Social Media in Nursing & Midwifery Education: A Mixed Study Systematic Review
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
- 10-20 minutes
- 20-30 minutes
- 1-2 hours
- 2+ hours
- 30-60 minutes
Social Networking Site Use, by Age Group
(% share of internet users)
Snapshots, Feb 2005 - May 2013

Source: Pew Research Center’s Internet & American Life Project
What do you use social media for?

- **Connect** with family, friends, peers etc
- **Share** photos, videos & other information
- **Find** information on people, organisations etc
- **Chat** to family, friends, peers etc
- **Support** others by responding online
What have you learned from using social media?

- 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
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 (Ritchie & 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

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Other outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical subjects e.g. health promotion, diseases (dementia)</td>
<td>Communication and interpersonal skills</td>
<td>Establish professional networks</td>
</tr>
<tr>
<td>Professional career e.g. role as a nurse, job prospects</td>
<td>Digital literacy skills e.g. eProfessionalism</td>
<td>Establish personal networks</td>
</tr>
<tr>
<td>Exam preparation</td>
<td>Study skills</td>
<td>Confidence</td>
</tr>
<tr>
<td>Personal interests e.g. film, music</td>
<td>Research skills e.g. critique literature</td>
<td></td>
</tr>
<tr>
<td>Learned nothing</td>
<td></td>
<td></td>
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</tbody>
</table>
## Results – antecedents to learning

<table>
<thead>
<tr>
<th>Organisation of social media intervention</th>
<th>Digital literacy and e-Professionalism</th>
<th>Personal motivation</th>
<th>Flexible access</th>
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<tr>
<td>“Clarify more fully the use of this program to enhance the communications between students to ensure their understanding and progress” (Thalluri &amp; Penman, 2016)</td>
<td>“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)</td>
<td>“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)</td>
<td>“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)</td>
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Results – learning process

- Virtual interaction
- Social support
- Speed of exchange
- Social media users
- Timeframe
- Quality of information
- Role modelling
- Student centred setting
- Functionality of social media
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

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References


References


