experiences. On the basis of data presented in a variety of reports on MOOCs, the participants tend to primarily be people with a master’s degrees or higher; thus, it makes sense to use MOOCs as multi-institutional professional development for educators who teach online. These digital learning spaces can bring educators together to explore new pedagogical techniques that can have a positive impact on their teaching practice. This paper will explore one such course, Humanizing Online Instruction, which was designed to allow instructors to learn the principles of a community of inquiry while exploring the use of social media and asynchronous video to enhance presence (instructor, social, and cognitive) in online courses.

This stream will be examining the influence of social media on online education from a number of different viewpoints, including the following:

- Web 2.0 tools
- Online communities
- Virtual learning communities
- Social networks, including tools and analytics

- Interactive platforms for social learning in education
- Learning management systems
- Implement of theoretical constructs, including connectivism
- Practical methods for implementing social networking for online education

We anticipate looking at a wide variety of emerging topics that fall within in this list. There will be overlap with other streams, but in every case, the papers found in the social media stream will be about new and exciting things that we have uncovered from various corners of the globe. I hope you can join us and contribute materials.