Final Report

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Project Title: *Social Media in Undergraduate Learning: A Scoping Review Study*

1.1 Project Summary

This funding was used for early phases of a scoping review research project on social media in undergraduate teaching and learning. Several outcomes were achieved, including data collection, hiring/training RAs, pilot screening for inter-rater reliability, and some title/abstract screening. Early dissemination outputs include preregistration and also journal publication of the research protocol, and conference presentations on meta-research considerations. We are committed to a students-as-partners approach, and student RAs were active contributors to conference dissemination activities. Due to the size and scope of the review, this research is ongoing.

1.2 Project Outcomes and Impacts

Social technologies were heavily adopted in higher learning long before the term “social media” emerged as we know it today. Over time, the use of SM in UG T&L has steadily increased, particularly following the shift to remote teaching during the COVID-19 pandemic (Rautela et al., 2022). Yet researchers, policy-makers, and practitioners are often unable to easily understand, access, and use the best available evidence because there are currently no rigorous, comprehensive reviews examining social media use focused on student learning in undergraduate contexts. Nor are there any systematic examinations of this phenomena over time and with the goal of synthesizing information that can inform future action. Our scoping review addresses this critical lack of an evidence-base. The main research questions guiding this research are RQ1) Are there observable trends, patterns, or gaps that can be identified in the existing literature on social media use in higher education? And RQ2) What methods have been commonly used to study social media technologies in undergraduate learning? We will also provide meta-research implications, disseminating on both the results and the process of the scoping review. By addressing this gap in the literature, our research will beneficially inform scholarly teaching and evidence-based strategies for using SM in undergraduate teaching and learning currently, while also taking stock of emerging contextual trends, patterns, and insights (e.g., during/after emergency remote teaching) and evolving intersections with misinformation, AI, and machine learning in ways that are future-forward. Specifically, we will: address the knowledge gap on the use of SM in UG T&L; identify trends and practices that have informed current use of SM technologies and anticipate future practices and policy, regardless of discipline; share meta-research contributions; answer the call to increase the use of evidence synthesis methodologies in the social sciences (Stewart et al., 2022); and develop further understanding of the value of scoping methods and methodologies in educational research. Student training, mentorship, and collaboration are embedded in this research project, using a students-as-partners framework that, among other things, fosters a sense of ownership and shared responsibility in the student collaborators, leading to impactful outcomes in teaching, learning, and research (Cook-Sather et al., 2014; Healey et al., 2016). Alongside the dissemination activities noted later in this report, with mentorship from the faculty researchers, two student RAs were successfully awarded a combined $6,000 in funding to support their travel to Congress SSH in Montreal, QC in June 2024. – 1 grant per RA for $1,500, Mokakiiks Undergraduate Scholarship of Teaching and Learning Dissemination Grants – 1 team grant for $3,000, MRU’s Undergraduate Research Dissemination Fund To date our dissemination outputs include one journal article, *Hayman, R. & Smith, E. E. (2023). Social media in undergraduate teaching and learning: A scoping review protocol. PLoS ONE, 18(11), e0291306. https://doi.org/10.1371/journal.pone.0291306 And five paper presentations at scholarly meetings or conferences, *+Bui, L., +Duke, E., Smith, E. E., & Hayman, R. (2024, June). Sustaining shared futures through social media in higher education: Insights from a scoping review study. Paper presented at the Canadian Society for the Study of Higher Education, Montreal, PQ. *+Duke, E., +Bui, L., Hayman, R., & Smith, E. E. (2024, June). Undergraduate students as research partners: Lessons learned in a scoping review of social media in teaching and learning. Paper presented at the Open Technology in Education, Society, and Scholarship Association, Montreal, PQ. *Smith, E. E., & Hayman, R. (2023, November). Expeditions in social media for undergraduate learning: An update on a

SoTL scoping review project. Paper presented at the Symposium on Scholarship of Teaching and Learning, Banff, AB. *Hayman, R., & Smith, E. E. (2023, May). Conducting scoping reviews: Opportunities and challenges for examining social media use for learning. Paper presented at the Open Technology in Education, Society, and Scholarship Association, Toronto, ON. *Hayman, R., & Smith, E. E. (2022, November). Looking back, looking ahead: Protocols, approaches, opportunities, and challenges of scoping reviews in SoTL. Paper presented at the Symposium on Scholarship of Teaching and Learning, Banff, AB.