Fostering Social Media Self-Efficacy in Family Science Graduate Students

NC STATE UNIVERSITY
Nichole Huff, Ph.D., Dede Nelson, M.Ed., Kimberly Allen, Ph.D.
Let's Live Tweet!

@soapboxmommy
@Dede_N
@drkimallen
#SMSEscale
Although family science employers are increasingly looking for candidates with strong social media skills...

- there is no standard body of knowledge in the area of social media in family science
- there is not a set definition of what constitutes social media
- there are no proven means for identifying, categorizing, or evaluating specific social media competencies
… interactive web-based technologies that engage users to participate in, comment on and create content as means of communicating with other individuals or the public, at large.

Heidi Cohen, 30 Social Media Definitions
A sometimes confusing web of tools
Categorizing Tools

Social networks: Facebook, LinkedIn

Media Sharing: YouTube, Flickr

Blogging: Wordpress, Blogger

Microblogging: Twitter

Social Bookmarking: Delicious, StumbleUpon
Belief in one's capacity to carry out behaviors necessary to produce a specific performance (Bandura, 1977, 1986, 1997).

One’s previous knowledge, skills, and/or achievements are not always the most accurate predictors of success without the belief that one will be successful.
Self-Efficacy—Performance Relationship

Mastery experience
Vicarious experience (modeling)
Verbal persuasion
Physiological states

Factors influencing development of self-efficacy

Self-regulatory processes

Analysis of task requirements
Attributional analysis of experience
Assessment of personal and situational resources/constraints

Self-Efficacy

Consequences of self-efficacy (goal level, effort, perseverance)
Performance
Feedback
Performance outcomes

Adapted from model by Gist & Mitchell, 1992
Phase I
- Defining Social Media Competencies

Phase II
- SMSE Scale Creation & Validation

Phase III
- Pilot Study
1. Make a collection of files available to a select group of people.
2. Make a status update or a microblogging post (e.g., Twitter).
3. Contribute to photo editing and/or sharing on a social media platform.
4. Make decisions on creation of your user profile regarding public/private considerations.
5. Identify appropriate styles and write for multiple media audiences.
6. Evaluate social media tools to determine appropriateness for a specific task.
7. Promote ideas or influence behaviors via social media.
8. Validate authenticity of information acquired on a social media platform.
9. Seek out information from a social media-based website (e.g., software tutorials).
10. Create a blog including design, layout, and posting text/images.
11. Adjust privacy settings to limit access of online information to desired audience.
12. Create a collaborative document using a SM application (e.g., Google Docs).
13. Moderate discussion or postings on a social media site to assure appropriateness for your organization’s purposes.
15. Evaluate the impact of your social media use.

Social Media Self-Efficacy Scale
Incorporating Social Media Assignments into Graduate Family Science Courses
Iliana Santillan
@MisLeadEres
ESL Teacher & Family Life and Youth Development grad student at NCSU. Here to reach, educate, and mobilize Hispanics through advocacy and collaborative action.
Apex, North Carolina

TWEETS: 214
FOLLOWING: 506
FOLLOWERS: 273

http://lovemenotorg.wix.com/lovemenotorg
Data Collection

Pre/post survey were administered to students enrolled in two Fall 2013 Family Life and Youth Development graduate courses at NCSU

- **Quantitative:**
  - SMSE Scale
  - SM Attitudes Scale
  - SM Familiarity Score

- **Qualitative:**
  - Pre/post reflective journals
Phase 3 Results

A paired-samples t-test was conducted to compare student Social Media Self Efficacy in pre and post-test conditions. On average, students increased their Social Media Self Efficacy scores by 12.25 points from pre-test to post-test, which was significant at $p = .001$.

Our results suggest that including experiential social media assignments in student learning increases students’ social media self-efficacy.
Phase 3 Results

Social Media Self-Efficacy and Social Media Attitudes

<table>
<thead>
<tr>
<th>Correlation</th>
<th>p</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMSE/SMA Pre/Post Change</td>
<td>.024</td>
<td>.502*</td>
</tr>
<tr>
<td>SMSE/SMA Pre</td>
<td>.003</td>
<td>.647**</td>
</tr>
<tr>
<td>SMSE/SMA Post</td>
<td>.001</td>
<td>.700**</td>
</tr>
</tbody>
</table>

*p = 0.05; **p = 0.01

Additionally, student attitudes towards social media significantly predicted SMSE scores, $\beta = .631, t(17) = 3.35, p = .004$.

Student attitudes towards social media also explained a significant proportion of variance in SMSE scores, $R^2 = .63, F(1, 17) = 11.25, p = .004$. 
The social media project has been one of the most rewarding educational experiences I have had thus far. I started this endeavor feeling insecure and unsure about my stand. Thanks to the few months of complete immersion in the virtual world of Twitter and blogging, I am now a confident professional. I have found my voice...
Of course, I consciously know that I’m getting my masters but the work feels the same. That being said, this felt different; it felt like the first time that I was working towards my masters. I could actually see myself contributing something to the field rather than just being a consumer.
Ways to Increase Student Self-Efficacy:

- Providing attributional feedback
- Modeling proper performance
- Immersive experiential assignments
- Self-assessment strategies
- Setting measurable goals
- Journal writing, reflection exercises
- Scaffolding (by instructor, peers)
“Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure.”

Albert Bandura

Nichole Huff, Ph.D., CFLE
nichole_huff@ncsu.edu

Dede Nelson, M.Ed.
dede_nelson@ncsu.edu

Kimberly Allen, Ph.D., BCC
kimberly_allen@ncsu.edu