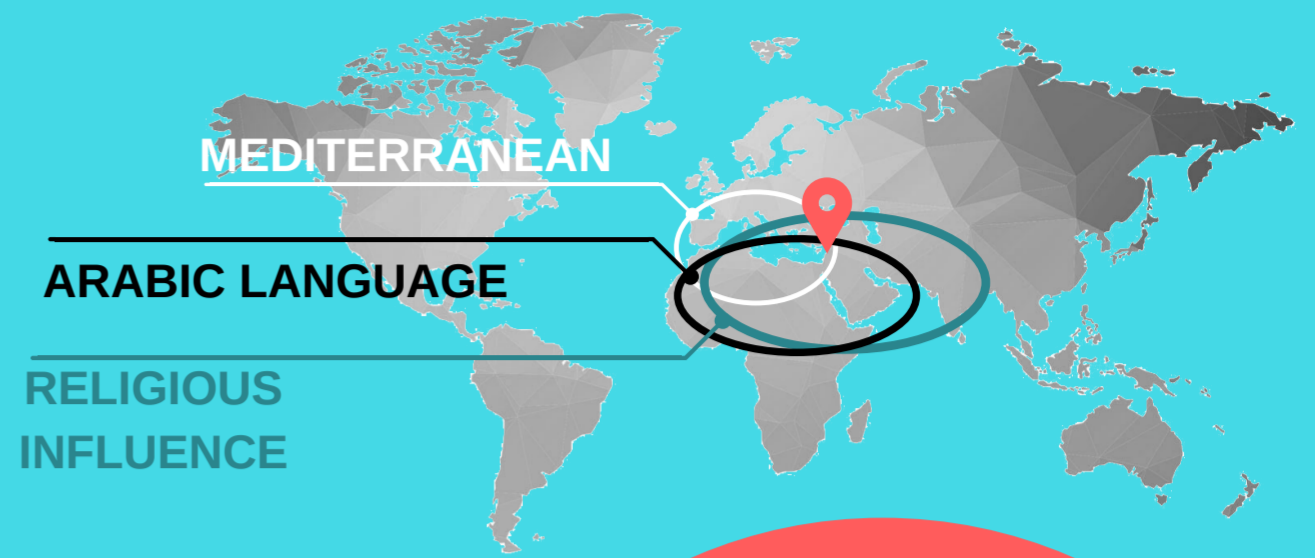
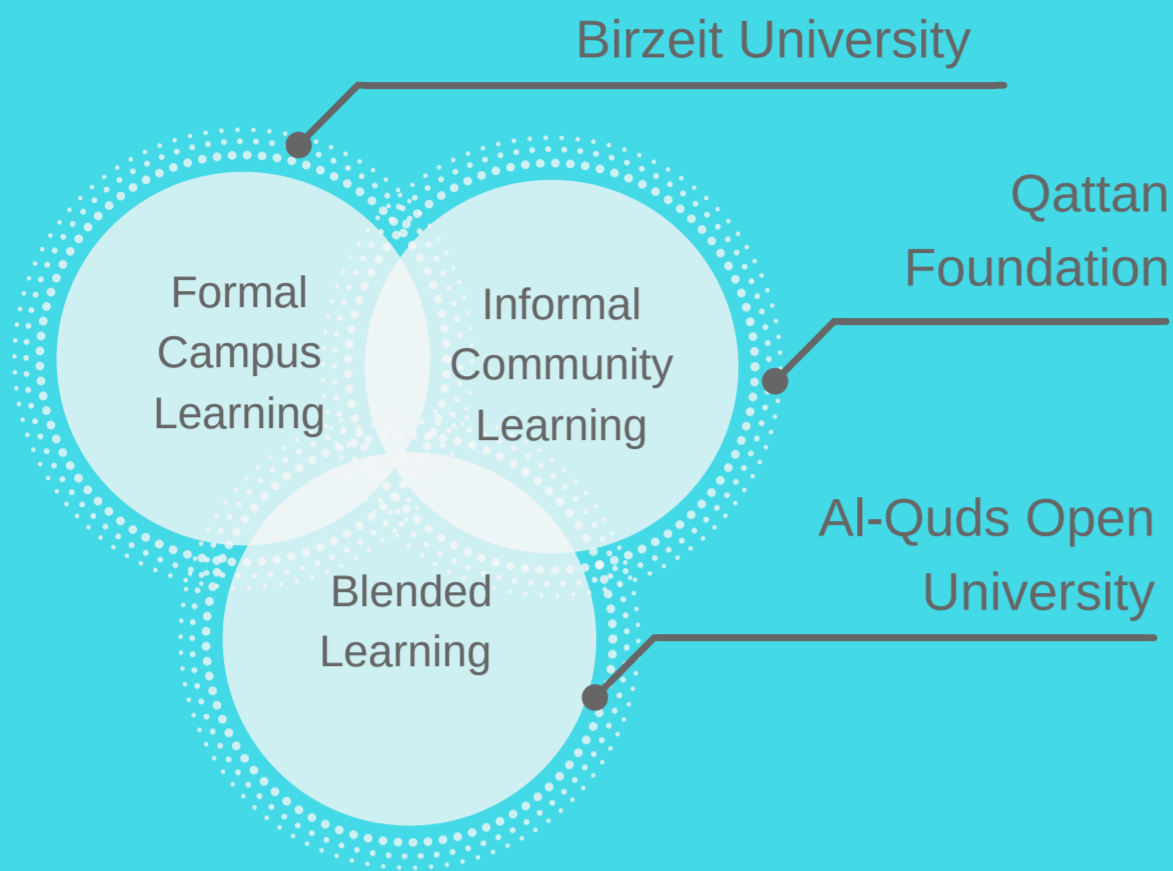


Social Media Use and Potential in Formal and Informal Science Learning

A Multiple Case Study of Three Educational Institutions in Palestine

CASE STUDIES



How can we enhance educational experiences in formal and informal science learning contexts using the enormous diversity and tools and resources that already exist?

What are the most common cultural concerns prevalent among researchers and undergraduate science teachers that affect their utilization of social media?

How can an adaptation and convergence of the two theories (Connectivism & Hofstede's Cultural Dimensions) provide the most appropriate theoretical account or model of the research context?

POSSIBLE CONTRIBUTIONS

- The study has the potential to contribute to our understanding the mutual influence of culture and educators' online practices in formal and informal learning.
- Comparing the use of social media in three educational institutions practicing different modes of learning (Higher education, Blended learning, Community learning).
- The application of Hofstede's cultural dimensions theory to this study may contribute to understanding the impact of Arab culture on the application of Connectivism in higher education and community learning institutions.

using
SOCIAL MEDIA
in **EDUCATION**

- Exploring social media and its utilization in teaching and learning in this context may expand our understanding of Connectivism and its potential application in science education and communication in Palestine (and to some extent in other Arab countries).

RESEARCH METHODS

An exploratory sequential mixed methods approach is followed

