

Social Media in Nursing & Midwifery Education: A Mixed Study Systematic Review



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Social media use

Since when?

<6 months

<1 year

1-5 years

5-10 years

10+ years

How often?

Several times a day

Once a day

Once a week

Once a month

How long?

5-10 minutes

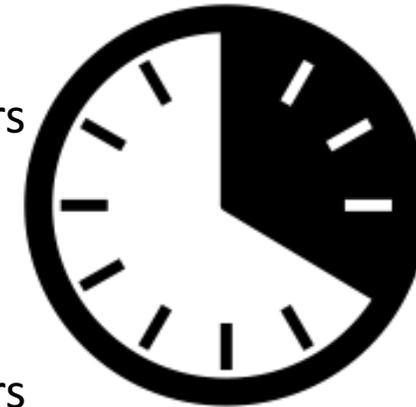
2+ hours

10-20 mins

1-2 hours

20-30 mins

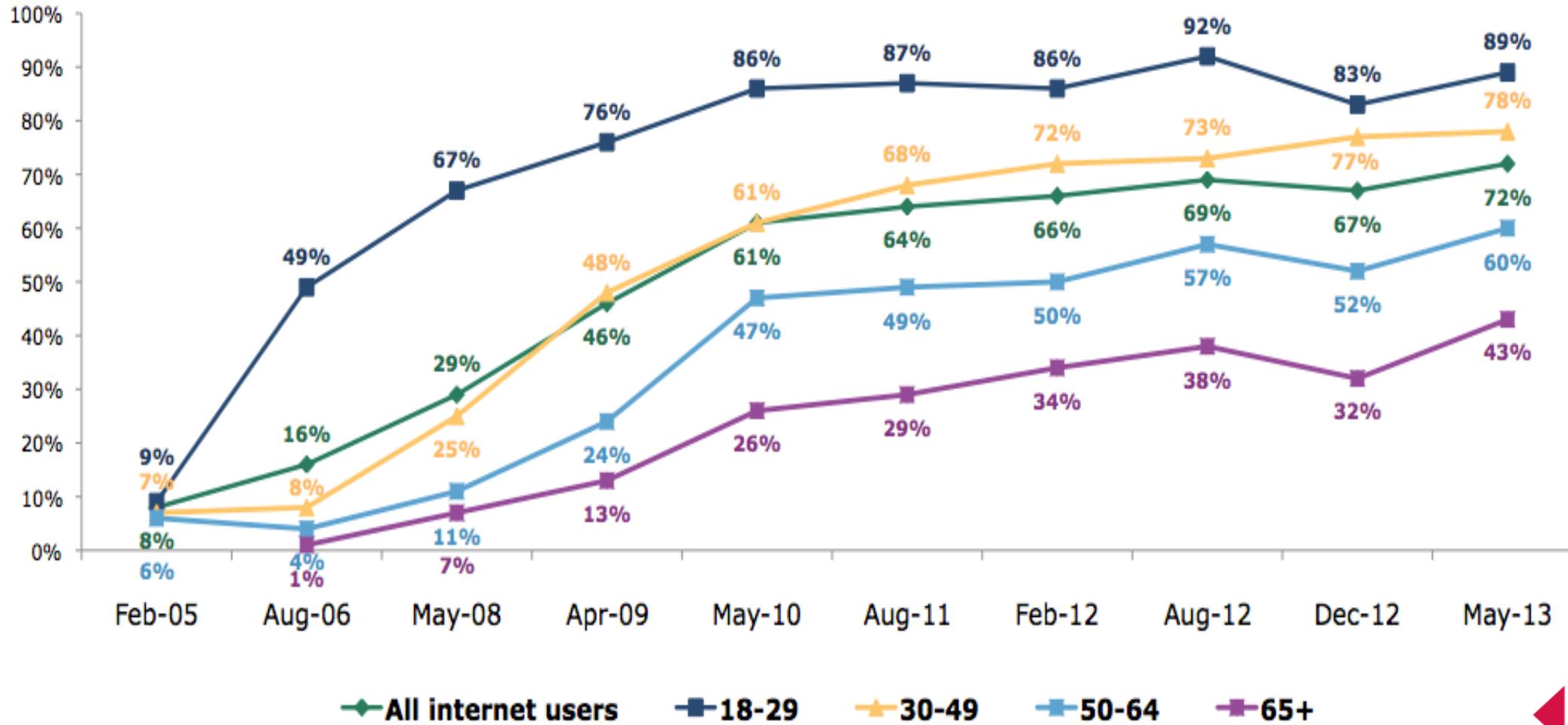
30-60 mins



Social Networking Site Use, by Age Group

(% share of internet users)

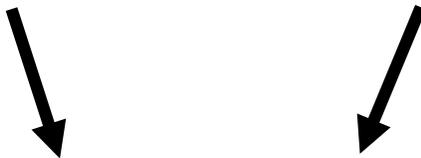
Snapshots, Feb 2005 - May 2013



What have you learned from using social media?

Personal life

Professional life

- 
- New knowledge
 - New skills
 - New networks



Mixed study systematic review

Social networking sites (SNS) only

“web-based application that enables people to create virtual profiles within a ‘bounded system’ as a means to connect and communicate with users on this platform, which is freely available for others to view and interact with” ([Boyd & Ellison, 2007, p. 211](#))

Aim

- What is the effect of social media applications on **learning** among nursing and midwifery students?
- What are the **perspectives** of nursing and midwifery students, faculty and practice staff towards using social media for this purpose?



Searching for literature

- Searched databases: PubMed, MEDLINE, CINAHL, Scopus and ERIC (Jan 2016 & June 2017)
- Inclusion criteria:
 - Nursing and midwifery education populations
 - Social networking site (SNS) as an educational intervention
 - Learning outcomes reported
 - English language
 - Primary research studies
 - All types of research designs
 - No date limits were applied

[\(O'Connor et al, 2017\)](#)

[PROSPERO](#): CRD42016039357

A mixed study systematic review of social media in nursing and midwifery education: Protocol

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Screening & Quality Assessment

Screening

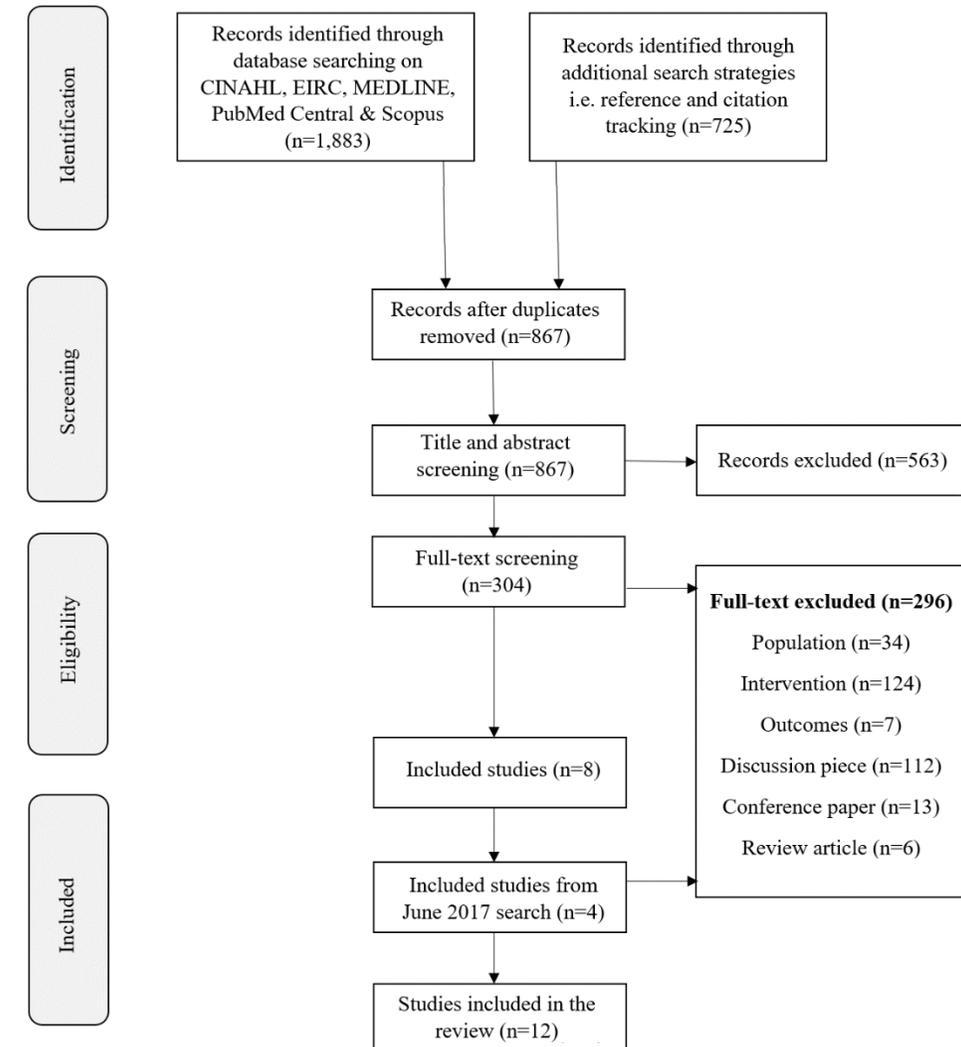
- 1,883 search results downloaded to RefWorks
- Titles, abstracts and full papers were screened
- 12 studies included in the review

Quality assessment

- Quality assessment using the Mixed Methods Appraisal Tool (Pluye et al, 2009)

Data extraction

- Results & discussion data extracted to MS Excel



Data Analysis

- Sequential explanatory synthesis
(Pluye & Hong 2014)
- Three sequential phases
 1. Quantitative data analysed using narrative synthesis (Popay et al, 2006)
 2. Qualitative data analysed using the framework approach (Richie & Spencer, 1994)
 3. Syntheise stage 1 and 2 analysis together to provide a conceptual framework using **Bandura's (1976) Social Learning Theory**



Results - Study Characteristics

- **Populations** - mostly undergraduate nursing students (n=11), one midwifery (pre & post reg)
 - Poor descriptions of student characteristics
- **Interventions** - Facebook (5), Twitter (3), YouTube (1), Google+ (1), Ning.com (1), mix of social media (2)
 - Interventions characteristics were poorly described
- **Outcomes** – self reported knowledge and skills, satisfaction with SNS
 - No study used psychometrically tested and valid instruments
- **Study designs** – quantitative (6), qualitative (4), mixed methods (2)
 - Underpinning theory/framework used in five studies
- **Study settings** – academic (11), clinical (1)
- **Geographic location** - Australia (4), United States (3), UK (3), Canada (1), Taiwan (1)

Results – learning outcomes

- Acquire new knowledge, skills & professional/personal networks
- Refresh their existing understanding of topics
- Synthesise past and present learning

Knowledge	Skills	Other outcomes
Clinical subjects e.g. health promotion, diseases (dementia)	Communication and interpersonal skills	Establish professional networks
Professional career e.g. role as a nurse, job prospects	Digital literacy skills e.g. eProfessionalism	Establish personal networks
Exam preparation	Study skills	Confidence
Personal interests e.g. film, music	Research skills e.g. critique literature	
Learned nothing		

Results – antecedents to learning

Organisation of social media intervention

“Clarify more fully the use of this program to enhance the communications between students to ensure their understanding and progress”

(Thalluri & Penman, 2016)

Digital literacy and e-Professionalism

“The familiarity of Facebook and students' habitual use of it were aspects found to trigger interest in using the learning strategy and thereafter sustained ongoing participation”

(Watson et al, 2016)

Personal motivation

“If this is to succeed we all need to be committed at the start. We all need to be aware that this could really help us support one another. It will work, but it needs everyone's buy in”

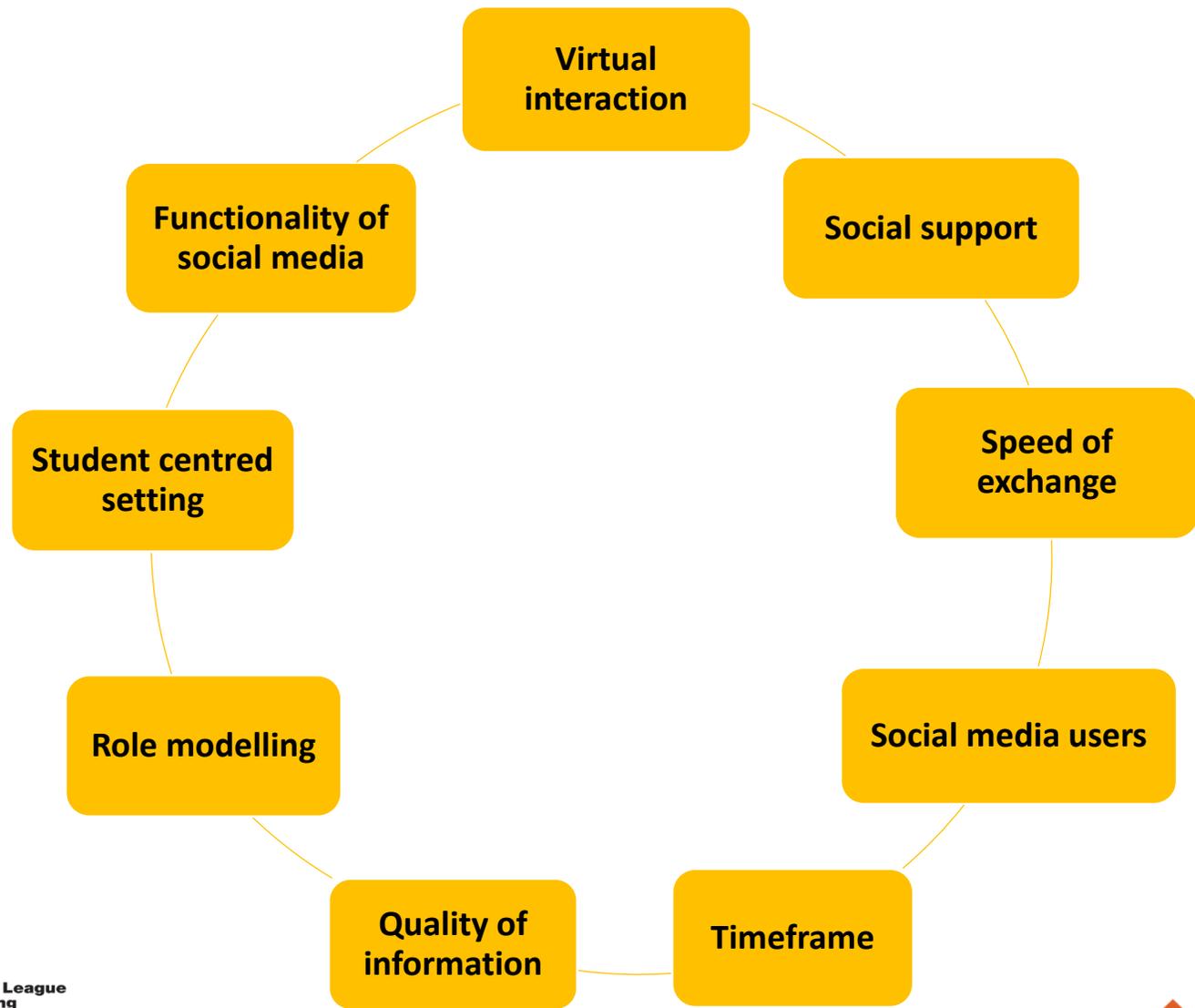
(Mistry, 2011)

Flexible access

“It's just ready information that's there when you need it, because people have Facebook on their phones and everything and you can get an answer wherever you might be”

(Watson et al, 2016)

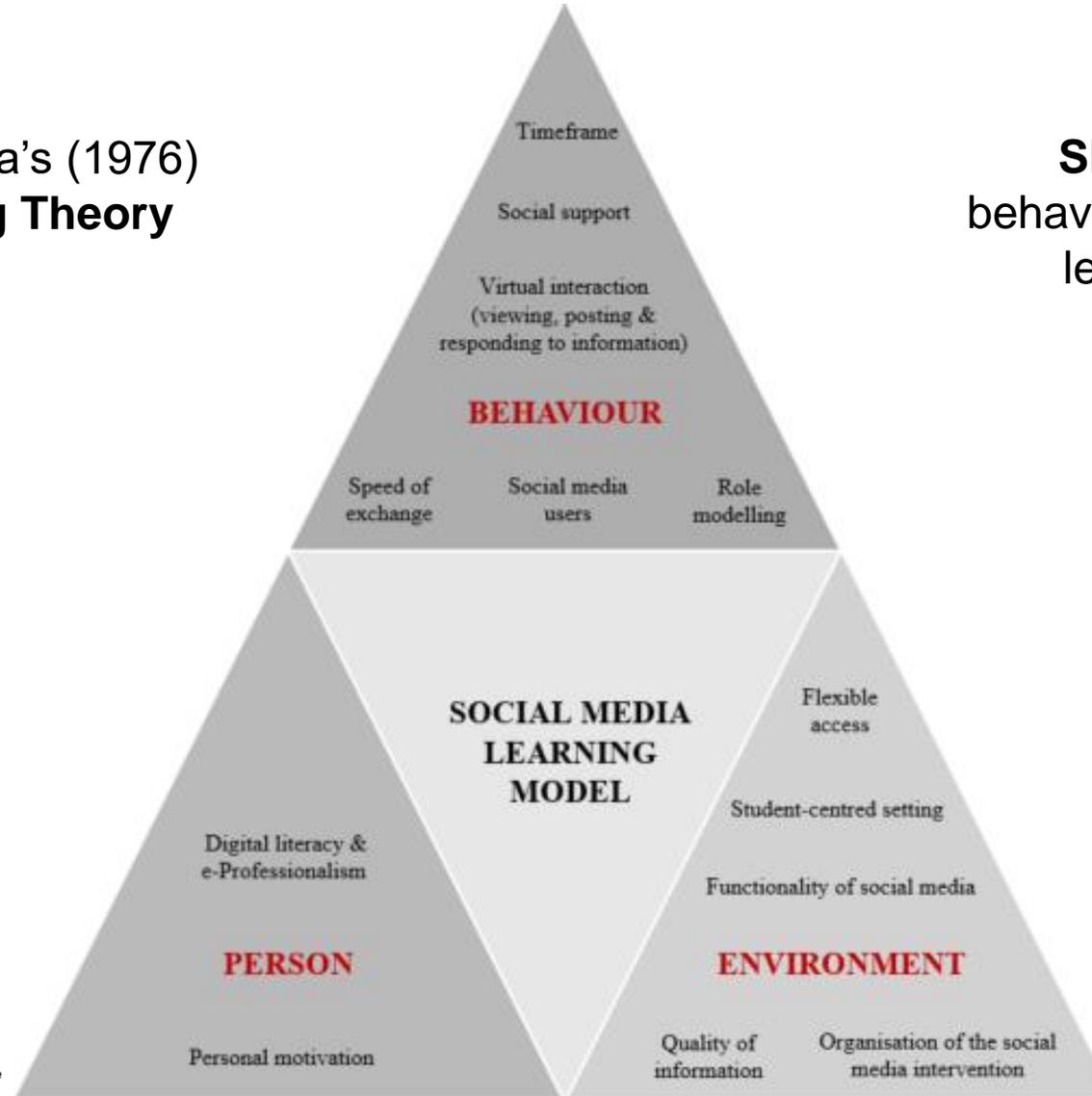
Results – learning process



Discussion – social media learning model

Based on Bandura's (1976)
**Social Learning Theory
(SLT)**

SLT bridges both
behaviourist and cognitive
learning theories



Conclusion

Review strengths

- First rigorous synthesis
- New conceptual model
- Establishing an evidence base

Review limitations

- Small number of studies, no grey literature
- Only looked at social networking
- Weak study designs

Future research

- Conduct scoping review
- Design and run a social media intervention



Thank you..... Any Questions?

Research team

- Dr Richard Booth, Western University, Canada
- Sarah Jolliffe, University of Manchester, UK
- Dr Laoise Renwick, University of Manchester, UK
- Dr Emma Stanmore, University of Manchester, UK
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