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Secondary Teachers' Perspectives on Social Media Use With Students During the COVID-19 Pandemic

Janene Medina Mondragon
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Janene Medina Mondragón

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Dr. Terri Edwards, Committee Chairperson, Education Faculty
Dr. Tara McNealy, Committee Member, Education Faculty
Dr. Jennifer Seymour, University Reviewer, Education Faculty

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Sue Subocz, Ph.D.

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Abstract

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by

Janene Medina Mondragón

MA, Adams State University, 2017

BA, Adams State University, 1996

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

This study addressed the problem that teachers used social media inconsistently with their students during the COVID-19 pandemic. During the COVID-19 pandemic, the research state's public education department suggested utilizing social media to communicate with students through remote learning. Traditionally, teachers have struggled with using social media with students. The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. Vygotsky's theory of sociocultural learning and Jenkin's convergence culture theory made up the conceptual framework of this study. The research questions addressed secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic, how they were prepared to use social media to communicate with students, and what teachers believed they needed to improve the use of social media to increase communication with students during remote teaching. Using purposive and snowball sampling, eleven teachers who used social media to communicate with their students during the COVID-19 pandemic participated in semistructured interviews. Data were analyzed using Braun and Clarke's six step guide for thematic analysis. Four themes emerged to answer the research questions: (a) teachers' challenges in communicating with students using social media, (b) benefits of social media use in education, (c) teacher support systems during remote teaching and future challenges, and (d) COVID-19 pandemic effect on education. Conclusions of this study may provide information to help support teachers in the development of effective communication skills on social media with students and promote positive social change in education.

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Dedication

Veronica Gold, you were my inspiration for becoming a teacher. You reminded me often that although rose gardens are not promised, the wildflowers along the way are what help us learn patience and gratitude. I have never faltered in realizing that it has been you who has shined light to guide my teaching journey. Thank you for your smile and laughter, which is always my personal sunshine.

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There are journeys that we all travel that could not be possible without guidance and faith. To Alfred, my soul mate, who has helped me pave this road traveled and holds my hand and my heart as we continue down life's path. To Dad, Momma, Eunique, and Alfredo, who help me realize that inner strength is always possible through true love.

To Dr. Terri Edwards, your unwavering support through my dissertation adventure has been my salvation. Time after time, you picked me up and put me on the right track. You helped me become a better scholar, and I will always be grateful.

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Chapter 1: Introduction to the Study

According to the Office of Governor (2020), on Friday, March 13, 2020, the research state' public education department and the research state department of health announced that K-12 public schools would close for 3 weeks due to the national COVID-19 outbreak. In August 2020, the research state's schools remained closed to in-person teaching and proceeded with only remote contact due to the worldwide COVID-19 pandemic. The research state's public education department (PEDREG) (2020) suggested utilizing social media to communicate with students during remote learning.

Educational institutions in the United States used social media to distribute academic content during the COVID-19 pandemic (Beaunoyer et al., 2020; González-Padilla & Tortolero-Blanco, 2020). Teachers may not have had experience using social media with students (Greenhow & Askari, 2017) to consider the suggestions from state public education departments and may have struggled with using social media with students (Van Den Beemt et al., 2020). Reasons for the inconsistency in teachers' social media use with students during the COVID-19 pandemic are unclear (Iivari et al., 2020).

Digital inequalities and the lack of internet connectivity were evident during the COVID-19 pandemic (Beaunoyer et al., 2020; Harris & Jones, 2020; Krutka et al., 2020; Smith et al., 2020). Although the technological issues exacerbated by the COVID-19 pandemic affected education, schools used social media as accessible communication platforms (T. Hodges et al., 2020). The forced experimentation of digital technologies included using social media by education stakeholders in unprecedented ways (Fenwick et al., 2021). Although some teachers may have used social media with students before

and during the COVID-19 pandemic, the online methods and learning management systems employed may have necessitated additional communication tools for teachers. This study identified secondary teachers' successes and challenges in using social media with students in the research state during the COVID-19 pandemic and provides information that might be used to assist teachers in using social media with students.

This chapter contains the Background section summarizing research literature related to education during the COVID-19 pandemic and descriptions of the professional assistance offered to teachers on using social media with their students. Professional assistance to teachers included using social media as part of remote education (PEDREG, 2020). The problem is that teachers inconsistently used social media with their students during the COVID-19 pandemic. The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic.

The Purpose, Research Questions, and Conceptual Framework sections in this chapter address the exploration of secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic. The Nature of the Study section contains the rationale for selecting the research design and data analysis procedures. The Definitions section includes overviews of terms used in education and social media communications.

Background

An estimated 55.1 million K-12 students were affected by remote learning mandates due to the COVID-19 pandemic (Clausen et al., 2020). Teachers and students

were immersed in emergency remote education (Millman, 2020). National legislation on

PreK-12 education during the COVID-19 pandemic required each state to regulate

instruction delivery to students (National Conference of State Legislatures, 2020). As a

result, state education departments granted the flexibility to school districts to continue

educating students through online formats. Health and education organizations, such as

The Project ECHO team (Katzman et al., 2021), created weekly COVID-19 professional

development to respond to teachers' needs. The problem, however, is that teachers used

social media inconsistently with their students during the COVID-19 pandemic (Iivari et

al., 2020).

Some teachers have difficulty with the academic uses of social media (Van Den

Beemt et al., 2020). Educational researchers offer pedagogical approaches to teachers

using social media with students (Pangrazio, 2020). Teachers' pedagogical methods and

strategies using social media with their students differ from teaching in-person to

remotely (Pangrazio, 2020; Prestridge, 2020). Communication on social media is

different for students at the secondary level when comparing friendly and academic

communication (Kornbluh, 2019). Remote teaching includes using learning management

systems such as Google Classroom (Laho, 2019), and K-12 schools have offered

professional development on practical uses of learning management systems (Boelens et

al., 2018). Although learning management systems were used by teachers during the

COVID-19 pandemic, instruction changed, and communication was different (Turchi et

al., 2020). Teachers may not have had the tools or strategies to use other forms of remote

communication with their students. More professional development may be needed for

teachers to be comfortable and knowledgeable in using social media with their students. Krutka et al. (2017) suggested that teacher education include social media as educative tools to develop a social media pedagogy. Education during the COVID-19 pandemic could have been more effective if teachers had received targeted training and remote instruction support (García & Weiss, 2020), including social media use in K-12 classrooms (Miller, 2018).

In this study, I addressed the gap in practice on teachers' inconsistent use of social media to communicate with their students during the COVID-19 pandemic. Teachers are reassessing social media use in the classroom (Prestridge, 2020). Ford (2018) recommended that educators incorporate social media when teaching students how to use technology wisely. Pangrazio (2020) discussed how teachers could cultivate critical understandings of social media in their classrooms. Lessons can be modified using social media to create innovative teaching (LaGarde & Hudgins, 2018; Manca & Ranieri, 2017) and include online communication skills (Kornbluh, 2019). In this study, I explored teachers' perspectives on social media use with students during the unprecedented COVID-19 pandemic, which could provide insight into possible professional development considerations. This study also contributed to the literature on social media use in education to improve teachers' communication with students.

Problem Statement

The problem addressed in this study is that teachers used social media inconsistently with their students during the COVID-19 pandemic (Iivari et al., 2020). Some teachers used social media with their students, and others chose not to, leading to a

gap in practice. This is a current problem in that teachers have explored pedagogical practices during the COVID-19 pandemic that they may not have otherwise attempted (Bentley, 2020). This problem is current because of the difficulties teachers have had in social media use with students, as indicated by Van Den Beemt et al. (2020), who found in their review of 271 evidence-based articles on social media in education that teachers struggle with social media's pedagogical uses. Some teachers lack proficiency in using digital content (Ferri et al., 2020). Educators also had privacy concerns about social media use in the classroom (Dinsmore, 2019; Van Den Beemt et al., 2020).

The relevancy of this problem to the daily lives of teachers is that there were various suggestions to teachers to use technology during the COVID-19 pandemic, but teachers were left to their discretion and responsibility for implementing technology. For example, legislation relating to PreK-12 education accountabilities during the COVID-19 pandemic required each state to regulate instruction delivery (National Conference of State Legislatures, 2020). However, some administrators in the research state gave teachers choices to determine the best approaches to remote teaching. The research state's School Boards Association (2020) offered an advisory policy to school districts in implementing remote teaching during the COVID-19 pandemic to use various technology platforms for instruction. PEDREG (2020) suggested that teachers utilize social media as one way to communicate with students during remote learning. According to the Central Research State's Community College (2020), the research state's public education department made workshops available to public school teachers to address teachers' difficulties using virtual communication with students during the COVID-19 pandemic.

This problem is significant because teachers might find useful pedagogical applications using social media in a world where social media captivates their students. The COVID-19 pandemic forced teachers to engage with social media and there are lessons that they may have learned which could be valuable to teachers who are still trying to use social media for pedagogical reasons (see Pangrazio, 2020; Prestridge, 2020; Talib, 2018; Van Den Beemt et al., 2020). Therefore, this study is significant because it has allowed us to learn from teachers' experiences during the crucible of the COVID-19 pandemic.

This study builds on previous research which has stated that social media can be a valuable pedagogical tool (Hsieh, 2018; Sohoni, 2019) and research that has documented that social media is challenging for teachers (Pangrazio, 2020; Prestridge, 2020; Talib, 2018; Van Den Beemt et al., 2020). Together this research suggests that teachers need support using social media as pedagogical tools and this study may provide insight into pitfalls and successful strategies that can provide guidance to other researchers and education stakeholders. To address the problem of teachers using social media inconsistently with their students during the COVID-19 pandemic (Iivari et al., 2020), I explored secondary teachers' perspectives on social media use with their students in the research state during the COVID-19 pandemic.

Purpose of the Study

The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. Identifying secondary teachers' successes and challenges in using

social media with students and how they were prepared to use social media during a remote teaching experience provided information that might be used to assist teachers in using social media with students. The enforced remote teaching circumstances during the COVID-19 pandemic required many teachers to use social media with students (Beaunoyer et al., 2020). There is a need for literacy pedagogy to incorporate social media to teach practical communication skills in global and local peer-to-peer participatory electronic spaces (Nagle, 2018; Talib, 2018).

Using social media as an instructional framework is challenging because students and teachers have conflicting perspectives on social media in school (Dinsmore, 2019). Exploring secondary teachers' perspectives on social media use with their students during the COVID-19 pandemic explained teachers' inconsistent use. The research state's education stakeholders may consider the study findings when developing curriculum and instruction on social media.

Research Questions

Research Question 1 (RQ1): What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?

Research Question 2 (RQ2): How have teachers been prepared to use social media to communicate with students?

Research Question 3 (RQ3): What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

Conceptual Framework

I framed this study with the concepts of Vygotsky's (1978) theory of sociocultural learning and Jenkin's (2006) convergence culture theory. Both social constructivist theories are used to explain how teachers incorporate 21st-century competencies in their classrooms (Barak, 2017; Jenkins et al., 2009). Barak (2017) used Vygotsky's theories to describe teaching and learning in the 21st century as adapting to uncertain situations, generating, and managing new information, and allowing students autonomy in digital exploration. Jenkins (2006) described concepts within convergence culture as collective intelligence, media convergence, and participatory culture. Individual contributions on social media and shared problem solving on internet spaces are considered collective intelligence through media convergence (Jenkins, 2006). The nature of social media interactions is a participatory culture (Jenkins et al., 2016). Convergence culture addressed the phenomenon of how teachers and students communicate via social media. I used the sociocultural theory of learning and the convergence culture theory to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic.

Convergence culture is the theory that I used in the conceptual framework for this study to support the social constructivism paradigm to add new knowledge of social media use in the classroom (see Burkholder et al., 2016). I provide a more detailed analysis of components of convergence culture, collective intelligence, media convergence, and participatory culture in Chapter 2.

Collective intelligence in social media refers to the ability of individual members in virtual communities to influence and inform each other (Jenkins, 2006). Teachers' remote experiences during the COVID-19 pandemic allowed them to share their use of social media in school and therefore inform their decisions in using social media in innovative ways (see Jenkins et al., 2016). The collective intelligence between teachers and students during the COVID-19 pandemic provided opportunities to use transmedia (Jenkins et al., 2009; Reid & Gilardi, 2016) for class discussion, research, and instruction (Brons, 2017; Sheposh, 2020). The collective intelligence concept was used in this study to explore teachers' shared perspectives on using social media with students during the COVID-19 pandemic.

Media convergence involves the relationships between technology and people and how the technology is used (Jenkins, 2004). People use media, including work, entertainment, and school, often simultaneously (Jenkins, 2004). The convergence of media sources and shared digital spaces allows teachers and students to have purposeful interactions (Gleason & von Gillern, 2018). Jenkins (2006) described purposeful interactions as collaborative problem-solving and effective communication in an online community. Teachers tried to solve communication issues with their students by any means possible during the COVID-19 pandemic (C. Hodges et al., 2020). The use of multimedia content shared on the internet (Sheposh, 2020) may have changed how teachers considered using social media with their students.

The participatory culture concept of convergence culture explored how teachers viewed creating and sharing content on social media during the COVID-19 pandemic.

The participatory culture phenomenon exists on social media as individuals produce and share content (Jenkins, 2006). The participatory attributes of media convergence include teachers' and students' technological tools, cognitive functions, and actions (Jenkins, 2006). Jocson (2018) described technological tools in education as new media literacies and posited new media literacies were the foundation of the participatory culture. Digital literacy skills used in new media literacy helped explore how teachers considered incorporating social media during remote teaching (see Jenkins et al., 2009).

In my study, I focused on secondary teachers' perspectives regarding their social media use with students during an imposed remote teaching situation. Teachers who view digital media and new media (Harmon, 2020) as teaching tools used social media during the COVID-19 pandemic. I used the concept of participatory culture within the convergence culture theory (Jenkins, 2006) to explore teachers' perspectives on using social media with their students during the COVID-19 pandemic. I used the concept of collective intelligence within the convergence culture theory to explore how teachers were and were not prepared to use social media to communicate with students. Vygotsky's sociocultural learning theory can be used to conceptualize the exploration of what teachers believe they need to improve in their use of social media use with students.

I framed the research questions based on the concepts of convergence culture. The research questions were connected because convergence culture is the distribution of content across multiple digital media platforms (Jenkins, 2006). Research Question (RQ1): What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic? Research

Question (RQ2): How have teachers been prepared to use social media to communicate with students? Research Question (RQ3): What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

I used the concepts of Vygotsky's (1978) theory of sociocultural learning and Jenkins's (2006) convergence culture to develop an interview protocol to explore the research questions. I transcribed the participants' responses and examined the data using thematic analysis. Probing questions were used to clarify or gain deeper meaning from participant's responses (Burkholder et al., 2016). The semistructured interview approach obtained composite themes within the convergence culture theory. I used the convergence culture theory to interpret the data by looking for emerging themes after open and axial coding. Through the collective intelligence concept of the convergence culture theory and the sociocultural learning theory, I identified emerging themes related to teachers' perspectives on how they communicate with students on social media. I used the media convergence concept of the convergence culture theory to identify emerging themes of teachers' perspectives on the types of social media used with students when teaching remotely. I used the participatory culture concept of the convergence culture theory to identify themes in how teachers considered using social media in classrooms and what they need to improve their use of social media to communicate with students. The sociocultural learning theory helped me find emerging themes relating to the preparedness of teachers in their use of social media with students. I offer a more

thorough explanation of sociocultural learning and collective intelligence, media convergence, and participatory culture in Chapter 2.

Nature of the Study

Qualitative methodology was the appropriate research tradition for this study because it provided data analysis that established patterns and themes (Creswell & Creswell, 2017) to help explore the phenomenon of the challenging uses of social media between teachers and students. The basic qualitative design in this study was applicable because of the constructivist paradigm to understand teachers' perspectives on social media with students (see Burkholder et al., 2016). Attention to methodological rigor guided the goal of fully understanding the teachers' perspectives in contextualized ways (see Ravitch & Carl, 2016). Burkholder et al. (2016) stated that rigor in a study should include individual interviews as they derive composite themes through a systematic view of participants' specific experiences and perspectives.

I conducted semistructured interviews to explore teachers' perspectives on social media use with students. I interviewed 11 secondary teachers who taught during the COVID-19 pandemic in the research state. Rich qualitative findings can be revealed with relatively small sample sizes (Young & Casey, 2019). Therefore, 11 participants provided significant qualitative data. I searched for participants through two social media groups of educators in the research state. I used purposive and snowball sampling to ensure saturation. Purposive sampling can help find participants who fit the study's criteria (Burkholder et al., 2016). Snowball sampling can be one method for recruiting

participants through recommendations from people who have already participated

(Leighton et al., 2021). Therefore, I used snowball sampling to obtain more participants.

I compiled and analyzed the data after 11 participants were interviewed. Data

analysis began after the transcription of the interviews. I used open coding through

thematic analysis (see Burkholder et al., 2016). Thematic analysis was the method for

identifying emerging themes within the data (Braun & Clarke, 2006). To ensure

trustworthiness in finding emerging themes, I searched for discrepant evidence in data by

scrutinizing my interpretations and bracketing personal biases. A detailed description of

this procedure is in Chapter 3.

Definitions

21st century skills: A broad set of competencies needed to develop critical

thinking, information literacy, technology skills, and digital literacy (Hsieh, 2018).

Critical literacy: The ability to question the purpose and reliability of information

and the skill of synthesizing content from that information (Yavuz-Konokman, 2020).

Digital literacy: An evolving set of skills and practices to understand information,

social norms, and conventions and the demonstration of knowledge through

comprehension or writing (Pangrazio & Sefton-Green, 2021).

Media literacy: A form of critical literacy that promotes the ongoing development

of the convergence of media and information and communication technologies

(Goessling & Vadeboncoeur, 2019).

New media: New media include digital media and communication forms that allow people to access information instantaneously without waiting for publication. (Harmon, 2020).

Social media: Internet-based websites providing platforms for sharing user-generated content and promoting participation (Cooper, 2020).

Transmedia: The instantaneous and sequential collaboration between different media sources with a participatory objective (González-Martínez et al., 2019).

Web 2.0: The second stage of the World Wide Web, which allows more user interaction than the first stage (Mazzei, 2019).

Assumptions

The central focus of this study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. I assumed all participants were honest about their school location concerning the research state. I also assumed that participants were honest about their use of social media with students. Finally, I assumed that participants taught during the COVID-19 pandemic in a remote situation. This last assumption is from Burkholder et al. (2016), who stated assumptions are justified by logic. The logic is that the research state's School Boards Association (2020) mandated that schools remain closed to in-person teaching and proceed with only remote contact due to the COVID-19 pandemic.

Scope and Delimitations

The scope of this study was secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic in the research state. The

research state was chosen because the PEDREG (2020) suggested that educators use social media during emergency remote teaching. Boundaries within the scope of this study were limited to secondary teachers in the research state who taught during the COVID-19 pandemic. I excluded students' perspectives on using social media with their teachers. I explored teachers' perspectives and not those of students. The convergence culture concepts of collective intelligence, media convergence, and participatory culture framed the focus of this study.

Delimitations in this study included sampling procedures. This study was delimited to two social media sites dedicated to educators in the research state. The use of only two social media sites might have limited the study's generalizability (see Burkholder et al., 2016; Ravitch & Carl, 2016). Snowball sampling gained more participants; however, snowball sampling may have created bias and challenged the applicability to larger populations (Leighton et al., 2021).

I rejected Siemens' (2005) connectivism theory as a conceptual framework for this study. The connectivism theory emphasizes the connection between digital networks and learning (Siemens, 2005). Learning on digital networks incorporates e-learning on social media as a connectivism construct (Imran et al., 2017). The connectivism theory can identify the types of online learning and cannot be used to explore teaching perspectives. Vygotsky's sociocultural learning theory was chosen to explore teachers' perceptions of how they use social media to communicate with students in school. I also decided Jenkins's convergence culture theory provided an exploration of teachers' perspectives on using social media with students as a participatory experience (see

Jenkins et al., 2016). Collective intelligence, media convergence, and participatory culture (concepts of convergence culture) can help explore teachers' shared perspectives about remote teaching using transmedia (see Jenkins, 2006).

I provided detailed descriptions of the data collected to help ensure transferability. Details will allow readers to make comparisons to other contexts based on these descriptions. These descriptions will enable the readers of this study (e.g., teachers, administrators, professional development coordinators, and other educational stakeholders) to transfer specifics of the study design to their circumstances (see Creswell & Creswell, 2017).

Limitations

Since remote teaching during the COVID-19 pandemic was ubiquitous in U.S. schools (Bailey & Jean-Pierre, 2020; Beaunoyer et al., 2020), teachers' perspectives in the research state offered considerations in the use of social media in the classroom to education stakeholders throughout the United States. I conducted interviews via phone and Zoom audio conferencing (https://zoom.us). Phone and Zoom conferencing diminished the need for gaining permission on school property. Phone and Zoom conferencing tools also allowed me to contact teachers from various locations throughout the research state without traveling.

I acknowledged that my interpretation of alternative viewpoints includes reflexivity (see Saldaña, 2016) and that my epistemological role in the interview process was objective. To mitigate any bias that may result during the research process, I kept a

reflective journal as part of the audit trail. A reflective journal can establish dependability and confirmability for further research (Burkholder et al., 2016).

Significance

Teachers' consideration of students' academic and social experiences is essential when teaching digital content (Hsieh, 2018). Researchers advocate ways to integrate social media in the literacy curriculum (Prestridge, 2020) to teach students skills in analyzing information, misinformation, and practice in becoming responsible citizens (James et al., 2019). Teachers can include strategies to connect social media to academic content in the classroom (Sohoni, 2019). Despite teachers' challenges with using social media in school (Van Den Beemt et al., 2020), social media became easily accessible platforms for teachers and students during COVID-19 pandemic school closures (C. Hodges et al., 2020).

Exploring secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic may add to the literature on social media use in teaching. Teachers who had perhaps never considered using social media with students may have reconsidered this prospect during an emergency remote teaching situation. This study's findings can provide education stakeholders with information that may contribute to remote teaching and professional development. This study may also provide information to help support teachers in the development of effective communication skills on social media with students and promote positive social change in education. Digital competencies on social media have a personal and emotional impact on civic responsibilities in the lives of young people (Talib, 2018). Teachers may eventually

benefit from information on using social media to communicate with students (see

Gleason & von Gillern, 2018).

Summary

School closures due to the COVID-19 pandemic disrupted the educational system

in the United States. Learning management systems provided school districts with ways

to deliver educational content, and state education departments suggested using social

media as another means of participatory interaction. Although learning management

systems were used by schools during the COVID-19 pandemic, teachers realized that

interactions with students were challenging (Turchi et al., 2020). Some teachers chose to

use social media with their students (Iivari et al., 2020), but some struggled with using

social media with students (Van Den Beemt et al., 2020). Professional development can

offer teachers opportunities to improve remote instruction during the COVID-19

pandemic (García & Weiss, 2020), including social media use with students (Miller,

2018).

In this study, I explored secondary teachers' perspectives on social media use

with their students through the concepts of Vygotsky's (1978) theory of sociocultural

learning and the convergence culture theory of Jenkins (2006). The social constructivist

framework helped explore how teachers incorporated 21st-century competencies in their

classrooms. Teachers' perspectives explained how they adapted remote communication

with their students during the COVID-19 pandemic. Teachers used online multimedia in

unprecedented ways during the COVID-19 pandemic (Sheposh, 2020).

I employed a basic qualitative study to explore the perspectives of secondary teachers' use of social media with their students during the COVID-19 pandemic in the research state. After conducting semistructured interviews, I employed thematic analysis to identify emerging themes within the data (Braun & Clarke, 2006). First, I compared the recorded session and the respective transcript for accuracy. Next, I read each data set to look for possible patterns before coding. Then, I began open coding to study the patterns and concepts. I determined dominant codes by forming categories through axial coding. I looked for common themes and assigned preliminary codes to concepts. I refined the categories to identify emerging themes, and I developed a working thematic map for further analysis. Finally, within 2 days after each interview, I employed member checking to ensure accuracy and clarity by providing a one-page interpretation of the individual participant's interview. I asked them to respond with comments or questions within a 48-hour timeframe.

I explored teachers' perspectives on using social media with students in an era in which emergency measures compounded difficult academic circumstances. This study is needed to add to the literature that focuses on educational uses of social media. A comprehensive literature review on social media in the classroom, teachers' perspectives on social media with students during the COVID-19 pandemic are in Chapter 2. The literature review begins with the conceptual framework identifying and defining Vygotsky's (1978) theory of sociocultural theory of learning and Jenkins's (2006) convergence culture theory.

Chapter 2: Literature Review

In this chapter, I describe current literature to support this study's purpose to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. The problem is that teachers used social media inconsistently with their students during the COVID-19 pandemic (Iivari et al., 2020). Secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic are unknown. State departments of education required each district to regulate instruction delivery during the COVID-19 pandemic (National Conference of State Legislatures, 2020). As a result, social media became accessible platforms for teachers and students (C. Hodges et al., 2020). Although the literacy curriculum can include developing communication skills on social media (Matzat & Vrieling, 2016), teachers struggle with using social media with their students (Van Den Beemt et al., 2020).

This chapter includes relevant research relating to the sociocultural theory of learning and the convergence culture as the conceptual framework. Vygotsky (1978) posited that learning occurs through support and collaboration between teacher and student. Jenkins (2006) explained convergence culture as collective intelligence, media convergence, and participatory. I also describe current research on social media uses in the classroom, literature related to secondary students' social media use in school, social media for educational use, teachers' perspectives on social media use with students, and education during the COVID-19 pandemic.

Literature Search Strategy

Online databases and books are the primary sources used to access research grounded in the literature. The databases included Walden Online Library, EBSCO, Google Scholar, Eric-Education Research, ProQuest Dissertations and Theses Database, JSTOR, and general Google searches. Zotero was a primary reference manager.

The list of search terms and algorithms for information on social media in schools included *social networks, social media sites, social media platforms, social media in education, social media in classrooms, new media, digital media, digital literacy, digital communication skills, learning management systems, e-learning, student-teacher interaction, and critical literacy*. Terminology pertinent to the study focus began to emerge, including digital inequalities, *Web 2.0 technologies, web applications, cyberspace, image sharing, video sharing, video hosting, blogs, community blogs, microblogging, discussion sites, chat rooms,* and *closed, open spaces.*

Combined search terms associated with the COVID-19 pandemic included *school closures, COVID pandemic in education, remote learning, emergency remote learning, and Research State's Public Education. Search terms addressing the conceptual framework were sociocultural theory of learning, theory of cognitive development, convergence culture, participatory culture, collective intelligence, converging technology, convergent devices, social convergence, media convergence, new media,* and *transmedia*.

Conceptual Framework

Sociocultural Theory of Learning

One theory included in the conceptual framework used in this study was Vygotsky's (1978) sociocultural theory of learning. Vygotsky asserted that a person's potential for intellectual growth (zone of proximal development) developed through social experiences. Learners construct knowledge through interactions with others and with objects in their environment and are the basic concepts of the sociocultural theory of learning (Kirova & Jamison, 2018; Vygotsky, 1978). The sociocultural learning theory framed teachers' perspectives on using social media to communicate with students in school.

Sociocultural learning incorporates 21st-century skills in developing digital competencies and productive social media use in students' academic and social lives (Hsieh, 2018). Teachers can scaffold lessons to incorporate students' background knowledge of social issues through peer interactions on social media (Kirova & Jamison, 2018). Teacher-directed lessons and interactive exchange with and among students on global digital networks and web-based sources encompass 21st-century competencies (Kivunja, 2014).

Teachers can provide sociocultural learning opportunities for students by transforming traditional practices to constructivist thinking strategies (Barak, 2017). However, teachers face challenges using resources such as social media that students have established as a social construct in their everyday lives to support learning (Furberg, & Silseth, 2021). Although many teachers are familiar with learning management

systems and online forums, social networks seldom are integrated into classroom activity

with students (Barak, 2017). Teacher variables such as social media use and internet self-

efficacy may affect teachers' social media use in the classroom (Choi et al., 2018).

Convergence Culture

The second theory in the conceptual framework used in this study was the

convergence culture by Jenkins (2006). Convergence culture addresses the phenomenon

of how teachers and students communicate via social media. Collective intelligence,

media convergence, and participatory culture are concepts within convergence culture

described in this section. I used the theory and philosophies of convergence culture to

develop interview questions, and I used convergence culture to frame this study's

analysis.

Jenkins (2006) explained convergence culture as the distribution of content across

multiple digital media platforms. Digital media and new media (Harmon, 2020) have

reshaped teaching practices to incorporate computers and electronic devices to deliver

instruction. As a result, digital literacy became part of the communication arts curriculum

(Jacobs, 2010). In 2013, The American Library Association suggested that digital literacy

include skill development to use technology to find, evaluate, create, and communicate

information. Consequently, the convergence of media sources became accessible in

school computer labs and allowed teachers to access information and produce their

documents and presentations remotely.

Transmedia storytelling uses multiple media platforms to connect and contribute

to one central plot (Jenkins, 2006). In education, transmedia involves various sources that

provide simultaneous and cohesive lessons to teach a theme (González-Martínez et al., 2019). Transmedia creates connections between digital literacy and the development and competencies needed for meaningful participation (Jenkins, 2014). Competencies required for meaningful participation include transmedia navigation, which many teachers learn autonomously (Jenkins et al., 2009; Jocson, 2018). Transmedia navigation is an understanding of the relationships between various media platforms, including networked communities' navigation (Jenkins et al., 2009). Research on teaching transmedia navigation is limited. However, transmedia teaching methods promote active participation and provide opportunities to create and present multiple sources (Reid & Gilardi, 2016). Media convergence is a way for teachers and students to utilize transmedia content in remote learning environments.

Transmedia developed through new media platforms (Jenkins et al., 2009). Old media such as television, radio, or hard copy newspaper and magazine are not obsolete; however, the tools used to access media content are considered new media (Jenkins, 2006). Jenkins (2006) described distributed cognition as the ability to interact with tools to increase reasoning and seek further information through many types of media content. Interactions between teachers and students as creators and distributors of new media and old media increase distributed cognition, improve documentation, and create artifacts for students and teachers (Alper, 2013). New media can offer connections with old media in support of a more participatory culture.

Participatory Culture

The participatory culture construct was the framework to explore how teachers and students created and shared content on social media during remote learning. Jenkins (2006) explained how social media's participatory culture phenomenon exists in producing and distributing ideas. Although media convergence can pertain to technological tools, convergence occurs within the cognitive functions and actions of individual consumers and producers (Jenkins, 2006). Therefore, the participatory nature of social media is also convergence.

Jocson (2018) proposed that the convergence of production, distribution, and reception of social media are at the forefront of participatory cultures. New media literacy philosophies include that anyone can produce and distribute and can be active or passive on social media (Ciccone, 2019). New media literacy skills can develop lifelong metacognitive skills and critical thinking through interaction with other participants (Alper, 2013). Jocson (2018) further explained that new media literacies could form new relationships through multiple media technologies and build on a mindset of collaboration, participation, and distributed expertise. Expertise in new media literacy can incorporate social play, performance, simulation, and multitasking (Jenkins et al., 2009).

Participation on social media can cultivate opportunities for people with diverse perspectives and experiences to mass-produce and distribute concepts (Krutka & Carpenter, 2016; Krutka & Damico, 2020; Ungvarsky, 2019). Teachers can encourage participation on social media by giving students opportunities to articulate their ideas with user-generated content, commentary, and sharing of other media sources (Gleason &

von Gillern, 2018; Jones & Mitchell, 2016; Middaugh, 2019; Middaugh & Evans, 2018; Sheposh, 2020). Individuals can create and share their content on social media through group affiliations, and I explored online connections through the participatory culture concept.

Online group affiliations formed as voluntary communities share common interests and reciprocal exchange of knowledge (Jenkins, 2006). Schools in traditional education established homogenous student groups according to age and content. In contrast, online academic groups might form according to similar goals or because of a connection to another group member (Campbell, 2019). Although teachers can act as intermediaries between students and social media content (Matzat & Vrieling, 2016), students find ways to communicate and self-regulate their learning through social media (Aaen & Dalsgaard, 2016; Matzat & Vrieling, 2016).

Affinity spaces are informal, online learning communities (Jenkins et al., 2009). Online participatory culture, such as social media, has affinity spaces to acquire, construct, and produce knowledge (Tan & Kim, 2019). Autonomy in teaching or personal pedagogy (Sewell, 2020; Tan & Kim, 2019) on affinity spaces develops through participants' shared interests (Jenkins, 2006; Jenkins et al., 2009; Krutka & Damico, 2020). Although participants shared interests provide connections, the technical skill level may narrow the connections available. For example, transmedia skills related to online search skills or skills linked to production may vary, although interests are similar (Scolari, 2019).

Adolescents immersed in social media may not be skilled users across multiple platforms (Talib, 2018). Teachers also exhibit various transmedia skill levels of production, navigational skill, and competencies (Iivari et al., 2020). As individuals participate in online communications, they refine their technical skills and develop greater confidence in their ideas and expressions (Jenkins et al., 2016). Collaboration between teachers and students as they engage through a participatory culture supports collective intelligence (Jenkins et al., 2009).

Collective Intelligence

Collective intelligence is an aspect of convergence culture. Levy (1997) postulated that everyone knows something and that not one person knows everything; therefore, collective intelligence can benefit humanity. Collective intelligence in virtual communities can expand their members' combined knowledge and experiences (Jenkins, 2006; Levy, 1997). Collaboration between teachers and students on social media contributes to a combined intellect where access to multiple sources can add to class discussion, research, and instruction (Brons, 2017; Sheposh, 2020). Teachers and students who can co-create content get more out of the experience with this collaborative model of authorship (Jenkins, 2006).

Brons (2017) compared the collaborative nature of collective intelligence to how internet servers interact by routing data and connecting ideas through algorithms. Individuals in an online discussion cooperate to achieve a common goal like a search engine. Academic growth is an outcome if these online collaborative communities continue producing, sharing, and responding (Brons, 2017). Social media platforms have

collective information sources that grow as participants engage. Collective intelligence is a continuous cultural cognitive system that is ever-growing and ever-changing (Peters, 2015).

Collective intelligence during remote teaching can grow when teachers provide strategies for students to conduct semi-independent research and allow them to share their new knowledge (Meza et al., 2016). Teachers can guide classroom participation by showing students how to pool research and share notes toward a particular purpose (Jocson, 2018). Teachers can also guide students in self-reflection when acquiring knowledge in cooperative virtual communities (Meza et al., 2016). Jenkins et al. (2016) discussed the paradoxical nature of collective intelligence and networked individualism as people share knowledge. The implications of collective intelligence in education are expanding information and the potential for creativity and civic engagement (Jocson, 2018).

Collective intelligence is an alternative source of media power used in day-to-day interactions within convergence culture (Jenkins, 2006). The cognitive skill that produces media by thinking across the brain and body and then distributing ideas to others is the beginning of the collective intelligence experience (Jenkins et al., 2009). The distribution of ideas and research shared on affinity spaces and the convergence of this content across multimedia platforms form the evolution of collective intelligence (Brons, 2017; Jenkins, 2006; Jenkins et al., 2009).

Media Convergence

Media convergence, another aspect of convergence culture, is the process of shared problem-solving in an online community (Jenkins, 2006) that alters the relationships between existing technologies and how those technologies are used (Jenkins, 2004). The ways that people use media have rapidly shifted multitasking to include work, entertainment, and school often simultaneously (Jenkins, 2004). The convergence of media sources and shared digital spaces allows teachers and students to share information, problem-solve, brainstorm, and critique (Gleason & von Gillern, 2018). Although traditional media used in classrooms cannot meet most needs of synchronous online education, the convergence with new media is becoming dominant (Zhiyuan et al., 2021). Old media (Harmon, 2020) were traditionally considered newspapers, magazines, and radio. The transformation of these sources into multimedia content shared on the internet (Sheposh, 2020) has changed how teachers provide students' academic content.

The cultural shift of consumers who make connections through dispersed media content also represents media convergence (Jenkins, 2006). Social interaction through digital technology is found not only on social media platforms but in education as well. Communication between teachers and students using digital devices is the convergence of intellect and technology (Jenkins, 2006). Smartphones, tablets, and computers are becoming omnipresent in classrooms. The use of many telecommunication devices makes the ease of media convergence inexhaustible (Jenkins, 2004).

Social Media in the Classroom

Previous research of social media in academic situations had focused on higher education (Freburg & Kim, 2018; Greenhow & Askari, 2017; Manca & Ranieri, 2016; Rodriguez-Hoyos et al., 2015). However, scholars investigating social media use in education had suggested further research in K-12 classrooms (Hsieh, 2018; Kornbluh, 2019; Matzat & Vrieling, 2016; Pangrazio, 2020; Prestridge, 2020; Talib, 2018; Van Den Beemt et al., 2020). Consequently, research has directed educators to consider using social media in K-12 classrooms (Miller, 2018). Recommendations for secondary teachers included pedagogical strategies for the digital literacy curriculum. For example, teachers can guide and model self-regulation skills, giving and receiving peer feedback, and metacognitive development while using social media (Matzat & Vrieling, 2016). Furthermore, the rising popularity of social media can help teachers create thought-provoking and applicable lessons for students (Stathopoulou et al., 2019). Although social media are ubiquitous, utilization and methodologies in secondary education remain under-researched. In summary, researchers have suggested that K-12 educators use social media in classrooms, but research on implementation is limited.

Teachers are exploring the pedagogical integration and strategies of social media in their classrooms (Prestridge, 2020). The research literature contains suggestions on how teachers could use social media. For example, Jones and Mitchell (2016) discussed how a digital communication curriculum could contain teaching strategies to model respectful and civil online engagement in secondary schools. Teachers can promote collective intelligence and the explicit practice of respectful dialogue in online

environments (Ciccone, 2019). Lessons can be modified using social media to create innovative teaching practices (LaGarde & Hudgins, 2018; Manca & Ranieri, 2017). Thus, the research has some suggestions for how to integrate social media.

Although social media uses in the classroom are suggested, teacher education programs may not contain the curriculum to use social media to preservice teachers (Tiede et al., 2015). Teacher preparation programs have traditionally offered digital media courses to library media specialists (Tiede et al., 2015). However, social media instruction may not be in teacher education digital media courses (Cherner & Curry, 2019). In addressing digital media, most general curricula in teacher education divide digital technology into collaborative learning on (a) open spaces and (b) closed spaces (Pasternak et al., 2016).

Research on open and closed spaces has indicated that they are different. Researchers have discussed concepts of open spaces as massive open online courses and open education resources (Stracke et al., 2019), where teachers and students collaborate in a socio-educational context (Comas-Quinn et al., 2019). In comparison, closed spaces are digital formats that support individualized learning through desktop applications and multimedia software (Pasternak et al., 2016). Closed spaces mostly incorporate learning management systems such as Google Classroom and Blackboard (Pasternak et al., 2016; Stracke et al., 2019). Although closed spaces such as learning management systems may have social media-like functionalities, limitations exist in the participatory tools on these platforms (Van Den Beemt et al., 2020). Navigation skill and participation expectations differ on closed systems like learning management systems and open systems like social

media. Therefore, open spaces such as social media platforms may be unfamiliar to teachers who primarily work with closed learning management systems.

It may be valuable to use social media in teaching critical and responsible use of digital media. Many adolescents participate in social media; however, they lack critical online content analysis (Talib, 2018). Teaching social media communication is essential when considering how it can affect students' academic and social experiences (Hsieh, 2018). Teachers can guide students to be cognizant of their online participation (Kornbluh, 2019). Researchers found that this awareness can prepare students for 21st-century competencies (Crosby, 2018; Gazi, 2016; Gleason & von Gillern, 2018) and create opportunities to teach responsible use on social media (Schwarz & Caduri, 2016). K-12 education includes curricula to teach reading and writing, and it is up to teachers to provide instruction for the critical synthesis of posting and reading posts on social media (Pangrazio, 2020). Teachers can enhance traditional lessons with online participatory spaces to encourage civic participation and voice concerns and ideas (Krutka et al., 2017; Middaugh, 2018). Pedagogical strategies can include connecting social media to academic content in the classroom (Sohoni, 2019).

Educators should not overlook the importance of how students view using social media in classrooms (Durham, 2019). Hoffmann and Ramirez (2018) found that adolescents have metacognitive awareness to understand how they learn with technology. Students feel more engaged when teachers interact with them on social media (Hoffmann & Ramirez, 2018). Teachers could benefit from listening to their students' ideas for incorporating social media for educational uses. For example, Bicen and Taspolat (2019)

found that students can share resources through social media with their peers and teachers in flipped classroom methodologies. Similarly, Al-Htaybat et al. (2018) reported that the sociotechnical context of preparing students for future career and college experiences should include social media communication skills. Dialogue between students and teachers about social media uses can give insight into benefits and barriers.

Communication between students and teachers can circumvent ambiguous rules or protocols. Students view teachers' caution of social media uses in school as discouragement rather than refusal (Dinsmore, 2019). School or classroom rules that are vague can lead to student confusion and encourage them to test restrictions. Prohibiting social media access to students in school does not guarantee students are not able. Students born into a computerized environment (Barak, 2018) have found ways to circumvent schools' firewalls to access sites blocked by district protocol (Dinsmore, 2019). In summary, students are using social media whether or not schools want them to and there might be opportunities to use social media to improve instruction.

Teachers' Perspectives on Using Social Media With Students

Several research studies have documented that teachers' perceptions of social media use with students vary. In one study it was noted that some teachers are encouraged that social media can increase motivation for learning among students (Campbell, 2019). Van Den Beemt et al. (2020) found that other teachers worry that using social media in class creates distractions. Positive teacher perceptions of using social media include teaching autonomous learning, while negative perceptions view improper use and plagiarism (Rusli et al., 2019).

According to Van Den Beemt et al. (2020), administrators and teachers use evidence-based research to make curriculum and methodology decisions. In their study, Van Den Beemt et al. (2020) found that administrators and teachers research social media experiences, skills, and values to develop curriculum and learning goals. In addition, Prestridge (2020) found that teachers are beginning to rethink social media uses in the curriculum. Teachers' ideas of 21st-century education incorporating new technologies in critical problem solving (Kivunja, 2014) are changing to include communication skills on social media both professionally and in the classroom (Manca & Ranieri, 2017). Despite social media support in education, there are reported barriers to social media use with students.

Teachers have reported struggling with using social media in the classroom (Van Den Beemt et al., 2020). Greenhow and Askari (2017) found that many teachers believe that they lack the experience and expertise in using social media for teaching. The lack of experience may warrant training and re-training of technophobic teachers (Van Den Beemt et al., 2020) or teachers who do not connect their teaching and social media as instructional resources (Greenhow & Askari, 2017). Although many teachers access social media platforms for professional collaboration (Carpenter & Harvey, 2019; Mouza, 2020; Sterrett & Richardson, 2020), they are disinclined to use social media with students. Some teachers view social media use with students as risky (Waters et al., 2020) as content shared on one platform can be re-posted across other social media platforms due to cross-platform-sharing (Ham et al., 2019).

Privacy issues are also a school's responsibility and a source for teacher concern (Prestridge, 2020). Negative connotations about social media in schools include distractions (Gupta & Irwin, 2016; Rusli et al., 2019), improper use, and cyberbullying (Waters et al., 2020). In addition to teachers' concerns in using social media in the classroom, there is a lack of administrative support (Van Den Beemt et al., 2020). Some administrators focus on how students must not interact on social media rather than how social media can benefit curriculum methodologies (Dodson, 2020; Krutka & Carpenter, 2016). Furthermore, some teachers may not feel supported by technological resources and sufficient access to devices from administration (Vongkulluksn et al., 2018) to use social media in their instruction. Administrators could consider professional development in social media use in the classroom (Dodson, 2020).

Manca and Ranieri (2017) advocate for policymakers at local and national levels to support professional development for teachers to become confident in using digital communication, including social media. Teacher confidence in social media use diminishes when they regard their students as experts in digital communication skills (Breakstone et al., 2018). Nearly 646,000 of all public and private school teachers are older than 55 years of age (Bailey & Schurz, 2020) and may not have had preservice training in digital technology. Experience and training in using social media with students could alleviate teacher uncertainty (Greenhow & Askari, 2017).

Education During the COVID-19 Pandemic

The COVID-19 pandemic exacerbated digital inequalities such as access to electronic devices and limited or no internet (Beaunoyer et al., 2020; Harris & Jones,

2020; Krutka et al., 2020; Smith et al., 2020). Government programs and internet providers offered internet at free or reduced service and provided computers to many school children; however, families in low-income communities struggled with remote education (Shami-Iyabo, 2020). In addition to families experiencing loss in academic support during the COVID-19 pandemic, access to socialization and counseling was unattainable in some instances (Bailey & Jean-Pierre, 2020). Although inequalities in access to the internet produced complications in schooling and communication during the COVID-19 pandemic, smartphones allowed some forms of remote social interaction. An estimated 5 billion people worldwide have mobile phones, and half are smartphones (Silver, 2019). The COVID-19 pandemic may have impacted the increase in smartphone use. Smartphone ownership has increased 81% and broadband subscriptions by 73% since 2019 (Perrin, 2021).

Social media became easily accessible platforms providing school personnel, students, and families with tools and resources (T. Hodges et al., 2020). Social media played an essential role in the forced experimentation of digital technologies in education during the COVID-19 pandemic (Fenwick et al., 2021). Educational stakeholders applied pedagogical and socialization strategies using technology and social media in undocumented ways during the COVID-19 pandemic (Fenwick et al., 2021). Although educators use social media in innovative ways in the classroom, the misinformation of COVID-19 pandemic related issues shed a negative aspect on using internet technologies (Hossain et al., 2020).

State departments of education gave unprecedented flexibility to schools to keep educating students through online formats (National Conference of State Legislatures, 2020). Legislation relating to PreK-12 education accountabilities during the COVID-19 pandemic required each state to regulate student instruction delivery (National Conference of State Legislatures, 2020). For example, the research state's School Boards Association (2020) offered school districts an advisory policy to implement remote teaching during the COVID-19 pandemic to use various technology platforms for instruction. The research state's PEDREG (2020) suggested that teachers utilize social media as one way to connect with students during remote learning. Organizations such as The Project ECHO team (Katzman et al., 2021) rapidly created weekly COVID-19 pandemic response programs for educators' remote teaching needs. In addition, Chatterjee and Parra (2020) reported that a teacher preparation program at a university in the research state used the department of education data on the COVID-19 pandemic in evaluating course revisions focused on developing relevant pedagogical strategies using social media in K-12 teaching.

Krutka et al. (2020) described how teachers used learning management systems such as Google Classroom, and they concluded that it is unclear how other online platforms offered alternative educative tools during the COVID-19 pandemic. Similarly, Ferdig and Kennedy (2018) found that previous teacher preparation courses and workshops about remote and blended learning instruction may not have been adequate. Researchers found that many educators discovered how unprepared they were during the COVID-19 teaching (T. Hodges et al., 2020) and searched social media for help (Trust et

al., 2020). Teacher challenges included creating content for online spaces, using remote delivery tools, and understanding the differences between in-person and remote pedagogy (C. Hodges et al., 2020). Although challenges existed, teachers and students transitioned to remote education without the practice or experience of academic use as they shifted their online experiences from leisure to study (Schleicher, 2020).

Researchers are gaining insight into the impacts on education during the COVID-19 pandemic and suggesting new ways of using the internet to transform traditional schooling (Mouza, 2020). Millman (2020) concluded that emergency remote teaching differs from conventional remote teaching, which can take years to design. According to Hartshorne et al. (2020), emergency remote teaching challenged many teachers to learn a foreign remote pedagogy to create academic content for online spaces and quickly learn new delivery tools.

Jenkins (2006) posited that people in a shared online community shift and adapt ways of processing and evaluating knowledge to problem solve in moments of a pandemic. Educators' collaboration and problem-solving lessons during the COVID-19 pandemic can promote remote teaching preparation (Hira & Anderson, 2021). Clausen et al. (2020) suggested that in preparation for future remote teaching, professional development considerations include creating and delivering course content and digital communication strategies focused on building relationships between students, families, and teachers. In addition, university partnerships with K-12 teachers provide approaches to using digital networks, including social media, as effective ways to support social and emotional well-being (T. Hodges et al., 2020)

Smith et al. (2020) stated that impacts on education during the COVID-19 pandemic include student attendance and participation. García and Weiss (2020) indicated that approximately one-third of the 2019-2020 school year was closed to in-person learning due to the COVID-19 pandemic, which could mean achievement loss of at least 0.1 standard deviation for some students. The National Center for Education Statistics (2015) reported that students advance in academic achievement between about 0.3 and 0.7 standard deviations a school year depending on their age and skill. Academic achievement loss may have repercussions due to COVID-19 pandemic school disruptions during the 2020-2021 school year. An estimated 6.5 million children in the United States are absent 15 or more school days every year (Allison et al., 2019). During classes held remotely and in-person, absenteeism increased ten percent during the COVID-19 pandemic (Lieberman, 2020).

T. Hodges et al. (2020) surmised that emergency remote teaching created opportunities to affect positive change in education. For example, teachers became self-directed in professional development and created resources to support and share expertise in virtual environments (Hartshorne et al., 2020; T. Hodges et al., 2020). Johnson and Wachen (2020) found that teachers connected with students through platforms that some students were already familiar with, such as social media. In addition, university and community networking became strengthened by local resources for families and schools (T. Hodges et al., 2020). Educators discovered that teaching controversial topics during the COVID-19 pandemic can help build inquiry-based research skills along with civil discussions (Elbih et al., 2021). Information literacy that included inquiry-based research

became important during the COVID-19 pandemic. News from the internet could be conversation points for teachers to discuss real, fake, or half-truths on social media (Maguth, 2020).

Conversations about social-emotional wellbeing were positive outcomes of remote teaching (Glenn et al., 2020). During the COVID-19 pandemic, education and health agencies improved their communication methods using digital and non-digital channels to gather feedback from parents and caregivers to strengthen remote education and healthcare services (Dreesen et al., 2020). Glenn et al. (2020) described how families reported that collaboration between teachers and families increased during remote education.

Summary and Conclusions

Vygotsky's (1978) sociocultural theory of learning can frame the purpose of this study to explore secondary teachers' perspectives on using social media with their students. Jenkins's (2006) convergence culture is the conceptual framework that explains the distribution of content across multiple digital media platforms. Digital media has shaped education and has become a curricular construct for the communication arts (Harmon, 2020; Jacobs, 2010; The American Library Association, 2013) and within the social sciences (Elbih et al., 2021). The participatory culture concept of convergence culture (Jenkins, 2006) is the framework to explore how teachers created and shared content on social media during remote learning. The convergence of the production, distribution, and reception of social media make up the participatory nature of new media (Jocson, 2018). New media literacies are skills that allow individuals to participate on

multimedia platforms and devices (Alper, 2013; Ciccone, 2019; Jocson, 2018). Expertise in competent new media literacy can incorporate social play, performance, simulation, and multitasking (Jenkins et al., 2009).

Collective intelligence is an online community's combined knowledge and experiences and is the second concept of convergence culture (Jenkins, 2006). The collective intelligence concept of the convergence culture theory will be a way to view collaboration, discussion, and instruction between teachers and students on social media (see Brons, 2017; see Sheposh, 2020).

Media convergence is how individuals use various online sources, old media sources, and the collective intelligence processes for education, work, and entertainment (Jenkins, 2004). The convergence of media sources and shared digital spaces is how remote education has evolved (Gleason & von Gillern, 2018). Media convergence has become mainstream as the availability of telecommunication devices increases (Jenkins, 2006) and the speed of internet connection continually increases (Zhiyuan et al., 2021).

Media convergence can benefit education by utilizing transmedia content in remote teaching (González-Martínez et al., 2019). Transmedia includes using multiple media platforms (Jenkins, 2006) while navigating networked online communities (Jenkins et al., 2009). Most people learn transmedia navigation autonomously without formal education (Jenkins et al., 2009; Jocson, 2018). Although research on transmedia teaching methods is limited, teaching transmedia navigation can include explicit practice to create and share content between multiple digital platforms (Reid & Gilardi, 2016). The interactions between teachers and students creating, distributing, analyzing, and

synthesizing transmedia content are called distributed cognition (Alper, 2013; Jenkins, 2006).

Research on the academic uses of social media in K-12 classrooms is limited (Hsieh, 2018; Kornbluh, 2019; Matzat & Vrieling, 2016; Pangrazio, 2020; Prestridge, 2020; Talib, 2018; Van Den Beemt et al., 2020). Although practical pedagogical uses of social media need further investigation (Van Den Beemt et al., 2020), Jones and Mitchell (2016) proposed a curriculum in teaching digital communication skills that could include social media. Ciccone (2019), LaGarde and Hudgins (2018), and Manca and Ranieri (2017) suggested ways to modify lessons to incorporate social media as civil and responsible communication tools.

Teachers' perceptions of social media use with students range from optimistic and encouraging to cynical and negative (Van Den Beemt et al. 2020). Research supports social media use between teachers and students (Breakstone et al., 2018; Greenhow & Askari, 2017; Pangrazio, 2020). Professional development in using social media in the classroom can circumvent teacher reluctance and build confidence (Breakstone et al., 2018; Greenhow & Askari, 2017). Teachers might struggle with social media use with students because they lack the experience in using social media in lessons (Greenhow & Askari, 2017) or lack the expertise of using technology productively (Van Den Beemt et al., 2020). Teachers use social media platforms for professional collaboration (Carpenter & Harvey, 2019; Mouza, 2020; Sterrett & Richardson, 2020). However, some teachers view using social media with students as unpredictable (Ham et al., 2019; Waters et al., 2020), a privacy concern (Prestridge, 2020), distracting (Gupta & Irwin, 2016; Rusli et

al., 2019), and a source for improper use, and cyberbullying (Waters et al., 2020). There is a lack of administrative support in using social media in the classroom (Dodson, 2020; Krutka & Carpenter, 2016; Van Den Beemt et al., 2020; Vongkulluksn et al., 2018).

During the COVID-19 pandemic, state departments of education had to adjust emergency remote teaching situations (National Conference of State Legislatures, 2020). Social media became accessible communication platforms for teachers and students (T. Hodges et al., 2020). Although inequalities in access to the internet produced complications in schooling and communication during the COVID-19 pandemic (Beaunoyer et al., 2020; Harris & Jones, 2020; Krutka et al., 2020; Smith et al., 2020), smartphones may have allowed some forms of remote assistance to educators and families. During the COVID-19 pandemic, smartphone ownership increased 81% and broadband subscriptions increased 73% from the previous year (Perrin, 2021). The use of personal digital devices may have increased for academic uses, and social media may have offered platforms for discussion.

School personnel, students, and families used social media during the COVID-19 pandemic to communicate (T. Hodges et al., 2020). Teachers applied pedagogical strategies using social media in innovative ways during emergency remote teaching (Fenwick et al., 2021; Hossain et al., 2020). However, the problem is teachers used social media inconsistently with their students during the COVID-19 pandemic (Iivari et al., 2020). Although learning management systems such as Google Classroom were used during the COVID-19 pandemic (Krutka et al., 2020), it is unclear if teachers combined social media and learning management systems for instruction.

Teachers faced challenges in sharing content within online spaces and understanding the differences between in-person and remote education (C. Hodges et al., 2020). Challenges in schooling during the COVID-19 pandemic included student attendance issues (Smith et al., 2020) and possible achievement loss (García & Weiss, 2020). Research continues into the impacts on traditional education during the COVID-19 pandemic (Mouza, 2020). Lessons learned through an emergency remote teaching situation caused by the COVID-19 pandemic can inform future teacher professional development (Clausen et al., 2020; Hira & Anderson, 2021; T. Hodges et al., 2020). There is a gap in the literature describing secondary teachers' perspectives on social media use with students during the COVID-19 pandemic.

In Chapter 3, I provide details of the methodology used in my study. This includes the research design and rationale. I also detail the role of the researcher. I continue with a focus on the elements of the methodology. This encompasses participant selection, instrumentation, procedures for recruitment, participation, data analysis, data collection, and the data analysis plan. I explain the trustworthiness of the study. This establishes credibility, transferability, dependability, and confirmability. Lastly, I include details on the ethical procedures and steps I took to protect the study participants.

Chapter 3: Research Method

The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic. The problem is teachers used social media inconsistently with their students during the COVID-19 pandemic (Iivari et al., 2020). Secondary teachers incorporated social media and learning management systems during emergency remote learning. Previous studies showed that learning management systems may not have been effective on smartphones, and some students may not have had laptops to communicate with teachers (Johnson & Wachen, 2020). Teachers used social media to overcome communication barriers during the COVID-19 pandemic. The department of education in the research state suggested that schools and students use social media to connect (PEDREG, 2020). The gap in practice explored in this study was teachers' inconsistent use of social media with students during the OVID-19 pandemic. Additional research was necessary to explore this gap in practice and secondary teachers' perspectives on social media use with students. This study's findings will add to the literature on teachers' use of social media with students during the COVID-19 pandemic.

In this chapter, I describe the basic qualitative research method for this study and the rationale for the research design. I explain the process of exploring how teachers communicated with their students via social media through the convergence culture theory. I define my role as a researcher and explain how I addressed data collection and analysis bias. Included in the Methodology section in this chapter are procedures I utilized for recruitment, participation, and data collection. This chapter concludes with

strategies for data analysis, measures of trustworthiness, and ethical practices that I implemented.

Research Design and Rationale

This study's guiding research questions were as follows:

- RQ1: What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?

- RQ2: How have teachers been prepared to use social media to communicate with students?

- RQ3: What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

The central concept in this basic qualitative study addressed how teachers used social media with their students during remote learning. I used the sociocultural learning theory and the convergence culture theory to explore teachers' perspectives on using social media with students during the COVID-19 pandemic. The qualitative research tradition in this basic qualitative study is based on a constructivist philosophy of science. Teachers' perspectives are formed through experiences within the philosophy of constructivism (Guba & Lincoln, 1994). I employed a semistructured interview with each participant to gain a better understanding of their perspectives.

I considered using a focus group to gather data, but focus groups were not deemed feasible for my study. Although focus groups can stimulate conversation and provide various viewpoints discussed by the participants, they can also increase the possibility of

participants speaking in opposition, which would not be helpful if a dominant speaker is in the group (Brinkman & Kvale, 2015). Instead, I conducted one-on-one interviews to gain personal perspectives from teachers' experiences in how they used social media with students during the COVID-19 pandemic. The experiences of teachers throughout the rural and urban areas in the research study state provided a variety of teaching perspectives.

I considered using a survey to collect data from teachers across the research state but decided not to pursue this form of data gathering. A survey could generate data such as the number of students teachers taught during the COVID-19 pandemic remote teaching experience or teacher use of alternate teaching platforms such as social media. Although this information may provide data to explain teachers' use of social media with students, surveys would not discern participant inflection, elaboration, and personal reflections. I risked not obtaining individualized perspectives if I used surveys. To answer the study's research questions, I provided opportunities for participants to respond in meaningful ways that engaged them in reflection. I found multiple answers to a single question through participants' reflections using semistructured interviews (see Simon & Goes, 2018).

I also considered using grounded theory as a research method but decided against this approach. I contemplated using a grounded theory approach to find a hypothesis on the COVID-19 pandemic and its possible effects on social media in education (see Fenwick et al., 2021). A researcher can find emergent ideas or connections using comparative analysis through a grounded theory approach (Burkholder et al., 2016). This

approach could be a step in finding testable constructs, such as comparing teachers'

experiences with social media during the COVID-19 pandemic. The use of grounded

theory requires obtaining a large amount of data to develop a theory about a novel

situation, such as social media use in education during the COVID-19 pandemic

(Timmermans & Tavory, 2012). A comprehensive study using large amounts of data

might provide substantive ideas to form suppositions, but I focused on teachers'

perspectives instead of developing a theory.

Role of the Researcher

My role as a researcher was to gather, organize, and analyze data to understand

teachers' perspectives on social media use with students during the COVID-19 pandemic

in the research study state. I worked in several districts around the research study state

and taught reading and language arts in pre-K through 12th grade. After 23 years in the

classroom, I became a traveling vocational transitional specialist and worked in seven

school districts in the research study state. I no longer work in either position and do not

have professional relationships with participants or issues with power differentials.

As a reading and language arts teacher, I experienced literacy education changes

in the curriculum that included digital competencies in reading and writing on online

platforms. I noticed that social media in the classroom had not been a part of curricular

content or approved by the administration. I have had my students use social media. As a

vocational transition specialist, my students used social media to communicate with

groups with similar academic and vocational interests. I realized that my students did not

have the communication skills to participate on social media in academic ways. My

initial study considerations included teachers' perspectives on teaching social media communication skills, and I pursued developing a prospectus with that focus. Then, the COVID-19 pandemic provided a unique opportunity to gain insight into teachers' perspectives on social media use with students during an imposed remote situation. Unprecedented shifts in education during the COVID-19 pandemic included teachers needing to adapt to new ways of teaching and communicating with students (Hartshorne et al., 2020; Hira & Anderson, 2021). In response to my experiences, I remained cognizant of potential researcher biases by keeping a reflective journal to document my thoughts and perspectives throughout the analytical process.

Methodology

Participant Selection

I selected 11 participants to provide feasibility for this study (see Ravitch & Carl, 2016). The first criterion for selection was that participants had to be secondary teachers in the research study state. The second criterion was that the participants needed to have taught during the spring semester of the 2019–2020 school year, or during the 2020–2021 or 2021–2022 school years. The third criterion was that teachers had to have used social media with students during the COVID-19 pandemic. As reported by the department of education in the research state in 2021, remote teaching was mandatory for public school districts for the remainder of the school year starting in March 2020, and remote and hybrid teaching were encouraged during the 2020–2021 and 2021–2022 school years. I used purposive sampling because teachers in the research study state might have had similar experiences using social media with students during remote or hybrid teaching

during the COVID-19 pandemic. The relevance of participant selection through descriptive criteria was the basis for purposive sampling (Burkholder et al., 2016). I employed snowball sampling through social media posts to ensure the sample size needed for saturation.

Searching for participants via social media also provided feasibility. I posted my flyer on two social media sites: Facebook (on the research state's educators page) and Instagram (using the hashtag for the research state's Golden Apple Teachers profile). Information on the post included requests to viewers to share the flyer by reposting it on their social media page. I reposted the flyer twice a week on the two social media sites to ensure more views.

Once I received an email from interested participants, I emailed them to thank them for their interest and provide a brief description of the study and the consent form. Then, I offered two dates and times for an interview. The participant either chose from the dates and times I provided or suggested an alternate date and time.

Instrumentation

Seven interview questions and two sub-questions established content validity in answering the research questions:

Research Question (RQ1): What are secondary teachers' perspectives on the successes and challenges of using social media with their students during the COVID-19 pandemic?

Research Question (RQ2): How have teachers been prepared to use social media to communicate with students?

Research Question (RQ3): What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

I developed an interview protocol based on examples from Burkholder et al. (2016) and Saldaña (2016). Interview questions 1. You have indicated that you used social media with students. How was the state's suggestion to use social media with students during remote teaching a factor in connecting with students? If the state's suggestion was not a factor, what persuaded you to use social media with your students during remote teaching? 2. There are many types of social media platforms such as social networks, bookmarking sites, media sharing, blogs, etc. What social media platforms did you use with your students during the COVID-19 pandemic? 2a. Can you describe successes with that (those) platform (s)? 2b. Can you describe challenges or mishaps using that (those) platform(s)? helped answer RQ1: What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?

Interview question 3. What preparation did you have in order to use social media with your students? If there was none, what might have been useful? helped answer RQ2: How have teachers been prepared to use social media to communicate with students? Lastly, interview questions 4. Through your experiences in using social media with students, what have you learned about your communication with students during remote teaching? 5. What additional support do you need to use social media with students? and 6. In what ways will you use social media with students in the future? helped answer RQ3: What do teachers believe they need to improve in their use of social media to

increase communication with students during remote teaching? The seventh and final

interview question, Is there anything else you would like to share on this topic? provided

an opportunity for participants to elaborate on their responses.

My interview protocol and the Otter phone application were the instrumentation

tools used in this study to conduct each interview. An Apple iOS phone call or the

conferencing applications Zoom and Google Meet were the interviewing mechanisms

used in this study. Participants chose the interview mechanism based on their

accessibility and comfortability. I used the Otter application (https://otter.ai/) to provide

automated recordings and transcription tools for phone calls, Zoom, and Google Meet

interviews. Each interview took between 14–60 minutes to conduct. I established

sufficiency in data collection by asking probing questions when needed and member

checking to ensure clarity.

Procedures for Recruitment, Participation, and Data Collection

I recruited 11 participants through social media posts. Social media provided

feasibility for recruitment. I began to search for participants by posting a flyer on two

social media sites: Facebook (on the research state's educators page) and Instagram

(using the hashtag for the research state's Golden Apple Teachers profile). These two

social media groups offered networking services that allowed me to post academic

content on their profile pages. I am a member of these closed access groups as an

approved profile through their page group coordinator. The information on my flyer

adhered to the posting rules on these platforms. I included information on the posts to

implore viewers to share the flyer by reposting it on their social media pages. I refreshed

the posts on the two social media sites once a week until I acquired 11 participants. I also

used snowball sampling to obtain participants. This process took 9 weeks. A $10 gift card

from Amazon provided an incentive to encourage participation. Once I received an email

from interested participants, I thanked them for their interest and provided a brief

description of the study, the consent form, and information to schedule a date and time

for the interview. The participant chose from the dates and times I provided to schedule

the interview. Some suggested an alternate time and date that accommodated their

schedule. I asked each participant to email the statement of consent or the signed consent

form and the date and time they chose for the interview. If they selected a Zoom meeting,

I emailed a Zoom meeting invite. If they selected a phone interview, I sent the date and

time along with my phone number for their reference.

As the researcher, I was the primary data collector and the sole analyzer of the

transcribed data. The Otter phone application was the tool to collect audio. I conducted

each interview from my home office. I informed participants that they may stop at any

time during the interview process without any consequences. I asked each participant

nine interview questions; however, the probing questions differed and were documented

in the interview protocol. One interview session per participant provided substantive data.

Participants were provided my contact information should they have questions or

concerns after the interview. No discussions ensued after the interview; therefore, no

notes were journaled for these circumstances.

After each interview, I downloaded the transcript from the Otter application. This

application has two functionalities to aid in comparing the transcript for correctness: the

audio player and the transcript viewer. I checked each transcript as I listened to the

respective audio to check for accuracy. Braun and Clarke's (2006) six phases of analysis

were the thematic analysis process I used to engage with the data, identify themes, and

produce my final report.

Data Analysis Plan

I used thematic analysis to identify, analyze, and write my final report. After

completing each interview, I compared the recorded session and the respective transcript

for accuracy. Braun and Clarke (2006) postulated that the analytical process begins when

the analyst notices patterns during data collection and while comparing and checking

each data item. Data items were each interview, and the data set was all data in the data

corpus used for analysis (see Braun & Clarke, 2006). I read each data set in its entirety to

look for possible patterns before coding. Then, I began open coding to study the patterns

and concepts. Immersion into the data by reading, re-reading, and writing down ideas

helped me look for meaning and potential coding schemes (see Braun & Clark, 2006).

After open coding data extracts, I determined dominant codes by forming

categories through axial coding. Through the organizing process of axial coding, I

combined several categories into one, subdivided one category into several, and created

new categories (see Burkholder et al., 2016). I used various colored highlighters to

indicate separate categories. I then used Microsoft Excel spreadsheets to refine the

categories to identify emerging themes and develop a working thematic map for further

analysis. I explained the interconnectedness in developing each category and described

supporting assumptions related to the conceptual framework in answering the research questions (see Braun & Clark, 2006).

The last step in thematic analysis is producing a scholarly report of the analysis (Braun & Clark, 2006). I embedded sufficient evidence of the themes using specific data extracts to tell the story of my study. My written report included assumptions about the data and how I consistently used thematic analysis. My analysis involved looking for gaps or discrepancies in the data. I explained discrepant findings in the data and described how they challenged my interpretations. Within two days after each interview, I employed member checking to ensure accuracy and clarity. I provided a one-page interpretation of the interview to the respective participant. I asked them to respond with comments or questions within a 48-hour timeframe. After the dissertation is published, participants will receive an abstract of the final dissertation via email.

<div align="center">

Trustworthiness

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Braun and Clarke (2006) recommended looking at published examples of thematic analysis. I have researched various studies to build my perspective using thematic analysis and substantiate credibility in my research. Credibility included scrutinizing my interpretations and looking for discrepancies in my analysis. One technique I used to reduce subjectivity in data interpretation was bracketing personal biases. Member checking was another way I established internal validity when analyzing the data. Member checking validated and verified the trustworthiness of qualitative results (see Guba & Lincoln, 1994). I provided a one-page interpretation to each interview participant to check the accuracy and confirm the credibility.

To mitigate personal biases, I employed reflexive journaling to bracket self-reflections and participant perspectives that differed from my own during each interview and in the analysis of the transcripts (see Shufutinsky, 2020). Reflexive journaling can provide transparency in reporting (Ravitch & Carl, 2016). My study included accurate descriptions of participants' responses and my reflections to provide a clear interpretation of the problem (see Creswell & Creswell, 2017). Journaling and reporting shifts or changes in data collection procedures provided dependability in my study. Reflecting on personal views and positions by journaling provides dependability and transparency to the reader (Shufutinsky, 2020).

Ethical Procedures

On September 9, 2018, I completed the National Institutes of Health (NIH) Office of Extramural Research NIH Web-based training course *Protecting Human Research Participants* (Certification No. 2931426). I understand, and I followed the requirements set forth by Walden University's Institutional Review Board (IRB). It was not necessary to complete an Adverse Event Reporting Form to Walden University's IRB as there were no ethical concerns regarding recruitment practices or data collection.

My study caused no harm to the participants. Descriptions of the voluntary nature of the study were in the consent form. Risks of being in the study were also explained on the consent form and included the discomfort of revealing personal opinions. Protections in place to pose minimal risk to the participant included nondisclosure of names or identifying attributes in the study. I used numbers as identifiers for all participants. I will continue to keep all identifiers and data between the participant and myself confidential.

Before beginning each interview, I reviewed the signed consent form with the participant. During each interview, I established the comfort levels of each participant by paying attention to their reluctance to answer or statements that showed frustration or confusion. If these instances had occurred, I would have asked the participant if they wanted to continue.

I conducted all interviews from my home office, and all data are stored on my personal password-protected computer. During each interview, I wore headphones with a microphone to ensure that I was the only one who could hear the interview in my home office. I also asked each participant to safeguard their privacy in their location. Walden University requires that all research data remain secured for 5 years. All recorded and transcribed data will stay on my password-protected and encrypted external hard drive. After 5 years, data will be erased from the hard drive. Hard copies of my journal will be shredded.

Summary

In this chapter, I described the purpose of this basic qualitative study to explore secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic. I also explained the rationale for selecting semistructured interviews as the data collection method and described the iPhone, Zoom conferencing, and Otter Recording application as the data collecting instruments. My role as a researcher—gathering, organizing, and analyzing data to understand teachers' perspectives—and my connection to school districts in the research study state were also explained.

I indicated two social media platforms as the recruitment source and how purposive sampling in this study justified selecting participants. I described the interview protocol and listed the interview questions. Details on gathering data and the analytical process of crosschecking data sets and extracts were provided to explain the data analysis procedure. I explained how I used open coding, axial coding, and then created categories and themes to answer the research questions. My analysis plan resulted in the production of the report of my study.

This chapter concluded with a description of Walden University's ethical requirements and my procedures for ensuring my participants' safety and data confidentiality. I explained how I addressed participant discomfort during the interview process and the protection processes of nondisclosure. I also explained procedures for data storage and how I will purge the data after 5 years. Chapter 4 includes the results of my findings, interpretation, and recommendations.

Chapter 4: Results

The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. I used purposive and snowball sampling strategies to obtain participants. I searched for participants via two social media groups dedicated to education in the research study state. Once I received an email from interested participants, I replied with a brief description of the study and the consent form. Participants who answered "I consent" or sent back the signed consent form were scheduled for an interview at a time convenient for the participant. Participants chose between an interview via Zoom or phone call. One participant asked to be interviewed via Google Meet, and I accommodated that request. If the participant chose to interview via Zoom, cameras were optional. I used the Otter phone application as the recording mechanism, which also provided transcripts. First, I analyzed the interview transcripts for meaning and potential coding schemes. Then, transcripts were analyzed using open and axial coding to identify categories and emerging themes to answer the research questions.

Chapter 4 includes the study results, a description of the participant selection, and the data collection procedure. The research questions used in the study were as follows:

- RQ1: What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?

- RQ2: How have teachers been prepared to use social media to communicate with students?

- RQ3: What do teachers believe they need to improve in their use of social

  media to increase communication with students during remote teaching?

Setting

I conducted one-on-one, semistructured interviews using Zoom, Google Meet, or

phone calls from my home office. Participants for this study were 11 secondary teachers

in the research study state who used social media with their students during the spring

semester of the 2019–2020 school year or during the 2020–2021 or 2021–2022 school

years. Participants were teachers who taught secondary English, Spanish, physical

education, social studies, science, and special education from rural and urban schools. In

addition to teaching, six out of the 11 participants were also coaches or instructional

leaders in their district. The subjects the participants taught, gender, and school locations

were not specifically elicited through the interview protocol but were obtained from

information during the interview and within the participants' email signatures. Gender

was speculated from the participant's voice and appearance if the camera was on during

the interview. I also gathered information about specific social media platforms used by

participants with students through the interviews. I assigned an alphanumeric code to

each participant: P1 through P11. There were no personal or organizational conditions

that affected the gathering of data or the analysis of the data. Two interviews were

conducted by phone, eight by Zoom, and one via Google Meet. All 11 interviews were

recorded and transcribed using the Otter recording application. Demographic data are

represented in Table 1.

Table 1

Participant Demographic Information

Participant code	Interview tool	Gender	Subjects(s) taught/ school role	School delineation of geographic area	Social media platforms used with students
P1	Zoom	Female	Spanish/ instructional leader	Rural	Facebook/Fb Messenger, Instagram, Google Meet, Microsoft Teams, Zoom, Quizlet
P2	Zoom	Female	English	Rural	Google Meet, Microsoft Teams, YouTube
P3	Phone	Female	Special education/ instructional coach	Urban	Google Meet, Microsoft Teams, Zoom, Jam Board, Padlet
P4	Zoom	Female	Special education/ Google certified coach	Urban	Facebook/ Fb Messenger, Instagram, YouTube, TikTok
P5	Zoom	Male	Social studies/ Google certified coach	Urban	Google Meet, Jam Board, Flip Grid, Poll Everywhere
P6	Zoom	Female	K-12 digital literacy teacher/ coach	Urban	Google Meet, Padlet, Class Dojo, Remind, Twitter, Discord, Mentimeter, Nearpod
P7	Google Meet	Male	English	Urban	Google Meet, Zoom, YouTube, Remind, Nearpod, EdPuzzle
P8	Zoom	Female	Science	Rural	Facebook/Fb Messenger, Instagram, Google Meet, Zoom, Remind, Nearpod, EdPuzzle
P9	Zoom	Female	Special education	Rural/urban [a]	Google Meet, Padlet, Class Dojo, Blogger
P10	Zoom	Female	Special education/ instructional coach	Urban	Google Meet, Microsoft Teams, Zoom, YouTube
P11	Phone	Male	Physical education	Rural	Google Meet

[a] Participant taught in two school districts during the pandemic.

Data Collection

Data collection began after I obtained approval from Walden University's IRB (Approval No. 02-17-22-0978130). I used purposive and snowball sampling to recruit participants. I began to search for participants by posting a flyer on two social media sites: Facebook (on the research state's educators page) and Instagram (using the hashtag for the research state's Golden Apple Teachers profile). The two social media groups where I posted the flyers allowed me to post academic content on their profile pages. I am a member of these closed access groups. I have an approved profile through their page group coordinator, and the information on my flyer adhered to the posting rules on these platforms. I included information on the posts to implore viewers to share the flyer by reposting it on their social media pages. I refreshed the posts on the two social media sites once a week until I acquired 11 participants. This process took 9 weeks. A 10-dollar gift card from Amazon was provided as an incentive to encourage participation.

Once I received an email from interested participants, I thanked them for their interest, and provided a brief description of the study, the consent form, and information to schedule a date and time for the interview. I asked each participant to email the statement of consent or the signed consent form. Seven participants responded with the statement "I consent" and four participants sent a signed consent form. Ten participants chose from the dates and times I provided to schedule the interview, and one participant suggested an alternate date that accommodated their schedule. Participants who selected a Zoom meeting were emailed a Zoom meeting invite. Participants who selected a phone interview were sent confirmation of the date and time and my phone number via email.

Data were collected through interviews conducted with 11 participants who taught

at the secondary level in the research study state. The interviews ranged in length from 14

min, 23 s to 58 min, 49 s. There were 9 weeks between the first and the last interview. I

began each interview by thanking them for participating, then proceeded with the first

question on my interview protocol. I asked probing questions when needed for clarity.

Instances of probing questions and my thoughts and feelings were written in my reflexive

journal to help manage any potential bias. Within 2 days after each interview, I sent the

participant their $10 Amazon gift card. I used member checking to ensure accuracy and

clarity by providing a one-page interpretation of the individual participant's interview, as

suggested by IRB. I asked participants to respond with comments, changes, or questions

within 48 hours. No participant responded with comments, changes, or questions, and all

11 participants sent a message of thanks for the gift card.

The audio recordings from each interview were transcribed verbatim by the Otter

recording application. The audio recordings and transcripts were stored on my password-

protected personal computer. All data collection steps identified in Chapter 3 were

followed. No unexpected issues occurred during the data collection process.

Data Analysis

In this basic qualitative study, I conducted one-on-one interviews to gather data to

explore secondary teachers' perspectives on using social media with their students in the

research state during the COVID-19 pandemic. I used Braun and Clarke's (2006) six-step

framework to guide the data analysis: (a) familiarizing oneself with the data, (b)

generating initial codes, (c) searching for themes, (d) reviewing and defining themes, (e)

naming themes, and (f) producing the final report (Braun & Clarke, 2006).

Phase 1: Familiarizing Myself With the Data

After completing each interview, I wrote thoughts and feelings in my reflective

journal. After I listened to each interview the first time, I also noted probing and

clarifying questions in the reflective journal. Next, I reviewed each transcript for

accuracy and made corrections when the transcription software incorrectly transcribed a

word or phrase. I read through each transcript four times to find patterns in the data

corpus. I made notes in the columns of each transcript of patterns between interviews.

After the third reading, I realized I did not annotate as much, which suggested I had

initial ideas about possible coding schemes. Braun and Clarke (2006) suggested that

researchers repeatedly read the entire data corpus to search for meaning and patterns

before coding.

Phase 2: Generating Codes

I began to open code using the annotated, printed transcripts and highlighting data

relevant to secondary teachers' experiences using social media with students during

remote teaching. I assigned colors to codes but found more codes than highlighter colors,

and some excerpts fell into more than one code. This situation prompted me to change

coding tools from using colored highlighters to using a spreadsheet. I copied and pasted

transcripts into an Excel spreadsheet under a column titled *narrative*. I changed the

participant's responses to a red font to help distinguish the participant's response from

mine. Next, I selected relevant quotes by reading the transcripts in the spreadsheet and

comparing them to the highlighted sections on the printed transcripts. I discovered that I found more relevant excerpts on the spreadsheet than on the highlighted transcripts and that the extra step in using an Excel spreadsheet helped me analyze the excerpts in a more organized manner. I pasted the selected quotes into a column labeled *excerpt* and then assigned an open code to each, which I entered into another column labeled *open code*. After interviews were open coded, I copied and pasted all 133 open codes into a separate spreadsheet titled *codebook* and entered a brief description of each open code. Several codes were duplicated in the description, so I combined those codes and came up with a total of 99 open codes with descriptions. An example of open codes, participant identifiers, and a sample excerpt from the interviews are depicted in Table 2.

Table 2

Examples of Open Codes

Code	Participant identifier	Excerpt
Student communication different on social media	P7	"When we're in the classroom, I act a certain way -they act a certain way, and on social media, we act differently."
	P5	"Sometimes the students that are the quietest and the least engaged … are really the most mentally engaged, and using social media allows them to show their engagement through typing a text instead of speaking up and raising their hand."
Benefits of social media in education	P4	"You can do so much more than just scroll and watch videos. Yeah, you can do something to transform your learning, but to also share it with the world and may hopefully make something better for someone."
	P6	"especially Twitter, it's very powerful, and I think it's a game-changing aspect in your classroom."
Hybrid schooling	P1	"When we moved back into the classroom, we were doing both. We had kids in the classroom, and we were teaching in front of the computer, and some teachers were having them log in just the same way."
	P3	"To engage the in-person kids and engage the kids that were working from home too, yeah, it was really difficult."

Next, I used axial coding to create categories from the open codes. I accomplished this by creating another spreadsheet, pasting the 99 codes, and shifting codes to generate categories. From this analysis, 14 categories emerged. I found that there were 31 codes that were not relevant because only one participant provided a quote to fit that code, or the code was not applicable to categories that emerged. Braun and Clarke (2006) postulated that keeping some surrounding data is important, as a datum item might be useful later in analysis. I entered the 31 codes into a column titled *graveyard,* as these may still provide support in further analysis. The final count was 68 codes, which I analyzed, reorganized, and renamed into 14 categories to ensure they were meaningful. Table 3 depicts a sample of categories, open codes, participant identifiers, and excerpts.

Table 3

Examples of Open Codes and Categories

Category	Open code	Participant identifier	Excerpt
Successful communication on social media between teachers and students	Student connection through social media	P1	"Our kids were connecting with us on big social media platforms like Facebook Messenger."
	Value of social media in education	P2	"I feel like it has made it so much more possible. And documenting wise, teachers can show this is all the work that we've put in. I'm posting: Here are the daily objectives on Teams; email me with questions."
Security issues and cautions with social media use in education	Security on social media	P6	"A lot of people use Google Hangouts, and kids figured out how to create their own, so then we had to change that to make it a safer environment."
	Cautions in using social media	P4	"I think we have to be cautious about what we're posting."
Professional development	Teachers needing continued support	P3	"They could give us some real intensive training on how to use it. You know, what are the rules? Can we record? Can we not record? There were so many questions."
	No training on platforms	P5	"I guess having the preparation of knowing exactly what I was getting into and how to navigate some of the chaos of notifications, and how to more effectively communicate with the students when there are 500 things going on at the same time on the same platform, I think would have been helpful."
Teachers' concerns about students during remote teaching	Education loss	P8	"It wasn't even academic based for the most part because we reached out to see if they needed a meal. We reached out to see if they received it. So, the beginning part was more safety."
		P7	"Learning loss? I don't know, but maturity loss. And students' kind of forgot how to go to school."

Phase 3: Searching for Themes

After completing the axial coding process, I began reviewing the 14 categories for

emerging themes. I began to group categories that shared similar meanings. Through

restructuring the categories, themes emerged. I determined six temporary themes: (a)

future support for teachers using social media with students, (b) COVID-19 pandemic

impact on education, (c) benefits of social media use in education, (c) teacher's

communication challenges with students on social media, (d) lack of training and knowledge of social media, and (e) teacher support systems during remote teaching. I used thematic analysis to evaluate the themes and refine them to verify relationships between the themes and the research questions.

Phase 4: Reviewing the Themes

After considering the research questions and further analysis, I collapsed the six themes into four. The four themes identified through this analysis were: (a) teachers' challenges in communicating with students using social media, (b) benefits of social media use in education, (c) teacher support systems during remote teaching and future challenges, and (d) COVID-19 pandemic effect on education. I created a spreadsheet for each theme and entered quotes, open codes, axial codes, and participant numbers into corresponding columns. This process helped me determine the number of participants with an excerpt for each code and was necessary to begin writing my results. Engaging with the transcripts and excerpts in this phase allowed me to ensure that the themes made sense and that I could apply this data in my report.

Phase 5: Defining and Labeling Themes

No revisions were made to the four themes in Phase 5. The results of my analysis revealed that the themes labeled *Teachers' challenges to communicate with students using social media*, *Benefits of social media use in education*, and *COVID-19 pandemic effect on education* answered RQ1 (What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?). Themes labeled *Teachers' challenges to communicate with students using*

social media and *Teacher support systems during remote teaching and future challenges*

answered RQ2 (How have teachers been prepared to use social media to communicate

with students?). Finally, themes labeled *Teachers' challenges to communicate with*

students using social media and *Teacher support systems during remote teaching and*

future challenges answered RQ3 (What do teachers believe they need to improve in their

use of social media to increase communication with students during remote teaching?).

Phase 6: Producing the Report

I engaged in the last phase by concluding analysis of the themes and how they can

answer the research questions. To answer RQ1, 10 of 11 participants described how

education was affected during the COVID-19 pandemic. Most participants described

challenges with using social media to communicate with students. All participants

described the benefits of social media use in education. To answer RQ2, 10 of 11

participants described challenges in communicating with students on social media. All

participants described support systems during remote teaching and future challenges.

Finally, to answer RQ3, all participants described the challenges of communicating with

students using social media, explained support systems during remote teaching, and their

perspectives on future challenges in using social media with students.

My interpretations were not challenged by a few discrepant findings in the data. I

journaled gaps in participant responses during the first two phases of analysis. This step

allowed me to determine that the participants did not provide data to support the

identified four themes. I also bracketed three potential preconceptions in the interview

transcripts during the first two analysis phases. Reflecting on the bracketed excerpts, I

determined that since the three bracketed quotes came from the same participant, this participant held discrepant views from the other participants in the study and did not offer substantive extreme data.

<div align="center">**Results**</div>

I explored secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic through a basic qualitative study using semistructured interviews. In this section, I present the results of the data I collected from 11 interviews with secondary teachers in the research study state in which I asked seven interview questions and two sub-questions (see Appendix A). The interview questions were developed to establish content validity in answering the following research questions:

- RQ1: What are secondary teachers' perspectives on the successes and challenges of using social media with their students during the COVID-19 pandemic?

- RQ2: How have teachers been prepared to use social media to communicate with students?

- RQ3: What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

The first research question addressed teachers' perspectives on the successes and challenges of using social media with students during the COVID-19 pandemic. Interview questions 1, 2, 2a, and 2b addressed RQ1. Three themes emerged from the data collected from the interviews regarding RQ1. The three emergent themes from data

collected were: (a) Teachers' challenges to communicate with students using social media, (b) Benefits of social media use in education, and (c) COVID-19 pandemic effect on education.

The second research question addressed how teachers were prepared to use social media with students. Interview question 3 addressed RQ2. The two emergent themes from the data collected were: (a) Teachers' challenges to communicate with students using social media and (b) Teacher support systems during remote teaching and future challenges.

Lastly, the third research question addressed teachers' perspectives on what they need to improve in their use of social media to increase communication with students during remote teaching. Interview questions 4-7 addressed RQ3. The two emergent themes from the data collected were: (a) Teachers' challenges to communicate with students using social media and (b) Teacher support systems during remote teaching and future challenges. Interview question 7 provided an opportunity for participants to elaborate on their responses, and eight participants offered significant coded data excerpts for all four themes.

Theme 1: Teachers' Challenges to Communicate With Students Using Social Media

Participants described challenges and differences in communication with their students on social media compared to face-to-face communication. Instant communication was prevalent on social media between teachers and students, and communication was not limited to an eight-hour school day. P1 stated: "You're constantly connected to work. And you know teenagers like to do a lot of work at

nighttime. So, they're messaging you at midnight and 1:30 in the morning. C*an I do this? I forgot how to do that*."

Participants' descriptions of the differences in communication on social media with students included differences in student behaviors and engagement. P5 explained,

Sometimes the students that are the quietest and the least engaged, looking or sounding, on camera, or even in person, are really the most mentally engaged, and using social media allows them to show their engagement through typing a text instead of speaking up and raising their hand.

Challenges in communication between teachers and students on social media included security and caution concerns. Participants learned which platforms offered more security than others. P9 asserted, "Google seemed a lot more secure than Teams. On Teams, I had several attempts of hacking." P6 cautioned, 'Try to check with your kids before you let them in. Don't just let whoever in and establish a waiting room. Use your Meet code through your Google Classroom because that's a little more secure."

Theme 2: Benefits of Social Media Use in Education

All participants expressed successful and impactful use of social media in education. Student-to-student communication and global connection were the most described perspectives among participants. P5 asserted,

I use Flipgrid for my students to connect with refugees that I met when I worked out in Turkey and Greece, to talk together and share experiences. Like, what it's like to be a refugee and a student at the same time. A huge success is connecting students not

only to each other but connecting students to the world and things that are happening

around them.

 P6 stated,

> They're finding out that even though they were in different states, they still had
>
> similarities. So, I think that is where social media can actually help with a lot of
>
> our SEL and all of this culture stuff that's going on right now with negativity.

Successful communication on social media between teachers, students, and their

families during the COVID-19 pandemic was prevalent in participant responses. When

discussing using social media during the COVID-19 pandemic, P1 responded, "I spoke

with and communicated with more parents than I had in the previous 15 years!" P4

declared, "We try to encourage all our schools to have a social media page, whether it's

on Facebook or Instagram. And you know, that's just a great way to connect with

students and parents."

Many participants voiced their perspectives on how social media can benefit

education. Some participants felt that social media in education was a helpful

accountability tool. P2 stated,

> I feel like it has made it so much more possible. And documenting wise, teachers
>
> can show all the work that we've put in. I'm posting: Here are the daily objectives
>
> on Teams. Here are the assignments that are due, whether they read them or not-
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> it's documented.

P5 described how social media could provide engagement strategies in teaching: "Having that extra piece to be able to engage with them beyond our class time on an online platform; I think was a huge factor in connecting with the students."

Theme 3: Teacher Support Systems During Remote Teaching and Future Challenges

Ten participants discussed how they received training, gave training, or self-trained on using social media platforms with students during the COVID-19 pandemic. P7 reflected, "Other teachers would get together on a Meet or whatever, and basically teach each other how to use some of these platforms." P1 mentioned,

> Those of us that took it upon ourselves gave training to our colleagues that were willing. It was not required. It wasn't a school day. We kind of just sent an email and said if anyone's interested, we're going to talk about this on this this date.

P3 commented, "It was something that I had to really research and practice with...so, I had to learn all platforms: Zoom, Google Meets, Teams."

Every participant discussed future support and professional development in using social media with students. Participants' discussions of future support and professional development included creating content for online teaching and training on the educative uses and functionalities of social media. Participants had to learn how to create digital content for students during remote teaching. Future professional development can include creating digital content for teaching. P7 commented, "Creating those [digital content], even from my existing lesson plans, was so time consuming. I just couldn't keep up with it." Future professional development can also include training on the uses of social media

with students. P3 suggested, "They could give us some real intensive training on how to use it. You know, what are the rules? Can we record? Can we not record? There were so many questions."

Some participants expressed concern with technology during remote teaching and described how access to electronic devices and limited or no internet created challenges for them and their students. P10 stated, "I think the challenges were that some students did not have access to devices, and we had to get the devices in their hands." P7 recalled, "When we were all still remote, I had students claiming that there wasn't enough bandwidth because other people in the house were using it."

Many teachers were unsure of what constituted a social media platform. P7 stated, "Well, I guess, pardon me. I'm not sure exactly what qualifies as social media." P10 mentioned, "We did use social media, if those are considered social media; YouTube, Canvas, Google Meet, Zoom…."

Administrative impact on the use of social media in schools and their possible lack of knowledge of social media was another barrier for teachers.
P1 explained,

> I think the Boards and the administration in our district need to understand what's involved in each of these platforms. They know the names of them, but they have no idea how they're used and the useful tools that are part of them.

P2 expressed,

I believe that staff should choose what platform they use because once we've gotten comfortable in it, here we go again! Just like curriculum, you change to something else. It should be what works for that teacher.

Theme 4: COVID-19 Pandemic Effect on Education

Hybrid schooling was a significant circumstance in education during the COVID-19 pandemic. Teachers' perspectives on hybrid teaching highlighted teachers' challenges in teaching and possible education loss for students. P4 described,

Even when our kids came back in person, and we still had some who were on Zoom, teachers had to do some blended learning. They had their laptop open with their Zoom. They were teaching with their iPads. They were talking to the kids who were on Zoom, making them feel part of the classroom.

P1 explained, "I also feel bad for the eighth graders who were sixth graders when COVID started. They were never really taught how to take notes." Teachers' concerns for students' well-being were common on teachers' minds during the COVID-19 pandemic. P9 acknowledged,

In the beginning, we couldn't reach some of our students. Some students would not log on. I understand they were depressed. They were sad. They didn't see the meaning of continuing with classes. We were going through a pandemic, and there's a lot of bigger issues like their families were losing their jobs and a lot of more pressing issues.

Shifts in considering social media use in school were important teaching outcomes during the COVID-19 pandemic. P10 exclaimed,

I'm excited about that piece. In my own personal life, I've never used Facebook.

I've never connected through Twitter. I'm very much an introvert, and I view

technology as a path to education. On a personal level, I wouldn't use it as much,

but I am shifting my thoughts on that because of the family engagement piece.

P4 stated, "A lot of our schools have a social media page, but maybe it wasn't being used

as frequently before, until the pandemic."

<div align="center">**Evidence of Trustworthiness**</div>

Braun and Clarke (2006) recommended looking at published examples of

thematic analysis. I have researched various studies to build my perspective using

thematic analysis and substantiate credibility in my research. Credibility included

scrutinizing my interpretations and looking for discrepancies in my analysis. One

technique I used to reduce subjectivity in data interpretation was bracketing personal

biases. Member checking was another way I established internal validity when analyzing

the data. Member checking validated and verified the trustworthiness of qualitative

results (see Guba & Lincoln, 1994). I provided a one-page interpretation to each

interview participant to check the accuracy and confirm the credibility.

To mitigate personal biases, I employed reflexive journaling to bracket self-

reflections and participant perspectives that differed from my own during each interview

and in the analysis of the transcripts (see Shufutinsky, 2020). My study included accurate

descriptions of participants' responses and my reflections to clearly interpret the problem

(see Creswell & Creswell, 2017). Journaling and reporting shifts or changes in data

collection procedures provided dependability in my study. I provided detailed

descriptions of the data collected to help ensure transferability. These descriptions will enable the readers of this study (e.g., teachers, administrators, professional development coordinators, and other educational stakeholders) to transfer the specifics of the study design to their circumstances (see Creswell & Creswell, 2017).

Summary

In Chapter 4, I reviewed the data analysis of this study. This study was formed from three research questions to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. I described how I used purposive and snowball sampling strategies to obtain 11 participants to conduct semistructured, one-on-one interviews. I explained my engagement with the data and how I used Braun and Clarke's (2006) six-phase thematic analysis: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing and defining themes, naming themes, and producing the final report to identify categories and emerging themes. I described the iterative coding processes to find the emerging themes (a) Teachers' challenges in communicating with students using social media, (b) Benefits of social media use in education, (c) Teacher support systems during remote teaching and future challenges, and (d) COVID-19 pandemic effect on education.

I detailed how I determined that the four emergent themes aligned with the three research questions:

RQ 1: What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic?

RQ 2: How have teachers been prepared to use social media to communicate with students?

RQ 3: What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching?

I provided excerpts from the data to support my analysis of codes, categories, and themes. The first theme was teachers' challenges to communicate with students using social media and helped answer RQs 1, 2, and 3. Participants described differences in communication with their students on social media compared to face-to-face communication. These differences included challenges with instant access between students and teachers through social media and student behaviors and engagement differences. Challenges in communication between teachers and students on social media also included security and caution concerns.

The second theme was the benefits of social media use in education which answered RQ3. All participants expressed successful and impactful use of social media in education. Student-to-student communication and global connection were the most described perspectives among participants. Another benefit of social media use in education expressed by participants was successful communication on social media between teachers, students, and their families during the COVID-19 pandemic. Many participants mentioned how teachers could use social media as accountability and engagement tools.

The third theme was teacher support systems during remote teaching and future challenges, which helped answer RQs 2 and 3. Participants discussed how they received

training, gave training, or self-trained on using social media platforms with students during the COVID-19 pandemic. Every participant discussed future support and professional development in using social media with students. Support and professional development included lesson planning, classroom management, and technology issues. Comments reflecting needing clarity on what constituted a social media platform were reported. In addition, administrative impact on the use of social media in schools and their possible lack of knowledge of social media was another barrier for teachers.

The fourth and final theme was the COVID-19 pandemic effect on education which answered RQ1. Hybrid schooling was a significant circumstance in education during the COVID-19 pandemic. Teachers' perspectives on hybrid teaching highlighted teachers' challenges in teaching and possible education loss for students. Teachers' concerns for students' well-being were also described by teachers' during the COVID-19 pandemic. Finally, shifts in considering social media use in school were important teaching outcomes during the COVID-19 pandemic.

I explained the trustworthiness of the study and how I scrutinized my interpretations by looking for discrepancies in my analysis to provide credibility. I explained bracketing techniques to reduce subjectivity and personal bias in data interpretation. To mitigate personal biases, I also employed reflexive journaling to bracket self-reflections and participant perspectives that differed from my own during each interview and in the analysis of the transcripts. Member checking was another way I established internal validity when analyzing the data. Journaling and reporting shifts or

changes in data collection procedures provided dependability in my study. I provided

detailed descriptions of the data collected to help ensure transferability.

In Chapter 5, I review my interpretation of the results and limitations of the study

with implications and recommendations for further support for teachers using social

media with students and the potential for positive social change. I provide a detailed

analysis of the results, including how each theme aligns with the research questions. I

conclude Chapter 5 with a reflection on the study.

Chapter 5: Discussions, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore secondary teachers' perspectives on using social media with their students in the research state during the COVID-19 pandemic. I gathered data from one-on-one semistructured telephone, Zoom, and Google Meet interviews with 11 secondary teachers from the research state who used social media with their students during the COVID-19 pandemic. Using a qualitative approach, I acquired an understanding of secondary teachers' perspectives on using social media with students during remote and hybrid teaching imposed by restrictions on education during the COVID-19 pandemic. Four themes emerged from the data analysis process: (a) teachers' challenges in communicating with students using social media, (b) benefits of social media use in education, (c) teacher support systems during remote teaching and future challenges, and (d) COVID-19 pandemic effect on education.

In Chapter 5, I explain the findings and provide an understanding of secondary teachers' perspectives on using social media with their students during the COVID-19 pandemic. The focus of this study was to explore how social media was used between teachers and students and address the gap in practice of teachers' inconsistent use of social media with students.

In Chapter 5, I use the sociocultural theories of learning and convergence culture theories to frame my questions and the analysis of the research findings. I compare my findings with current literature on social media in the classroom, teachers' perspectives on using social media with students, and education during the COVID-19 pandemic. I incorporate the study implications, limitations, and recommendations in the culmination.

Interpretation of the Findings

Data collection began after acquiring approval from Walden University's IRB.

Purposive and snowball sampling strategies were used to obtain 11 participants to

conduct semistructured, one-on-one interviews. Seven interview questions and two sub-

questions established content validity. Interpretations and findings were derived using

Braun and Clarke's (2006) six-phase thematic analysis, the conceptual frameworks of the

sociocultural learning theory, convergence culture theories, and the literature review.

This study's guiding research questions were

- RQ1: What are secondary teachers' perspectives on the challenges and
  successes of using social media with their students during the COVID-19
  pandemic?

- RQ2: How have teachers been prepared to use social media to communicate
  with students?

- RQ3: What do teachers believe they need to improve in their use of social
  media to increase communication with students during remote teaching?

The four themes identified through analysis to answer the three research questions

are as follows: (a) teachers' challenges in communicating with students using social

media, (b) benefits of social media use in education, (c) teacher support systems during

remote teaching and future challenges, and (d) COVID-19 pandemic effect on education.

These themes are directly connected to Vygotsky's (1978) sociocultural theory of

learning and Jenkins's (2006) convergence culture. Sociocultural learning incorporates

21st-century skills in developing digital competencies (Hsieh, 2018). Participants in this

study used social media platforms to find resources to learn how to use social media for lesson planning and delivery and to communicate with students during remote teaching. Jenkins's convergence culture includes distributing content across multiple digital media platforms.

In education, various sources to teach a concept are referred to as transmedia (González-Martínez et al., 2019). Teachers can use transmedia to create connections between digital literacy and to help students develop competencies needed for meaningful participation through a networked community system (see Jenkins et al., 2009; see Jenkins, 2014). Participants in this study described challenges and successes in how they used multiple social media platforms in conjunction with various digital applications to deliver lessons to increase student engagement. Participants shared their perspectives on their preparedness to use social media with students during remote and hybrid teaching circumstances and suggestions for future support. Finally, participants described their views on the effect of the COVID-19 pandemic on education.

Theme 1: Teachers' Challenges to Communicate With Students Using Social Media

Secondary teachers' perspectives on the challenges of using social media with their students during the COVID-19 pandemic highlighted circumstances of dealing with unexpected boundaries in time management and student behaviors. Jenkins's (2006) convergence culture provided a framework to analyze the phenomenon of how teachers and students communicate via social media and the challenges of classroom management in remote and hybrid education. Convergence culture helps describe how anyone can be passive or active in producing and distributing digital content. Due to the asynchronous

nature of social media communication, teachers experienced students' responses to be at various hours of the day and night.

Findings in this study included how student participation on social media directly affected time management for teachers during remote teaching. Teachers discussed how students would respond to classroom discussions at various hours of the day and night. Asynchronous communication on social media would cause digital notifications when students posted responses, and teachers commented that late-night student posts were inconvenient. P1 stated, "You're constantly connected to work. And you know teenagers like to do a lot of work at nighttime. So, they're messaging you at midnight and 1:30 in the morning. *Can I do this? I forgot how to do that*." Participants also reflected on the differences in the conversations between teachers and students on social media compared to in person. P3 stated, "I think it's [social media] not comparable to in-person. You can't read the room. You can't read the students."

This study's results supported Van Den Beemt et al.'s (2020) report on how teachers have struggled with using social media in the classroom. A factor in teachers' challenges in using social media with students during remote teaching was teacher familiarity with social media uses and digital literacy. According to Iivari et al. (2020), teachers exhibit various skill levels of production, navigational skill, and competencies in digital literacy. In this study, teachers with previous experience with social media use with students felt successful in providing meaningful content and opportunities for student engagement. Teachers who did not have experience using social media with students felt unprepared and confused about how social media could be used as educative

tools. This study's findings support Jenkins et al.'s (2016) conclusions that as individuals participate in online communications, they refine their technical skills and develop greater confidence in their ideas and expressions.

Several participants in this study reflected on how some students' behaviors and engagement on social media were more productive than during in-person learning. Participants' experiences support Hoffmann and Ramirez's (2018) research explaining how students feel more engaged when teachers interact with them on social media. In addition, participants' reflections also supported Campbell's (2019) premise that social media can increase motivation for learning among students. For example, P5 explained,

> Sometimes the students that are the quietest and the least engaged, looking or sounding, on camera, or even in person, are really the most mentally engaged, and using social media allows them to show their engagement through typing a text instead of speaking up and raising their hand.

Social media played an essential role in the forced experimentation of digital technologies in education during the COVID-19 pandemic (Fenwick et al., 2021). In this study, participants' experiences using social media with students during the COVID-19 pandemic provided awareness of how varied communication with students can be in the classroom. Participants described how they applied pedagogical strategies using technology and social media in innovative ways. For example, some teachers experimented using several platforms together such as creating videos, adding them to platforms such as EdPuzzle, then adding the EdPuzzle to Google Classroom or posting them to Microsoft Teams.

Some teachers viewed social media use with students as risky (Waters et al., 2020) In this study, some participants revealed how they learned what social media platforms offered more security than others during the COVID-19 pandemic. For example, when discussing the benefits of Instagram in the classroom, P6 mentioned, "…it's not necessarily a TikTok atmosphere, but it's a little safer in the Reels on Instagram." P9 asserted, "Google seemed a lot more secure than Teams. On Teams, I had several attempts of hacking." Participants' comments are similar to Prestridge's (2020) research indicating privacy issues are a source of teacher concern.

Theme 2: Benefits of Social Media Use in Education

Krutka et al. (2017) and Middaugh (2018) suggested that teachers can enhance traditional lessons on social media to encourage civic participation and voice concerns and ideas. Some participants in this study encouraged civic participation. For example, one teacher engaged students with refugees. Collaboration between students as they engage through a participatory culture supports the collective intelligence construct of convergence culture (Jenkins et al., 2009). For example, some participants in this study revealed how student-to-student communication and global connections were prevalent and successful in their social media experiences with their students during the COVID-19 pandemic. P5 asserted,

> I use Flipgrid for my students to connect with some of these refugees that I met
> when I worked out in Turkey and Greece, to talk together and share experiences.
> Like, what it's like to be a refugee and a student at the same time. A huge success

is connecting students not only to each other but connecting students to the world

and things that are happening around them.

Another participant connected with a teacher in a different state through social media.

They collaboratively developed a lesson plan to have their students engage with each

other. P6 stated,

They're [students] finding out that even though they were in different states, they

still had similarities. So, I think that is where social media can actually help with a

lot of our SEL and all of this culture stuff that's going on right now with

negativity.

Participants' perspectives of student-to-student communication and global networking on

social media were viewed as beneficial to their students' study of social and civic

engagement. In addition, participants realized the need for students to connect with others

outside their school contacts to understand similarities and appreciate differences among

their worldwide peers. This study's findings support Jones and Mitchell's (2016) research

describing how a digital communication curriculum could contain teaching strategies to

model respectful and civil online engagement in secondary schools.

Participants mentioned that accessible and frequent contact with students and their

families was another benefit of social media in education during remote teaching. Glenn

et al. (2020) described how families reported that collaboration between teachers and

families increased during remote education. Participants needed to communicate with

students and their families by any means possible during the COVID-19 pandemic, and

social media provided platforms for open engagement and support for families. When

discussing using social media during the COVID-19 pandemic, P1 responded, "I spoke with and communicated with more parents than I had in the previous 15 years!" Participants' comments support T. Hodges et al.'s (2020) research indicating that social media could provide school communication tools to support families. Participants in this study found that social media was crucial in connecting with and supporting students and their families during the COVID-19 pandemic.

This study's findings support Prestridge's (2020) research on how teachers explore the pedagogical integration and strategies of social media in their classrooms to increase communication and engagement. For example, P5 stated, "Having that extra piece to be able to engage with them beyond our class time on an online platform; I think was a huge factor in connecting with the students." Teachers had to maintain their responsibilities in documenting lessons and contacting students during remote teaching. Some participants felt that social media in education was a helpful accountability tool. P2 stated,

> I feel like it has made it so much more possible. And documenting wise, teachers can show all the work that we've put in. I'm posting: Here are the daily objectives on Teams. Here are the assignments that are due, whether they read them or not-it's documented.

Teachers recognized that social media use with students during remote teaching provided substantive ways to scaffold student learning and document communication.

Reoccurring comments from participants included understanding how social media is an accessible part of students' lives and the revelation of how social media and

remote learning might be ubiquitous in education in the future. P1 stated, "…they have access to it anywhere, whether they're out of town, whether they're sick, whether they're in school, and that's pretty much what college and the world is expecting us to do." P6 commented, "I think it's a game-changing aspect in your classroom. I think it's also a life skill because of the way we're moving." Social media can provide accessible tools and resources to school personnel, students, and families (T. Hodges et al., 2020).

Research has indicated that teachers can encourage participation on social media by giving students opportunities to articulate their ideas with user-generated content, commentary, and sharing of other media sources (Gleason & von Gillern, 2018; Jones & Mitchell, 2016; Middaugh, 2019; Middaugh & Evans, 2018; Sheposh, 2020). Participants in this study used social media to generate their own content similar to the research. P4 asserted, "You can do so much more than just scroll and watch videos. Yeah, you can do something to transform your learning, but to also share it with the world and may hopefully make something better for someone." The distribution of ideas and research shared in affinity spaces and the convergence of this content across multimedia platforms form the evolution of collective intelligence (Brons, 2017; Jenkins, 2006; Jenkins et al., 2009). Participants in this study exemplified collective intelligence with their students and viewed the educative uses of social media and online teaching as the evolution of education.

Theme 3: Teacher Support Systems During Remote Teaching and Future Challenges

This study's participants provided an awareness of how they gave and received support and how they learned on their own about using social media with students during the COVID-19 pandemic. The findings of this study supported Hartshorne et al. (2020) and T. Hodges et al. (2020), who indicated that teachers became self-directed in professional development and shared expertise in virtual environments. Ten of the eleven participants in this study discussed how they received training, gave training, or self-trained on using social media platforms with students during the COVID-19 pandemic.

Participants in this study revealed multiple levels of social media knowledge. Some participants had minimal experience with social media in their personal lives, whereas others held profiles on various social media platforms, and some had used social media with students before the COVID-19 pandemic. Participants' experiences with social media are consistent with research by Iivari et al. (2020) describing how teachers have various skill levels of production and navigational skills using transmedia. Participants with previous experience with social media with students were better prepared to use multiple social media platforms with students during remote teaching and were more likely to support colleagues in social media use with students.

Greenhow and Askari (2017) reported that many teachers believe they lack the knowledge and experience in using social media for teaching. In this study, when describing experiences with district-sanctioned platforms, P1 stated, "One of the other challenges or mishaps of the platform is that we were never trained to use it." Although

many participants mentioned that they believed they were not prepared to teach using social media with students at the beginning of the COVID-19 pandemic remote teaching situation, they learned how to use social media platforms to teach during remote and hybrid teaching.

Jenkins (2006) described media convergence as the process of shared problem-solving in an online community (Jenkins, 2006), which alters the relationships between existing technologies and how those technologies are used (Jenkins, 2004). Some participants described collaborative support among colleagues and began sharing their knowledge of specific platforms. P7 reflected, "Other teachers here on campus would get together on a Meet or whatever, and basically teach each other how to use some of these platforms."

P1 mentioned,

> Those of us that took it upon ourselves gave training to our colleagues that were willing. It was not required. It wasn't a school day. We kind of just sent an email and said if anyone's interested, we're going to talk about this on this this date.

Some participants realized they had to take an autodidactic approach to learn about using social media to teach. P3 commented, "It was something that I had to really research and practice with … so, I had to learn all platforms: Zoom, Google Meets, Teams." P1 mentioned, "I took the time on YouTube videos and on Google to find *how do I do this? How do I change that?* It was all pretty much self-taught." Participants during the COVID-19 pandemic also experienced an urgency to create digital lessons. P4 stated, "The challenges for me were just trying to hurry up and get these videos out because we

were working so quickly to make sure that everybody had them like yesterday!" P7 revealed, "We just kind of did triage. It was, okay, what do we need to do right now?"

Some participants commented on the challenges of lesson planning for remote teaching, which supported C. Hodges et al. (2020) research on teacher challenges in creating content for online spaces, using remote delivery tools, and understanding the differences between in-person and remote pedagogy. Participants in this study suggested future support and professional development in developing online lessons incorporating social media.

Vygotsky's (1978) sociocultural learning theory was used to conceptualize how teachers needed to incorporate students' past background knowledge in coursework with current changes in lesson planning on social media. Some participants in this study mentioned how students may be on social media often and that using their social media awareness can help engage them in using social media in classroom discussions. For example. P1 stated, "Kids are really good at communicating on social media platforms. Typing a message or a chat or sending something was extremely easy for them." This study's findings can add to literature on how the sociocultural learning theory can be used to understand how teachers can support student learning on social media. Jocson (2018) proposed that the convergence of production and distribution of social media are at the forefront of the participatory culture, a concept of Jenkins (2006) convergence culture. In this study, participants production and distribution of content to promote participation was a challenge. me participants struggled with new experiences of using social media to develop and deliver lessons. One challenge described by participants was converting

lessons into a digital format. P7 commented, "Creating those [digital content], even from my existing lesson plans, was so time-consuming. I just couldn't keep up with it." Although Barak (2017) ascertained that teachers could provide sociocultural learning opportunities for students by transforming traditional practices into constructivist thinking strategies, some participants in this study experienced frustration in transforming traditional lessons into digital formats.

Sociocultural learning incorporates 21st-century skills in developing digital competencies and productive social media use in students' academic and social lives such as classroom management strategies (Hsieh, 2018). Some participants in this study described classroom management strategies on social media platforms and how some platforms provided helpful tools. P6 mentioned, "You still had to set up some norms and some rules, and thank God, Google Meet added in raising your hand and some of the emotion features because then you were able to grab more engagement."

Issues with technology during remote teaching were prevalent among participants' experiences. P10 stated, "I think the challenges were some students did not have access to devices, and we had to get the devices in their hands." P7 recalled, "When we were all still remote, I had students claiming that there wasn't enough bandwidth because other people in the house were using it." Teachers' perspectives on future technology support included device access and circumventing internet challenges during remote teaching.

Interestingly, the definition of social media was a common query among participants. P7 stated, "Well, I guess, pardon me. I'm not sure exactly what qualifies as

social media." P10 mentioned, "We did use social media, if those are considered social media; YouTube, Canvas, Google Meet, Zoom…." Some participants noted that administrators might also not understand what constitutes a social media platform. P1 explained,

> I think the Boards and the administration in our district need to understand what's involved in each of these platforms. They know the names of them, but they have no idea how they're used and the useful tools that are part of them.

Participants' comments on administration reflected suggestions from Van Den Beemt et al. (2020), recommending that administrators and teachers use evidence-based research to make curriculum and methodology decisions about using social media to develop curriculum and learning goals.

Participants' perspectives and experiences in using social media with their students provided an understanding of how they learned to use social media with students and how they supported each other during remote teaching. This study's finding supported Dodson's (2020) suggestion that administrators should consider professional development in social media use in the classroom. Participants described how future support for using social media with their students could include a better understanding of social media and administrative support in providing formal professional development in using social media in the classroom. For example, teachers can learn to guide and model self-regulation skills on social media and provide strategies to help students develop metacognitive awareness through thought-provoking lessons for students on social media (Matzat & Vrieling, 2016; Stathopoulou et al., 2019).

Theme 4: COVID-19 Pandemic Effect on Education

All participants experienced hybrid teaching during the COVID-19 pandemic. Participants shared situations of switching from in-person to remote learning due to student quarantine and cohort contact tracing. The remote and hybrid circumstances that the participants in this study experienced supported Fenwick et al. (2021) research indicating that educational stakeholders applied pedagogical and socialization strategies using technology and social media in undocumented ways during the COVID-19 pandemic. P4 described,

> Even when our kids came back in person, and we still had some who were on Zoom, teachers were doing some of that blended learning. They had their laptop open with their Zoom. They were teaching with their iPads. They were talking to the kids who were on Zoom, making them feel part of the classroom.

Findings from this study are supportive of García and Weiss' (2020) research indicating that approximately one-third of the 2019-2020 school year was closed to in-person learning due to the COVID-19 pandemic, which could mean an achievement loss of at least 0.1 standard deviation for some students. Participants' perspectives on remote and hybrid education highlighted teachers' concern about possible student academic loss. P1 explained, "I also feel bad for the eighth graders who were sixth graders when COVID started. They were never really taught how to take notes." In addition, teachers' concerns for students' well-being were frequent during the COVID-19 pandemic.

Participants' comments about their worry for their students' mental health reflected Bailey and Jean-Pierre's (2020) research indicating families experienced a lack

of support, access to socialization, and counseling during the COVID-19 pandemic. For

example, P9 commented,

> In the beginning, we couldn't reach some of our students. Some students would
>
> not log on. I understand they were depressed. They were sad. They didn't see the
>
> meaning of continuing with classes. We were going through a pandemic, and
>
> there's a lot of bigger issues like their families were losing their jobs and a lot of
>
> more pressing issues.

Participants shared genuine concern for their students and their families during

the COVID-19 pandemic. T. Hodges (2020) suggested that support is needed for K-12

teachers to use digital networks, including social media, to support students' social and

emotional well-being. However, participants in this study were uncertain of the support

available and commented on various ways they tried to keep in contact for general

welfare reasons. P8 commented, "It wasn't even academic based for the most part

because we reached out to see if they needed a meal. We reached out to see if they

received it. So, the beginning part was more safety." P5 stated, "I guess, knowing our

students and knowing their lives and knowing what they're up against in life, getting

those notifications at two or three in the morning is at least informative." P3 revealed,

"There's a lot of at-risk kids sitting in the car or, you know, somewhere else, and they

didn't want to show their background."

The alternating changes of hybrid teaching and learning caused noticeable

unstable behaviors in students. Teachers noticed students exhibiting anxiousness when

students were in classrooms after learning online. P2 mentioned, "The social anxiety; I've

never seen it before this much in my life. I mean, I had kids hyperventilating that I needed to move by the window. I had nurses to be called in because kids couldn't breathe, and they felt closed in." P1 shared,

> There were times students would say, "I'm really sad" or "I'm worried about something," and they felt like they had somebody to talk to, and at least it was on a school site. They felt like they could reach out to somebody, you know?

Some participants' views of using social media in school shifted during the COVID-19 pandemic. P10 exclaimed,

> I'm excited about that piece [social media]. In my own personal life, I've never used Facebook. I've never connected through Twitter. I'm very much an introvert, and I view technology as a path to education. On a personal level, I wouldn't use it as much, but I am shifting my thoughts on that because of the family engagement piece.

Some school districts had social media profiles prior to the COVID-19 pandemic, and participants realized that more families were frequenting the district's social media pages during the pandemic. P4 stated, "A lot of our schools have a social media page, but maybe it wasn't being used as frequently before, until the pandemic." Teachers found value in social media use in schools during the COVID-19 pandemic. This study's findings indicate social media connected teachers, students, and their families.

Limitations of the Study

Possible limitations in this study included teachers' perspectives on using social media with students in the research state to inform education stakeholders throughout the

United States. Another limitation of this study was the availability of phone, Zoom, and Google Meet conferencing tools to contact teachers from various locations throughout the research state without traveling.

As an educator, I had personal views regarding social media use with students for instructional use. My initial quest was to seek secondary teachers nationwide to understand their perspectives on social media use with students. During my initial research, the problem of inconsistent use of social media between teachers and students surfaced. Then, the unexpected COVID-19 pandemic occurred before writing my proposal, and I found expectations in remote education varied from state to state. The research state had a mandated remote education circumstance, and teachers were asked to contact students and families by any means. Social media provided an accepted avenue of communication between teachers and students. This situation presented an opportunity to gain an understanding of teachers using social media with their students during an unprecedented remote education mandate.

Recommendations

Results from this study can add to the limited research on using social media to teach transmedia navigation. It is recommended that additional research be conducted on transmedia. Transmedia teaching methods promote active participation and provide opportunities to create and present multiple sources (Reid & Gilardi, 2016). Participants in this study were immersed in an unprecedented remote teaching situation. Creating digital content from multiple sources and presenting it to students using various social

media platforms was necessary for education. A better understanding of transmedia is recommended.

It is recommended that additional teacher professional development be offered to teachers wanting to use social media. Teacher professional development in using social media with students can offer teachers a better understanding of social media. Greenhow and Askari (2017) suggested that experience and training in using social media with students could alleviate teacher uncertainty. This study highlighted the need for future professional development for teachers to include social media literacy in the curriculum. Researchers might consider how teachers may have shifted their pedagogy to retain the consistent use of social media with students.

Research on how the COVID-19 pandemic affected teachers' psychological well-being is unclear. Conversations about social-emotional well-being were positive outcomes of remote teaching (Glenn et al., 2020). Participants offered their concerns about students' well-being. However, no participant mentioned their personal physical or mental health issues during the COVID-19 pandemic. The idea that teachers worried about their students' well-being must have been taxing on their psychological health. Researchers might consider how teachers find support during isolation in remote teaching circumstances. Furthermore, researchers must address considerations of teacher mental and physical support from all education stakeholders during remote and hybrid teaching circumstances.

Implications

This study may contribute to positive social change by providing secondary education stakeholders with considerations to include social media in the curriculum. The implications of the first theme, teachers' challenges to communicate with students using social media, can provide information to education stakeholders to consider how teachers' communication with students is different on social media compared to face-to-face communication. These differences included challenges with asynchronous communication and security on social media.

Implications of the second theme, the benefits of social media use in education, can add to the literature on social media use in the classroom. Education stakeholders can consider teachers' experiences during the COVID-19 pandemic in using social media in student-to-student communication and global connections. Another significant outcome of this study's findings was the implications of successful communication on social media between teachers, students, and their families during the COVID-19 pandemic.

Implications of the third theme, teacher support systems during remote teaching and future challenges, can direct education stakeholders in professional development curricula to address clarity of what social media constitutes and support incorporating social media in lesson planning. When preparing for remote and hybrid teaching and learning, technological issues are also considerations for schools. Technological issues in the study's findings included students' access to devices and internet connections.

Finally, implications of the fourth theme, the COVID-19 Pandemic effect on education, may provide information on how to address future emergency circumstances

in education and how social media may provide needed educational resources. Teachers' perspectives in this study highlighted challenges in teaching and possible education loss for students during an unexpected and imposed remote schooling situation. Furthermore, implications for future support in teachers' and students' well-being were significant findings in this study and can provide education stakeholders with awareness of academic and health support considerations during remote and hybrid teaching and learning.

Conclusion

This study's results answer the three research questions: RQ1: What are secondary teachers' perspectives on the challenges and successes of using social media with their students during the COVID-19 pandemic? RQ2: How have teachers been prepared to use social media to communicate with students? and RQ3: What do teachers believe they need to improve in their use of social media to increase communication with students during remote teaching? Emergent themes in the data to answer the research questions were: (a) Teachers' challenges in communicating with students using social media, (b) Benefits of social media use in education, (c) Teacher support systems during remote teaching and future challenges, and (d) COVID-19 Pandemic effect on education.

Scholars investigating social media use in education have suggested further research in K-12 classrooms (Hsieh, 2018; Kornbluh, 2019; Matzat & Vrieling, 2016; Pangrazio, 2020; Prestridge, 2020; Talib, 2018; Van Den Beemt et al., 2020). The COVID-19 pandemic was an opportunity to gain insight into secondary teachers' use of social media with students because of remote teaching mandates. The findings of this study helped understand teachers' challenges in learning new social media platforms and

using them with students in innovative ways. Challenges included unexpected boundaries in time management, such as conflicting time constraints using asynchronous social media platforms. Consequently, the nature of social media participatory time also provided opportunities for instant conversation between teachers and students. Another dichotomy teachers experienced was realizing that some students were more academically engaged on social media than during in-person learning. This revelation for some teachers brought new insights into how social media can be options for their neurodiverse students to participate and how using social media platforms can provide additional methods and strategies to deliver content. This study's findings supported Stathopoulou's et al. (2019) suggestions that social media can help teachers create thought-provoking and applicable lessons for students. Prestridge's (2020) research on teachers' exploration of the pedagogical integration and strategies of social media in their classrooms. Teachers in this study shared security challenges and how they discovered ways to circumvent those issues and use social media platforms that offered better security measures.

Teachers shared their experiences of the benefits of using social media with students during remote and hybrid teaching, such as providing opportunities for worldwide student-to-student communication. Communication between teachers and families increased through social media during the COVID-19 pandemic. Teachers discovered that social media platforms could be ways to show documentation of student contact during remote and hybrid teaching.

Support for teachers using social media platforms with students varied among participants. Some teachers were able to offer help because they were familiar with using social media with students in education. Other teachers found that they were desperate to find any way to contact and engage students, and they needed to learn about social media's benefits. Some teachers asked for support from colleagues, and others were autodidactic in their learning of social media use with students. Findings from this study indicated that teachers were not prepared for remote and hybrid teaching before the COVID-19 pandemic. The findings of my study may promote preservice teacher programs and professional development for teachers in the field to include preparation to use social media with students in educative ways.

Jenkins (2006) posited that people in a shared online community shift and adapt ways of processing and evaluating knowledge to problem solve in moments of a pandemic. It would benefit education stakeholders to consider teachers' perspectives during the COVID-19 pandemic to promote essential skills for students on social media. Communication is an essential 21st-century skill in workforce development (González-Pérez, & Ramírez-Montoya, 2022). Preparing students to become healthy and productive citizens may include developing communication skills in forms that we may not have considered. Millman (2020) concluded that emergency remote teaching differs from conventional remote teaching, and it can take years to design pioneering digital teaching methods and strategies. Therefore, we must move forward in developing digital literacy to include social media as academic resources.

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Appendix: Interview Questions

The department of education in our state suggested using social media to communicate with students during the COVID-19 remote teaching situation.

1. You have indicated that you used social media with students. How was the state's suggestion to use social media with students during remote teaching a factor in connecting with students? If the state's suggestion was not a factor, what persuaded you to use social media with your students during remote teaching?

2. There are many types of social media platforms such as social networks, bookmarking sites, media sharing, blogs, etc. What social media platforms did you use with your students during the COVID-19 pandemic?

   a. Can you describe successes with that (those) platform (s)?
   b. Can you describe challenges or mishaps using that (those) platform (s)?

3. What preparation did you have in order to use social media with your students? If there was none, what might have been useful?

4. Through your experiences in using social media with students, what have you learned about your communication with students during remote teaching?

5. What additional support do you need to use social media with students?

6. In what ways will you use social media with students in the future?

7. Is there anything else you would like to share on this topic?

Possible follow up prompts that I will keep visible as I interview each participant: What did you mean by…? You mentioned… Tell me more. Can you expand more on ...? What examples do you have of….?