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Bell, F

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Paper 141 – Pecha Kucha

Emerging technologies: bridging personal and organisational uses

Frances Bell

f.bell@salford.ac.uk, University of Salford

Abstract

Federman (2004)'s interpretation of McLuhan's statement "the medium is the message" encourages us to notice changes that accompany a new medium, in order to shape its development and effective use. This approach has informed the development and delivery of a Year 1 undergraduate module called Emerging Technologies to 250-350 students across eight different degree subjects in a United Kingdom Business School.

Our students use personal digital technologies such as mobile phones, MP3 players and digital cameras; and use these to consume (and produce) social media at video sites, message boards, photo sites, and linked through social networking services to sustain and extend networks of interpersonal relations. Our expectations confirmed by Selwyn(2009) is that many students will have some proficiency in the use of social media but may not yet be critical consumers, or see them as relevant to either their study or their future career.

Digital literacy is embedded within the curriculum and students' life experiences by bridging the perspectives of personal use, and organisational use of social media as a product/service or in the delivery of other products/services. The relative newness and dynamism of social media for teachers as well as students has created a space for constructive engagement where reflexive use of the media can generate dialogue and learning.

The focus in the first semester is on the development of practical skills in consuming, producing and choosing social media technologies and services. In the second semester, we turn to the impact of social media on organizations. Themes running throughout are ethics, identity, collaboration and network creation. Our pecha kucha will draw on images from student work and the contexts in which they experience emerging technologies.

References

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