

KEMI-TORNIO UNIVERSITY OF APPLIED SCIENCES

The Role of Social Media in Higher Education:

Case KTUAS Faculty of Business and Culture

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Master's thesis of the Degree Programme in International Business Management

Master of Business Administration

TORNIO 2012

ABSTRACT

Mattila, Katja. 2012. The Role of Social Media in Higher Education: Case KTUAS Faculty of Business and Culture. Master's Thesis. Kemi-Tornio University of Applied Sciences. Business and Culture. Pages 72. Appendices 1 - 3.

The main objective of this thesis is to delineate the role and implications of the use of social media in educational work in higher education as well as discuss the influences social media use has on the everyday work within the case organization. The case organization is the Faculty of Business and Culture in Kemi-Tornio University of Applied Sciences. This research is commissioned by the Dean of the Faculty.

Entrepreneurs today need consultancy and education for the use of social media in business creation and development as the business life is becoming increasingly networked and digital. Kemi-Tornio University of Applied Sciences defines the social media to be one of the fields of expertise with regard to be a credible education partner for the entrepreneurs in the region also in the future. In order to gain the best possible advantages of the use of social media, the implementation process needs to be carried out properly. As an outcome of this thesis the general aim is to create a proposal for the management of the Faculty for answering the questions of how to continue the implementation process in the future.

The data for this single case study was gathered by using both quantitative and qualitative research methods and a literature review. The study was conducted by using both questionnaire and semi-structured interviews.

The findings of the research demonstrate that social media is not a coherent part of educational work in the degree programmes. Based on the research results several measures are proposed to the management of the Faculty to encourage social media use. There are many challenges yet to overcome in order to accomplish social media as one of the main fields of expertise. However, if succeeded, there are many advantages to gain for the Faculty. Further research is suggested to gain in-depth insights of the social media use and stances among students and third-parties of the Faculty.

Keywords: social media, social software, learning 2.0, higher education, social learning.

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1 INTRODUCTION

In the introduction chapter the motivation and background information for this research are discussed to illustrate the main factors that generate the need for this research and that have an influence on the research topic. In addition, the research objectives and questions are defined and the structure of the thesis is explained.

1.1 Motivation and background

Growing internationalization and accelerating pace of changes in working life set higher demands for today's employees. New technologies emerge faster than previously with increasingly short lifecycle and more information and services can be acquired from the web. Lifelong learning, flexibility and ability to work in networks and teams are competences that every employee must possess. New digital world requires new competences. The rapid pace of changes, digitalization and globalization set higher demands also for education. The so called 'digital revolution' sets new standards for learning and changes the traditional way of teaching. (European Commission 2007, 1.)

To ensure the competitiveness, productivity and innovations of the European Union, the Council and the European Parliament published the European Framework for Key Competences for Lifelong Learning at the end of 2006. The Framework defines the key competences that all citizens of the EU should acquire and simultaneously the Framework serves as a European-level reference tool for policy-makers. Education has an important role for both social and economic development of the European Union. The Framework lists eight key competences that all individuals need for personal development, social inclusion, employment and active citizenship. Among these key competences are digital competence and learning to learn. The European Framework for Key Competences sets guidelines for all higher education and increases the need for open learning environments and co-operation with the working life. (European Commission 2007, 1-8.)

In 2009, the Leuven and Louvain-la-Neuve communiqué set lifelong learning as one of the higher education priorities for the decade to come after the Bologna Declaration in 1999. In this statement the emphasis is on the co-operation between the educators and

the employers, student-centered learning and openness. (European Ministers Responsible for Higher Education 2009, 1-4.)

The new generation, the so called 'digital natives', is moving to the professional life with their competences and a way of life. According to Prensky (2001,1-6), these digital natives have a fundamentally different way of viewing the world compared to 'digital immigrants', that is, people who are not used to digital devices and are not born into the digital world. Digital natives are well versed in digital devices, computerized world, multitasking, networking and they are used to receiving information fast and mostly in some kind of visual form. Workplaces are today more networked and team based than earlier. Organizational and social learning, information flow, openness and co-operation play a significant role in today's organizations. This development creates pressure for the use of social software i.e. social media also in professional and educational fields. Traditional teaching will become increasingly open, student-centered learning and the role of the teacher has to be reconsidered. Learning in higher education is also changing into technology-enhanced learning, so called 'Learning 2.0' and 'School 2.0' where social media tools are a coherent part of learning processes. This new way of learning is passion-based, participatory and many times informal learning. (Brown & Adler 2008, 17-32; Helakorpi 2008, 1-2; Jäminki 2008, 54-56; Ojala & Pöysti 2008; Prensky 2001, 1-6; Ylä-Anttila 2005.) To be a forerunner, Kemi-Tornio University of Applied Sciences (hereinafter KTUAS) has to follow this lead of overall development.

The use of social media in organizations is tightly connected to social and organizational learning. Social media is more than just a marketing tool for companies and is changing the way employees work. In many organizations social media is used today for collaboration and that way to learning. Social learning takes place when people engage using social media tools. To understand the factors that have an influence on social media use in higher education it is important to take a view of social and organizational learning, Learning 2.0 and changes emerging in modern workplaces. (Bingham & Conner 2010, xvii-7; Bozarth 2010, 13-22; Brown & Adler 2008, 17-32.) A large measure of organizational knowledge lies within the individuals of the organization and essential for the organizational success would be the integration of this knowledge resource (Grant 1996, 375).

Hence, social media could have a role to help this integration also in universities. In order to achieve the best possible advantages from the use of social media within the

Faculty of KTUAS Business and Culture, the implementation is one crucial process that needs to be carried out properly. This way the members of the organization will create a shared vision and aspiration level to successfully utilize the possibilities of social media. At the point where this research is made there exists no written policy or strategy for the social media use in educational work nor is there any comprehension of what the use of social media tools is among the staff of the Faculty of Business and Culture. As the author of this research works in the Faculty of Business and Culture, the personal motivation and interest to carry out this research lies within the new possibilities that social media could provide to the Faculty and also the possibility to utilize in the research the researcher's own knowledge and observations gathered while working in the Faculty. This research is commissioned by the Dean of the Faculty of Business and Culture of KTUAS.

1.2 Case organization

Kemi-Tornio University of Applied Sciences was formed in 1992 and it consists of three different Faculties: Technology, Health Care and Social Services, and Business and Culture. In this research the case organization is the Faculty of Business and Culture. In the Faculty of Business and Culture there are around 900 students and 75 employees in 2011. The Faculty of Business and Culture is divided into 4 different departments: Culture, Business Management, ICT and Research, Development and Innovation (R&D&I) departments. (KTUAS Annual Report 2010.)

Kemi-Tornio University of Applied Sciences is a member of the Lapland University Consortium that was formed to enhance Lapland's higher education and research. The Lapland University Consortium Innovation Programme (2009, 5-12) defines the main strategic areas of focus for the Universities in order to create substantial regional and social development, attraction and growth in business operations and entrepreneurship. This means that the focus of the Universities will be on and resources will be allocated to expert competences that primarily benefit the Lapland area and are targeted for example to the customer-oriented innovative solutions for entrepreneurs. (Lapin korkeakoulukonserni 2009, 5-12.) The strategy for Kemi-Tornio University of Applied Sciences defined already in 2004 that one of the main fields of the University know-how would be open learning environments (KTUAS strategy 2004, 4). In order to meet

all of these requirements, KTUAS updated the strategy for 2012 and defined the core activities as follows:

- Teaching and learning
- Research, development and innovation activity
- Regional development and cooperation with working life. (KTUAS Strategy 2012, 5-7.)

KTUAS has been the pioneer for online education already since 1986 and is now an experienced developer of eDegree Programmes in Finland. Deriving from this knowledge base and following the development of the surrounding operational environment the new strategy for 2012 defines that at the KTUAS Faculty of Business and Culture the main strategic area of focus will be Northern Culture and Experiences together with the Business and ICT. One of the main fields of expertise was chosen to be the social media. (KTUAS Strategy 2012, 4.) This decision reflects not only the European Key Competences for Lifelong Learning but also the growing need for networks in business life and also the growing number of the new type of students, 'the digital natives'. Entrepreneurs today need consultancy and education for the use of social media in business creation and development as the business life is becoming increasingly networked and digital. (Helakorpi 2008, 1-2; Jäminki 2008, 54-56; Ojala & Pöysti 2008.)

As the expertise in social media was chosen to be one of the main fields of know-how in KTUAS, it is strategically important to increase the social media knowledge base of the personnel in order to gain the best possible advantages. Social media knowledge is also crucial when considering the development of the enterprises in the Lapland region. Social media is considered as a communal service that brings collective intelligence to the group that creates a community with the help of the web. This aspect is considered to be one of the advantages in educational use; the quick information sharing with the scholars and up-to-date information gathered around the world via the web. (Hintikka 2009b, 8-9; Kalliala & Toikkanen 2009, 9-13, 19-20; Alm & Jäminki 2010, 21.) There are also many other possibilities to exploit the social media for educational use and also from organizational learning point of view. The management of the Faculty of Business and Culture has to consider the different possibilities of social media and what new value the use would bring to the Faculty. At the moment the Faculty of Business and Culture is facing many challenges in the strategic implementation and integration of the

social media for everyday use. Some steps have been taken in the Faculty towards social media utilization, for example in the studies of the Degree Programme in Culture, in Master Degree Programme (IBM), digital marketing specialization studies, in marketing and in R&D&I work. However, these steps are not sufficient enough in order to maintain social media as a main field of know-how. Social media use is neither a systematic nor coherent part of the Degree Programmes, teaching or administration. The implementation needs support and effort from the management in order to succeed but also commitment from the personnel and a change of the whole university culture. This research was inspired from the need to establish a view of current social media use as there is no written policy or strategy how to implement the social media as a coherent part of the employees' work. This implementation process has been started already and will be continued during the academic year 2011 – 2012.

1.3 Research objectives and questions

From the three core activities defined in the KTUAS Strategy 2012, this research mainly focuses on studying teaching and learning activities. As co-operation with working life is tightly connected to teaching and curricula in KTUAS, this aspect cannot be totally ignored in this research or the co-operation with the research, development and innovation department (hereinafter R&D&I) of the KTUAS Faculty of Business and Culture. Due to the large number of employees of the KTUAS, however, this research is limited to the members of the Faculty of Business and Culture.

The research setting is described in figure 1, which is a condensed illustration of the activities within the Faculty of Business and Culture and the surroundings. However, the illustration in figure 1 is not an exhaustive description of all the processes that have an influence on teaching and learning processes but only summons up the main issues that are related to this research. The research topic is marked in red consisting the employees of the Faculty of the Business and Culture and the activities concerning their everyday work. The double-headed arrows illustrate the influences that the surroundings have to the education and also that the education has to the surroundings. Likewise, the influences are reciprocal concerning the interrelationship between Lapland University Consortium, Kemi-Tornio University of Applied Sciences and the Faculty of Business

and Culture. All of these parties are connected to each other and have influence on the everyday work of the employees within the Faculty.

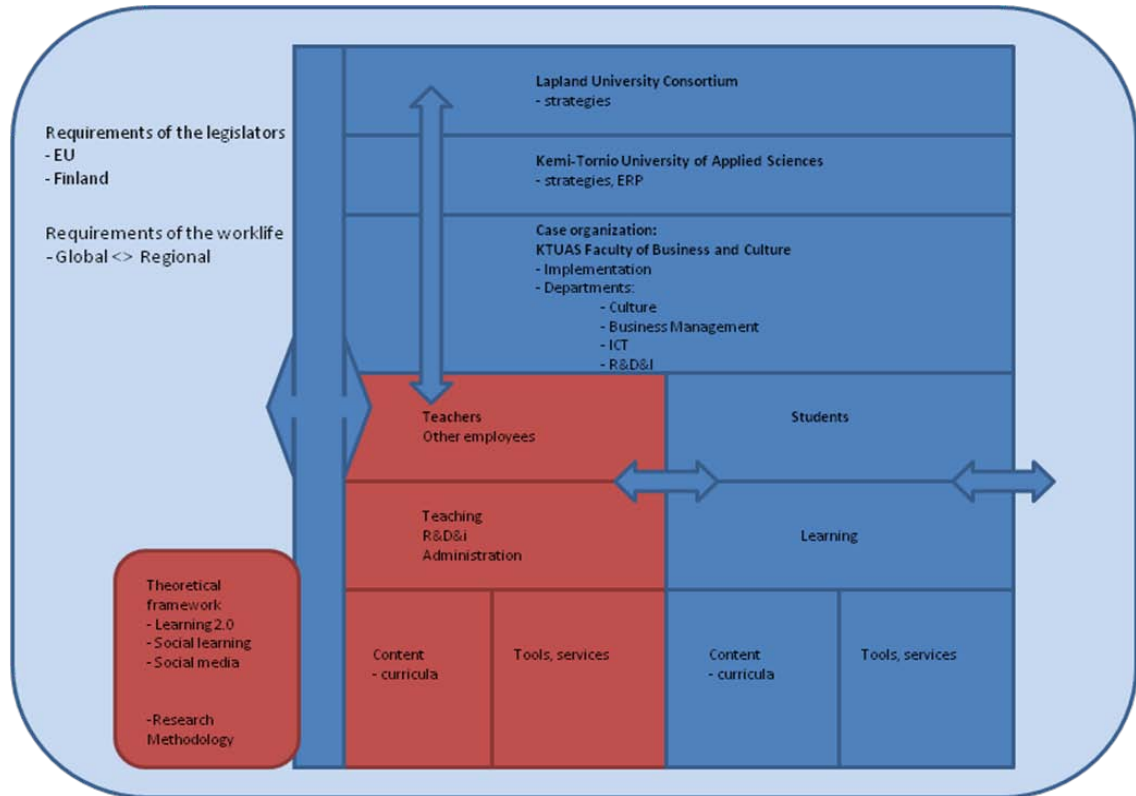


Figure 1. Research setting

The main objective of this research is to outline the role and implications of the use of social media in educational work in higher education as well as discuss the influences social media use has on the everyday work within the organization. Based on the objectives written above, the general aim is to create as an outcome of this thesis a proposal for the management of the Faculty for answering the questions of how to continue the implementation process in the future.

Deriving from the main objectives of this research, the following research questions are addressed in this work:

What are the implications of social media use for educational work in higher education?

There are two sub-questions that can be derived from the main question as follows:

- What are the organizational advantages in social media use in the faculty of Business and Culture?

- What are the organizational challenges and risks in social media use in the faculty of Business and Culture?

1.4 Structure of the Thesis

The argumentation for the research methodological decisions and research process is made in chapter 2. The theoretical framework is constructed from the following topics; social media, social learning, Learning 2.0 and changes in modern workplaces. The data is discussed and detailed in chapters 3 and 4. Chapter 5 is dedicated to the empirical part and finally the conclusion of this research is presented in chapter 6.

2 METHODOLOGY

In this chapter the methodological choices of this research are discussed and justified. Also general views of both quantitative and qualitative case studies are presented.

2.1 Research process and method

The empirical part of this research is carried out using mixed methods, both quantitative and qualitative research. The research approach is case study. The study was conducted in two phases. The first phase was a Webropol-questionnaire which was sent to all employees of the Faculty of Business and Culture (n=75). The second phase was interviews of 10 persons from the Faculty. As the researcher works in the case organization, information was also gathered by observing and by experimenting the use of social media in authentic contexts by the author herself. Using both quantitative and qualitative research in addition to literature review and observations it was possible for the researcher to gain broader perspective to the phenomenon under study and this way find the answers to the research questions. Furthermore, by using multiple data collection methods it was possible to review the data from several viewpoints and improve the validity of the research. However, it is to be emphasized, that even though this research consists of both quantitative and qualitative research phases, the main approach to the data presentation and analyzing was qualitative approach. The Webropol-questionnaire was used to gain an overall view concerning professional and private social media use within the Faculty. The interviews provided a deeper insight than the questionnaire of the phenomenon through the respondent's experiences.

The research was conducted using partly parallel research steps by gathering the information as an ongoing process as the research is proceeding. All steps of the research were written down to the research diary in Moodle. The first step was to gather and read the literature to build up and write the theoretical part of this study. After this process the Webropol-questionnaire for the personnel was formed and sent by using email. After this, semi-structured interviews were conducted with 10 members of the personnel and also the management of the Faculty of KTUAS Business and Culture. The respondents for the interviews were selected by the position held by the person in the Faculty of Business and Culture in the following way:

- The Dean of the Faculty
- The Heads of the four Departments: Culture, Business Management, ICT and R&D&I
- Five teachers from the Faculty: Two teachers from the Business Management Department based on the fact that Business Management is the largest department in the Faculty of Business and Culture. From other departments, Culture, ICT and R&D&I one teacher from each was interviewed.

Interviewing the Heads of the four departments in the Faculty of Business and Culture provides insight into the current situation within the departments. The Head of the Department is the person who manages the daily operational functions and budgets within the department and this way has an overall view on both the present-day and also the future developments and the viewpoint is from the managerial side of the department. The teachers of these departments give a view from other perspective as they are not involved to the management of the departments. The Dean of the Faculty gives a general insight throughout the whole Faculty and views of the top management.

The selected interviewing technique was the general interview guide approach. In the general interview guide approach the interview is conversational consisting of pre-selected themes and questions that are aimed to help the discussion forward. The questions are not necessarily asked in the same order with all the interviewees and the questions may be very general in nature. Methodologically the general interview guide approach emphasize the interviewees own interpretations of issues and their own given meanings to these issues (Hirsjärvi & Hurme 2009, 48.) According to Kvale and Brinkman (2009, 27-30), semi-structured interviews attempt to reflect the current situation from the perspective of the respondent. Miles and Huberman (1994, cited in Tuomi & Sarajärvi 2009, 108-113) described in 1994 the analysis of qualitative data as a three-step-process: 1) reducing, 2) clustering, and 3) abstracting. In the reducing-step, the whole sentences of the interview data are reduced to expressions or short phrases which describe the main issues concerning the research questions. Irrelevant issues are cut off. In clustering, those expressions that have the same meaning are gathered into clusters. The categorization unit may be a feature or a concept. The aim is to condense the data. After this process in abstracting these clusters are combined into larger theoretical concepts. Analyzing is based on interpretation and reasoning in which the empirical data is transformed into conceptual view of the phenomenon under research.

(Tuomi & Sarajärvi 2009, 108-113.) In this research the interviews were recorded, transcribed and analyzed by using reducing and clustering in order to condense the data. The results were assessed and evaluated against the theoretical background. The evaluation concerned also the background information in that if the information was sufficient and relevant enough to support the empirical part of the research.

The literature for the theoretical framework was gathered from established sources discussing social media, social and organizational learning and Learning 2.0. As the social media is still quite new issue that exists in the web networks, the most up-to-date information was found from the Internet sites and communities that are established to develop the use of social media. Some of the information was gathered from the KTUAS own publications.

2.2 Quantitative study

Kananen (2008, 10-11) and Hirsjärvi, Remes and Sajavaara (2010, 137-141) argue that quantitative study is conducted when numerical, statistical or mathematical measurement of a phenomenon is required. Quantitative study is used for example when statistical analysis is made. Data is usually presented in statistical form or in tables. Both quantitative and qualitative research methods can be used as parallel research methods, for example to verify the research results. Frequently, in quantitative research a sample is selected to represent a larger group, population. However, qualitative and quantitative research methods are not considered as competitive methods but complementary methods. (Kananen 2008, 10-11; Hirsjärvi & Remes & Sajavaara 2010, 137-141.) In this research the Webropol-questionnaire is representing the quantitative research to generate the general data of social media use in the Faculty of Business and Culture. The data obtained from the questionnaire is presented mainly in numerical format in chapter 6.

2.3 Qualitative case study

According to Ghauri (2004, 109), case studies are used to provide deeper understanding of a phenomenon or a problem. When the topic is rather new or not widely known,

qualitative case studies are useful to contribute new knowledge to the field. In case studies the data is collected from multiple sources such as reports, interviews, observation and literature. (Ghauri 2004, 109-110.) Yin (2003, 2-5) argues that case study method may bring about a more holistic view of the real-life phenomenon than other research strategies in social sciences if the case study is well designed. In this work proper research design was guaranteed by systematic research procedures that were regularly reviewed by the Faculty teachers and also the commissioner of the work. All research steps were written down in the research diary in Moodle in order to guarantee that there is a possibility to go back to review the steps later. All interviews were recorded and written down. Empirical data was assessed against the collected data from the literature in order to ensure the use of multiple sources. The fact that the researcher works in the organization itself means an intervention in the case according to Scapens (2004, 108), who sees this inevitable to all case studies. The importance of the proper research design and objectivity is acknowledged in this research by using several information sources from different viewpoint and systematic research design in analysis.

In this research the case study method allows the researcher to gain a deeper understanding of the use of social media among the employees of the Faculty and also the position and viewpoints that the personnel has in this phase of the process in the organizational context. Qualitative research provides the insights of the phenomenon through the people that are under study and an opportunity to observe the past development that has happened within the organization (Hirsjärvi & Hurme 2009, 27). This way it is possible to survey events that have influence on the current situation now.

Case studies have been a target of debate in the academic literature. Yin (2003, 10-11) argues that the main problems with case studies have been lack of rigor, generalizability, unreadability with massive amount of documents and that the studies have taken too long a time to accomplish. Case study is seen as a small sample study that has no value in a wider perspective. (Yin 2003, 10-11.) According to Yin (2003, 31-33), case studies may contribute to the theory development as so called analytic generalization which is seen as a contrast to statistical generalization that is more commonly recognized in academic discussion. The problematic nature of statistical studies lies within the constantly changing and fluid empirical settings (see e.g Lukka & Kasanen 1995) that create a problem to generalizability for statistical studies also.

However, case studies provide valuable information that help researchers explain empirical and context-bound phenomena. (Lukka & Kasanen 1995, 71-73.)

Many of the challenges of case studies can be controlled by proper planning and designing and for example by using triangulation. Ghauri (2004, 115-116) states the triangulation as a method of producing a complete, holistic and contextual view of the phenomenon under study. Triangulation is a way of ensuring validation and avoiding misinterpretation although it is not entirely without difficulties. According to Ghauri (2004, 116), problems may arise in assessing the accuracy of materials or interview results if the results are not consistent or if the different methods are providing inconsistent data. In this case study triangulation method was conducted by gathering information through questionnaire, interviews and literature together with observing. It is also noted that all study methods have both advantages and disadvantages.

According to Yin (2003, 97-106), the following three principles help case study researchers to maintain validity and reliability: using triangulation, creating case study databases and maintaining the chain of evidence throughout the research. There is always a certain objectivity problem when the researcher is part of the organization in which a phenomenon is under analysis. Grönfors (2008, 61-119) sees the researcher in qualitative research as a coherent part of the data and analysis from the beginning; already defining the research problem, definitions and specifications is a part of the analysis of the data. Analysis and synthesis of the data is usually tightly connected to the researcher's own experience of the issue and these experiences have an influence on the analysis whether it is wanted or not. This is not only a negative issue according to Grönfors (2008, 61-119). The aim here is to gather the information accurately so that it describes the situation as accurately as possible including the description of the research process as accurately and precise as possible. According to Grönfors (2008, 61-119), this description of the research process creates the validity of the research with the systematic way of conducting the research. Additional to the systematic description of the process itself it is also important to provide a description of how the material gained has been scrutinized and make an assessment on the influence of the researcher and the organizational issues on the research itself. (Grönfors 2008, 60-119.)

There are several issues that need to be considered when assessing the limitations of the research. When considering the validity of qualitative research there are many pitfalls. Andersen and Skaates (2004, 464-481) argue that the validity criterion changes

according to the researchers' own ontological and epistemological views. It is crucial to notice that the qualitative data can be interpreted in many different ways and that the position of the researcher has an influence on the interpretation whether it is wanted or not. It would be important to know not only the methodologies of the research but also the epistemological and ontological assumptions of the researcher when evaluating the validity of the research. The rigour of the research is a fundamental issue when ensuring the validity of the research. Clear and explained data selection, handling, analysis and interpreting procedures help the evaluation of the validity as well as the use of raw data whenever possible. (Andersen & Skaates 2004, 464-481.)

When the researcher is part of the organization that is under study it is even more important to be careful about the objectivity, reliability and validity. The risk is that when conducting a survey, the answers are not honest or the respondents give the information that they think the researcher wants to hear. Also the biases or personal attitudes may influence on the answers. The problem is also the volatile definition of social media, since people understand the definition in many different ways and this may distort the answers. The implementation of social media in the KTUAS Faculty of Business and Culture is an ongoing process that takes place in many fronts at the same time. Many of these processes are not controlled by the management of the Faculty but they are self-oriented. This situation may be a problem when surveying the use of social media as the respondents may not know what is controlled and what is not controlled by the management. There might be confusion about the implementation methods. Also the assessment and comparison of the results may be difficult as there are not many researches yet in this field. All of the aspects discussed above have to be considered carefully when conducting the research.

3 SOCIAL MEDIA

In this chapter the concept of ‘social media’ is addressed more closely to build up the theoretical framework of this research. General views of social media are presented and aspects of the advantages that social media services could provide are discussed. In addition the obstacles that organizations have when implementing social media to the organization’s processes and disadvantages of social media use are discussed.

3.1 Social media concept

‘Social media’ as a concept is rather young and debated. Lietsala and Sirkkunen (2008, 13) define ‘Social media’ as “a term that is used to describe web services that receives most of the contents from their users”, as sites that build on social networks and where anyone can be a producer. Erkkola (2008, 83) defines the concept ‘Social media’ as a process where individuals and groups generate new meanings with the help of the web-technologies. Important in these definitions are user-generated or -created content, peer production, web communities and ‘produsage’, i.e. producing + usage. Web technology is the enabler of this produsage and social interaction between people is the key. Generally social media is built up from three basic components: Web 2.0 technologies, contents and online-communities. Many times social media tools are referred to as social software or Web 2.0 technologies. There is no unanimous definition of social media in the academic world and some critics (see e.g. Samuel 2010) oppose the use of word ‘social’ in this context. (Hintikka 2009b, 6; Erkkola 2008, 1-9, 83; Alm & Jäminki 2010, 2.)

Safko (2010, 4) defines social media shortly as “the media we use to be social”. To be more precise, Safko (2010, 4-5) defines the word ‘social’ to cover the interaction between people and the word ‘media’ to cover the technologies people use to make these connections to other people. According to Safko (2010, 4-5), the human need to build up a connection to other people is instinctual and humans have used many methods over the years to create this connection to other humans, such as phones, drums and bells. Social media is just one of these technologies that enable the humans to connect with others that have similar way of viewing the world and share ideas with

them. Difference to other media tools is that social media is much more effective and faster and enables two-way communication. (Safko 2010, 4-5.)

Frequently social media is defined to cover only the web 2.0 technologies, a concept that Tim O'Reilly launched originally in 2005 (O'Reilly 2005). Alongside with the emergence of new technologies and services the concept is evolving into web 3.0 and web 4.0 (PCWorld 2008). Kaplan and Haenlein (2010, 60-61) separate the concept of social media from Web 2.0 in the sense that Web 2.0 consists of the platform where all users can collaboratively modify the applications and contents whereas social media consists of Internet-based applications that are built on Web 2.0. In this sense the Web 2.0 is the ideological foundation of social media. (Kaplan & Haenlein 2010, 60-61.) In this research the use of social media concept is based on the KTUAS strategy and covers not only the technology but also the interaction, user-generated or -created contents and peer production as e.g. Erkkola (2008, 1-9) defines the social media concept. In this research social media is not only the technological interface but also interaction between people.

According to Kangas, Toivonen and Bäck (2007, 11), social media consists of three different components: Contents, Communities and Web 2.0. Figure 2 below describes the connection between these components. Kangas, Toivonen and Bäck (2007, 14-15) emphasize the collaborative nature of social media where all the users at the same time receive, produce and consum information. This approach is also addressed in the KTUAS Faculty of Business and Culture development team (Alm & Jäminki, 2010, 2) and applied also in this research.

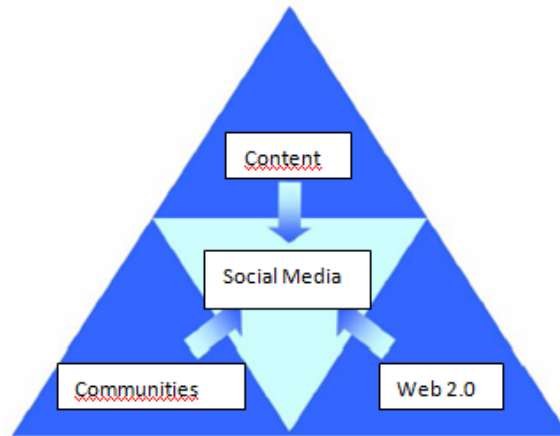


Figure 2. Triangle-model of social media (Kangas & Toivonen & Bäck, 2007, 11)

Social media services or genres can be divided into many categories. Lietsala and Sirkkunen (2008, 13-14, 26, 55) divide the services as follows:

- Content creation and publishing, such as blogs, v-blogs and podcasts
- Content sharing, for example Flickr, Youtube, del.icio.us, Digg.com
- Social network sites, such as LinkedIn, Facebook, Match.com, Friendster, Myspace etc.
- Collaborative productions, such as OhmyNews, Wikipedia etc.
- Virtual worlds, for example SecondLife, Habbo Hotel etc.
- Add-ons such as RockYou, Slide, iTunes etc.

In this research the categorization of social media services is based on Lietsala and Sirkkunen's (2008, 13-14) division. However, the aim of this research is not to concentrate on these above mentioned social media services and their contents, and they are referred to only to the extent that is necessary considering the intelligibility of this research.

All things considered it is important to keep in mind that social media as a concept is vague and has different meanings to different people. Erkkola (2008, 23-25) emphasizes that social media is a contradictory phenomenon that needs to be observed from many viewpoints. On the one hand social media has personal features but on the other hand also communal or collaborative features. Social media is global but at the same time it can be only local. One of the main differences compared with the traditional media such

as newspapers, television or radio, is that in social media users can participate in the web by creating or generating new contents if they want to. This way the use of social media can be interactive. Social media is said to be a democratic service as it gives the opportunity for all the people that have access to the Internet to participate by publishing material or by taking part in the discussions. Another issue under debate is that how many people in reality have the Internet access and how many of them know how to use the social media services. (Erkkola 2008, 23-25.)

3.2 Social media use in common and in education

Social media has received considerable attention among young adults all over the world. It has been estimated that 93 % of young adults at the ages of 18 - 29 use the Internet on a daily basis. (Pew Research Center 2010; Ala-Mutka et al. 2009; Lenhart, Purcell, Smith & Zickuhr 2010.) Companies are created specifically to educate people and entrepreneurs for the use of social media. Social media is still quite a new topic in the field of research; yet it is interesting a growing number of researchers as it becomes increasingly common in the society (Verdegem 2011, 32).

In Finland social media is still perceived as young adults' fun and frequently it is not considered to be a serious tool for companies. (Raunio 2010). According to a survey made in Finland in 2010, 63 % of companies are not using social media. A total of 64 % of the respondent companies of the same survey announce that the reason for not using social media is that the possibilities of social media are not known by the companies and 40 % of the companies announce that the reason is the lack of knowledge of how to use social media services. (Erkkilä 2010.) The Statistics Finland reported in 2010 that in Finland social media services interest especially young adults. However, the frequency of using social media services is highly dependent on the service that is under study as some services are more popular than others. The most commonly used social media services are social networking sites such as Facebook. In 2010 in the category of 16 – 24 years, a total of 83 % were registered to some social networking site. In the category of 25 – 34 years the percentage of registered users in social networking sites was 76 %. However, in the category of 35 – 44 years the percentage was only 44 %. It should be noted that although people are registered in social networking sites, there is no evidence that people are actively participating in the activities of this site. Many of the users are

passively following the sites and not taking part into the activities. In Finland every third citizen in the category of 16 – 74 years is following some social networking site. However, merely 16 % of these citizens characterize themselves as ‘active participators’. (Statistics Finland 2010.) Studies made in United States of America and United Kingdom state similar results as in Finland, social networking sites being the most frequently used social media service (Nielsen 2010a; Nielsen 2010b; Pew Research Center 2010).

In Finland the educational use of social media mainly focuses on high school education whereas in higher education the use is less frequent compared to the huge popularity of social media among the Internet users (Hintikka 2009a). According to a survey published in *Opettaja*-magazine (2010, 4), the new innovative methods utilizing information technology (IT) in teaching are not yet so widely used in Finland. The main issue preventing the use of IT in teaching is that there is not enough knowledge in the schools about the skills that the modern world now requires and that the teachers do not know how to create such tasks to the students that would enhance the learning in this field. In this survey published in *Opettaja*-magazine the Finnish rectors argue that the main obstacles are that teachers are not educated enough on IT and do not possess adequate IT skills. According to this survey, there is lack of time, resources and computers in Finnish schools. (*Opettaja* 2010, 4.) Social media users are still a growing population in Finland also and according to Hintikka (2009b, 36) the educators that use social media are strongly networked, very innovative and willing to share their findings quickly through these social media networks with other scholars. Compared to Finland the situation is slightly different in the United States of America where Pearson Social Media survey (Parry 2010), argues that most professors use social media and that the online teachers are in the lead of this matter. Mainly the use was for watching online videos or podcasts but also for communicating with peers and students (Parry 2010). A recent study of the University of Massachusetts Dartmouth shows a considerable increase in social media usage in higher education. Common to both Finland and the USA the most popular social media service was Facebook. Other used services were Youtube, Twitter and LinkedIn. (Barnes & Lescault 2011.)

3.3 Advantages of social media

Pönkä (2010), Frilander (2011), Jue, Marr and Kassotakis (2010, 2) and Ojala and Pöysti (2008, 20-23) see that social media in organizations could bring many advantages, for example make information flow faster among professionals as the virtual sites offer good possibilities to work with colleagues. When employees utilize the networks they have in Twitter, Facebook, LinkedIn or Quora it is possible to receive the needed information quickly and from a person that is an expert on the topic in question. This is sometimes more effective way to search answers to questions than to use the search engines of the Internet. Within organization employees' learning, ability to change and relationships are enhanced when using social media. Processes can be traced as everything that is done in the virtual working space is recorded to the web. This also facilitate follow-up. Social media services provide easy access to information and make updating of information easier as people do not have to locate in the same place. In addition, by using wikis the organization can speed up the updating process as all the professionals can provide their knowledge to the wiki themselves. Many times this may be better solution than the static intranet-sites where the information may be outdated. Wikis also offer good tools for working documents collaboratively. It is possible to reach large number of people at the same time for example for marketing purposes. (Frilander 2011; Jue & Marr & Kassotakis 2010, 2; Ojala & Pöysti 2008, 20-23; Pönkä 2010.)

Social media services also enhance organizational knowledge and expertise sharing and create a space where tacit knowledge is easy to make visible. It is noted that social media services add discussion and openness and provide a new tool for management, planning, marketing, customer relationship management, human resources management, project management, product development and education. Approximately 70 % of learning takes place at work and is mainly informal learning. With social media services learning in workplaces becomes more effective when people see others' ideas and thinking processes. Social media services facilitate utilization of 'crowdsourcing' meaning collective searching and producing new solutions to a problem or a question by using social media tools and also customers can participate to this process if the service is open for them. (Pönkä 2010; Ojala & Pöysti 2008, 20-23.)

Ojala and Pöysti (2008,20-21) argue that social media services can be harnessed to open innovation where everyone of the organization can participate to the innovation

process. According to Jue et al. (2010, 78) social media improves organizations' performance and effectiveness by providing a tool for knowledge creation, talent development and innovation. Social media use increases employee engagement and help to attract the best employees for the organization. (Jue & Marr & Kassotakis 2010, 78.) For management social media may offer a good way of publishing information as social media services provide information to all the employees at the same way and at the same time. (Ojala & Pöysti 2008 20-21.) Social media is also cost effective as there are no expensive licenses that organizations should buy. When social media tools are used effectively it reduces expenses, for example travelling costs. Social media use is not bound to time or place so organizations can use the tools whenever they want worldwide. Experts around the world have easy access to knowledge with less cost. (Jue & Marr & Kassotakis 2010, 74-75.) According to Pönkä (2010), organizations need a totally new organizational culture to be able to achieve the advantages that the social media use could provide.

Hence, social media can provide many advantages in education also. Niinimäki and Tennu (2010, 111-126) argue that social media services and tools are suitable for educational purposes and provide many advantages compared to traditional ways of teaching. Social media services create flexibility as the use is not bound to place or time. The use of social media services enhances the learning in online learning processes and also optimizes time management for students. During the studies the students get support from the virtual community and peers. Further, networking is easy by using the social media services and tools. Managing the documents and information in virtual communities is easier than with the traditional methods. Social media tools are easy to use and include many excellent tools for time management and study counseling. All materials and assignments can be stored in one place. It is also noted that openness support students' learning as it enhances interaction, collaborative learning, information flow, motivation and shared thinking processes. (Niinimäki & Tennu 2010, 111-126.)

Bosman and Zagenczyk (2011, 3-13) are in agreement with Niinimäki and Tennu (2010, 111-126) that applying social media in the classroom would provide many new opportunities for educators. Bosman and Zagenczyk approach the issue through Revised Bloom's Taxonomy originally created by Lorin Anderson in the 1990's. Here the social media tools are divided into categories by six different components, thinking objectives:

remembering, understanding, applying, analyzing, evaluating and creating. This division is illustrated in figure 3 below. The idea is to provide a condensed illustration of how to exploit different social media tools and services in teaching and learning effectively and this way improve thinking. However, Bosman and Zagenczyk point out that the division by the six elements of the Taxonomy does not include communication and relationship building which is important also for personal development and success. Social media tools provide new possibilities for online social networks also. (Bosman & Zagenczyk, 2011, 3-13.)

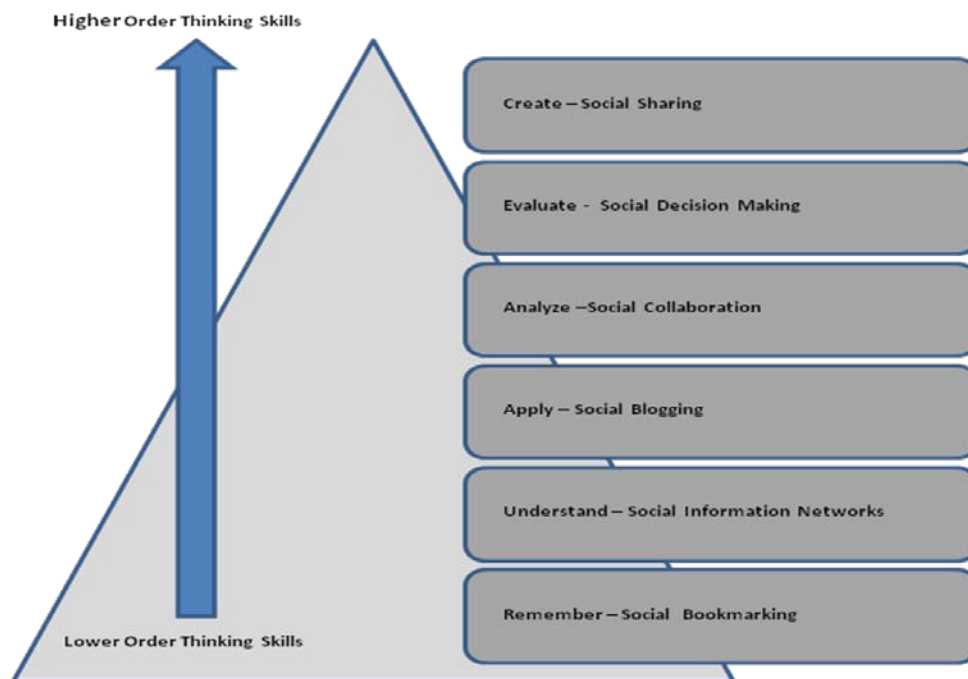


Figure 3. Social media tools using the Bloom's Revised Taxonomy (Bosman & Zagenczyk, 2011, 12)

3.4 Obstacles and disadvantages of using social media

Otala and Pöysti (2008, 87-92) discuss about the problems that organizations have when they are implementing social media as a part of the organization's functions. According to Otala and Pöysti (2008, 87-92), obstacles that the organization and management have to overcome before social media can be accepted as a part of the daily routines are many, for example the employees' attitudes, structural obstacles, information security risks, management and technical problems. In the following chapters these obstacles are being discussed more in-depth.

Employees' attitudes can be preventing or hindering social media implementation. Employees are afraid that the effectiveness will suffer and that people are not actually working while they are spending time in social media services. According to Frilander (2011) one disadvantage of social media use is continuous interruption of employees' work. It is estimated that more than 50 % of employees lose one hour of the working hours every day to disruptions. It is also noted that thinking is becoming increasingly superficial; continuous interruptions of thinking interferes in-depth thinking and concentration. People are concerned also that the control over the employees' learning and knowledge gathering will be lost. (Ojala & Pöysti 2008, 87-92; Frilander 2010.)

Secondly, Ojala and Pöysti (2008, 87-92) discuss about the structural obstacles; meaning that the organizational structures and culture are not supporting the use of social media. The main obstacles are strong hierarchy, authoritarian way of management and closed corporate culture. Social media is based on openness, trust and collaboration and these values are not fulfilled if the organization is not valuing employees' ideas, suggestions and collaboration. Additionally, different kinds of incentive systems are usually not build to support the use of social media services. Incentives are not always supposed to be financial; the feedback from the colleagues is as valuable as the financial incentives. (Ojala & Pöysti 2008, 87-92.)

Thirdly, information security risks are also creating obstacles for implementation. Information security is a realistic risk, however, tied to the people's attitudes. Organizations are not willing to open their programs and systems to the people outside the organization. The main risks are still the humans; people can take the information outside the organization with them regardless of how closed the programs are in the organization. Nevertheless, proper instructions to the employees and information security solutions can solve this problem effectively. (Ojala & Pöysti 2008, 87-92.)

Frequently, the management of the organization is the main problem preventing the effective usage of social media. If the management is not committed or are not responding to the suggestions of the employees the implementation is difficult. In many instances, the management does not see the financial benefits since they are difficult to calculate. Either the financial benefits of social media are not obvious or are many times indirect. Generally the management is not defining clear visions and requirements for the use of social media that the employees could be committed to or the management is not reserving proper resources to the implementation process. Social media requires

also trust among the management and the employees; it is not possible to implement social media if there is no independency and everything has to be approved by the management. Again, the management may not be paying any attention to the use of social media and employees can do whatever they want. This may lead to unintentional chaos. (Ojala & Pöysti 2008, 87-92.)

Finally, technical problems can prevent social media implementation. Slow and bad internet connections or unfunctional technical devices may effectively prevent the use of social media services. Also different kinds of software solutions may cause a situation where the solutions are not functional together or require unreasonable efforts to be functioning. (Ojala & Pöysti 2008, 87-92.)

Similar to the organizations, social media use in education is a problematic issue also. Niinimäki and Tennu (2010, 111-126) discuss about the obstacles that are preventing the use of social media in education. The variety of social media tools create easily an incoherent mix of services that confuse the students or make the studying difficult. Frequently these tools are not supported by the organizations' own information technology systems and departments which make the use difficult or even impossible. Using social media requires the students to be more self-oriented and also grouping may be slower than with the traditional teaching methods. In addition, insufficient information security and possible risks are many times preventing social media use. (Niinimäki & Tennu 2010, 111-126.)

Berger and Thomas (2001, 101-116) are in the same opinion of Ojala and Pöysti (2008, 87-92), that without everyone's engagement to implement social media in education the process is easily left only for few enthusiastic pioneers and leave the rest of the educators as nonparticipants. Constantly changing learning technologies arouse always both excitement and resistance among educators and this is why it is important to understand the barriers that hinder the technology integration. Nevertheless, Berger and Thomas remind that although the new digital age is already here, the new 'digital natives' are still mainly just passively reading and watching the websites rather than actively contributing to the web societies. However, the Internet offers new possibilities for learning to the extent that the learners and educators are willing to exploit them. (Berger & Thomas 2001, 101-116.)

4 SOCIAL LEARNING, LEARNING 2.0 AND CHANGES IN MODERN WORKPLACES

In this chapter relevant aspects of social learning, Learning 2.0 and new requirements for employees in modern workplaces are discussed to build up the theoretical framework of this research and to create a view of what implications social media use has to work today.

4.1 Social learning

In this sub-chapter the aim is to generate a general view of social learning and employee learning in workplaces. In this research the main focus is not on learning as a process itself only to the extent that the connection between the use of social media and employee learning can be established later on and to understand how social media is changing the way people learn.

Bingham and Conner (2010, 6) and Bozarth (2010, 145-147) define social learning to be learning that takes place in interaction with other people. People learn from each other while they are interacting. In workplaces, social learning is on-going process that takes place in many different kinds of situations where people are sharing information either formally or informally. Some of these learning processes are unconscious. (Bingham & Connor 2010, 6; Bozarth 2010, 145-147.) Brown and Adler (2008, 18) point out that in social learning the main issue is not *what* one is learning but *how* one is learning. The focus is on learning activities, participation and human activities, not on the substance alone.

Otala (2008, 65) defines learning in a following way: "Learning is a permanent change in a person's or organization's action or thinking". Learning may be either unconscious or conscious. Unconscious learning is based on the behavioral learning theory where the learner is seen as a passive factor in a learning process and where the teacher is the one that shares the knowledge to the learners. Usually in workplaces this concerns tacit knowledge that accumulates to employees over time while working. Many times tacit knowledge is the operational culture of the organization, the rules and regulations what is allowed and what is not allowed in an organization or the way of doing the tasks. The rules and regulations may be unwritten rules that people follow without consciously

thinking about it. Conscious learning is based on the constructivist learning theory where learning is seen as an active process which is aiming towards certain goals and seeks feedback at the same time. The learner him/herself is responsible about learning. Important for the process is the learner's own motivation, the other learners around, the learning environment and the need to learn new things. (Ojala 2008, 65-66.) Bingham and Conner (2010, 20) state that it is not reasonable to divide learning only either formal or informal learning since this division constrains the variety of processes where learning takes place. According to Bingham and Conner (2010, 19) learning is among other things a transformative process that changes people. Prevot (2008, 27) notes that learning in common can take place while individuals exchange information in networks, however this kind of learning is vulnerable as it is based on interpersonal links only. Senge (2006, 13) argues that real learning is totally different from only accumulating information; learning takes place when people are able to create something new or are able to do something that they have never done before (Senge 2006, 13).

Social media is changing the way people are learning and the educators have to be aware of this change. Kirchner (2004, 109-110) argues that the learning culture is changing into more individual, self-directed processes that are not bound in time or space. The freedom in learning increases as the learners are able to seek accreditation of informal and non-informal learning. Learning resources are enormous because of the Internet. Learning and teaching cannot be distinguished in social form; education becomes more like a commodity. (Kirchner 2004, 109-110.) Kirchner (2004, 109-110) argues in agreement with Senge (2006, 13) that learning is more about the competences than only accumulating knowledge. Also universities have to change their way of teaching as a respond to these challenges (Kirchner 2004, 109-110).

According to Hart (2011), learning has been mainly classroom teaching where teacher speaks and others listen (behavioral learning). This has been the case for workplace learning also and has been quite ineffective considering long-time learning. People tend to forget most of the information that is shared in these classroom learning situations. Today learning has become increasingly interactive, virtual and people are learning informally in interaction with others rather than in classrooms (social learning). Learners are actively involved in the learning processes (constructivist learning). It is estimated that 70-90 % of learning happens socially and informally. Social media has changed this situation providing tools that people can use for their own personal

learning and competence building. Hart (2011) in agreement with Bingham and Conner (2010, 21) argues that the approach to learning today is more collaborative and social than it was earlier. In fact, Cross (2010) maintain that “the accelerating rate of change forces everyone in every organization to make a choice: learn while you work or become obsolete.” (Cross 2010). Helakorpi (2010, 24-27) is of the opinion that networks and teams based on co-operation are vital for learning. In the KTUAS Faculty of Business and Culture teams have been created to help organizational learning, collaboration and knowledge creation and sharing. Social media is supposed to support this as it is also based on interaction, collaboration and peer production.

4.2 Learning 2.0

The concept ‘Learning 2.0’ is describing the new pedagogy in education where social media tools are used to enhance learning. Learning takes place in interaction with other people, in social networks and through participatory collaboration. Learning is continuous, lifelong learning. (Brown & Adler 2008, 18-32.) Gray Harriman (2004) described the concept Learning 2.0 as following: “Learning 2.0 is the utilization of proven learning principles applied in the context of self-directed or self-directed-hybrid learning, Web tools, and social networking and collaboration.” Similarly School 2.0 and Pedagogy 2.0 has been used as concepts to describe the technological involvement in education and learning including also mobile technologies and a new pedagogy that is required alongside with them (see e.g. Utecht 2010; Redecker & Ala-Mutka & Bacigalupo & Ferrari & Punie 2009). According to Redecker et al. (2009, 9-11) in formal education social media tools are not yet utilized on a large scale in Europe. However, several Learning 2.0 projects and initiatives have been launched in European schools and universities to enhance the use of social software in education. Even though the use of social media in education is not without challenges, several advantages can be listed according to Redecker et al (2009, 42):

1. Learning: Learning 2.0 solutions may be used to enhance diverse students learning processes by using several sensory channels. Learning becomes more personalized with new ways of retrieving, managing and transforming knowledge. Learning 2.0 supports the learners’ own way of learning by providing adaptable tools for it.

2. **Achieving:** Academic achievements may increase as Learning 2.0 improves the motivation, participation, self-direction, reflection and social skills of the students. Learners are better equipped to utilize their personal skills and potential. In addition, organizational innovations are enhanced by Learning 2.0 as openness and collaboration increases (Redecker et al. 2009, 10).
3. **Networking:** Social media tools assist communication and exchange of knowledge between teachers and students. Collaboration and community building are enhanced while using Learning 2.0 platforms. Students are able to learn from their peers.
4. **Embracing diversity:** Social media tools provide easy communication tool for people to create communities of different locations, cultures, backgrounds and age-groups. Interaction between practitioners and researchers is easier in social communities.
5. **Opening up to society:** Social media tools open up the universities and institutions to society and promote the involvement of third parties. (Redecker et al. 2009, 42.)

Heid, Fischer and Kugemann (2009, 8) are in agreement with Redecker et al. (2009, 42) about the advantages that social media tool may bring to the educators. Heid et al. (2009, 8) add motivational aspects to the advantages as the learners' sense of ownership and empowerment generated by the discovery-based learning add the motivation to learn and study more. According to Heid et al (2009, 8) the trend is towards integrated solutions, mash-ups and virtual-worlds in education.

Integrating social media tools into education is challenging and several points need to be regarded in successful implementation. Heid et al. (2009, 9-10) in agreement with Redecker et al. (2009, 106), name several factors that have influence on the success of the implementation process. Organizational and financial support of the organization is one factor that needs to be considered. Without proper resources, time and organizational structure the implementation process is bound to fail. Targeted use and integration into learning environments is essential taking into account the usability of the tools. Social media tools are not to be used in a self-serving way. Well structured online-environments are necessary as the Web 2.0 tools are allowing more freedom in their nature than conventional tools. Critical mass of content and users and regular reviews and updates of the environments are necessity. Learning 2.0 requires the

teachers to adopt new role in the environments towards mentors and learning facilitators that guide the students in their own learning process. (Heid et al. 2009, 9-10; Redecker et al. 2009, 106.)

4.3 New requirements for modern workplaces

Otala and Pöysti (2008, 14-23) identify new collaboration requirements for workplaces as the old methods to create efficiency and productivity are not sufficient anymore in the modern world. Similarly to Smith and Young (2009, 332-333), Otala and Pöysti (2008, 14-23) emphasize the knowledge sharing among knowledge workers as one of the most important factor that enhances productivity. Here new tools such as social media are required. The problem seems to be the utilization of the existing knowledge as it is not always easy to share the knowledge effectively. In modern workplaces the expertise is not necessarily always in the hands of the management but anyone within the organization can possess the knowledge required. Younger generation, the digital natives, have learned to use social media to harness the collective wisdom of the people and this new generation is changing the ways the work is done and knowledge is shared today. Also globalization and decentralized work, the constantly rising energy and travelling costs promote the use of collaborative tools that enables working from distances. (Otala & Pöysti, 2008, 14-23.)

Senge (2006, 307-332) addresses also team dynamics and leadership to be core issues when building an organization where employees can learn. It is not enough that team members share aspiration to achieve the common goal; the necessity also lies within team functionality. Many team members find it difficult to get out of their own comfort zone and to work with people that they would not usually be interacting spontaneously. People usually are drawn to people with whom they feel most comfortable and with whom they largely agree on things. (Senge 2006, 307-332.) Senge (2006, 307-332) argues that this common agreement on all issues is not producing new innovations and that team members should be embracing diversity in order to achieve new solutions. Also organizations usually tend to create departmental teams with the most obvious solutions and do not reach across sectors or departments so easily. Here leadership comes vital; management should provide such an infrastructure to the organization where diverse teams are able to function and also create such an environment where the diversity is embraced between the team members. Leaders are the designers of the

organization as they not only build up the settings but also create the borders within the sectors and departments where employees work. However, despite the fact that the leaders design borderless co-operation or new processes to enhance the organizational learning, the functionality of these designs is still depending on the employees that operate within these processes. The essence is how to engage the employees to function in these teams productively. This engagement process usually takes time and frequently can be achieved only by taking small steps. (Senge 2006, 307-332.)

Von Krogh, Ichijo and Nonaka (2000, 3-5) specify organizational learning process as knowledge enabling rather than managing the knowledge; in the sense that knowledge management means primarily controlling the knowledge despite the fact that it would be more effective for organizations to support knowledge creation and learning rather than only controlling it. Enabling knowledge creation means such an organizational culture where learning is valued and nurtured according to Von Krogh, Ichijo and Nonaka (2000, 3-5). Similar to Senge (2006, 307-332) one important part of this knowledge enabling is teams, the micro-communities of knowledge, as in teams the knowledge is shared among members. Nevertheless, this knowledge sharing is a process that cannot be forced or ordered; it is a voluntary process that takes place when the circumstances are favorable. The favorable circumstances mean a culture where organizational relationships are nurtured and employees are encouraged to share their ideas and visions openly. Knowledge enabling is continuous learning and vital for organizations' competitiveness. (Von Krogh & Ichijo & Nonaka 2000, 3-5.)

Helakorpi (2010, 22-25) states that knowledge and competences are currently the most important factors in the working life of the postmodern world. A new kind of network society is developing alongside with the information society where collective expertise, collaboration and networking are inevitable trends. Today's working life sets new kind of requirements for employees. Employees are obliged to network and share expertise in order to develop their competences because it is difficult to master everything that today's work is requiring. Employees must possess not only the professional, social, technological and networking competences but also other competences that are necessary to be able to develop the organization and its functions, to create new innovations and to develop the employees own competences further. Increasingly, the competence development in teams takes place in information networks where the social media tools offer team members a possibility to interact and collaborate even from far

distances. However, this collaboration requires a new working culture where knowledge and ideas are shared openly. (Helakorpi 2010, 22-27.) Traditionally, (see eg. Hamel 1991) competences are considered as value assets that should be protected and kept away from others (Prevot 2008, 8-16). In this context considering the new culture with open sharing and collaboration it will require considerable efforts to change the current practice of protecting information into sharing information.

Hence, social media tools and virtual communities may provide an answer to some of these organizational problems that prevent learning and this way employee competence building. Social media tools could also be one solution to the extra-departmental or across sectors co-operation as it provides easy access to the Internet that is not bound to any location. Smith and Young (2009, 332-333) argue that virtual communities enhance knowledge sharing as it is easier to connect with each other and share knowledge in an online situation. In a virtual community members are able to see the information that other members have posted when ever needed. Documents and postings are recorded to the online communities which creates an increasing database of knowledge that everyone can use. The difficulty here is that knowledge sharing is not succeeding because the organization lacks the culture of sharing the expertise openly. (Smith & Young 2009, 332-333.) According to Alm and Jäminki (2010, 21) open sharing and collaboration is especially difficult to achieve in expert organizations such as the Faculty of Business and Culture where traditionally knowledge is considered equal to power. Alm and Jäminki (2010, 21) suggest that every employee in the Faculty should have a personal social media study plan in order to build up know-how on social media. However, for some employees this would mean just basic knowledge level on social media tools and for some employees a top level excellence. This way the Faculty could maintain social media as a main field of know-how and be a credible educative partner for the enterprises in the region. (Alm & Jäminki 2010, 21.)

5 EMPIRICAL FINDINGS AND DISCUSSION

This chapter 5 presents the main empirical findings gathered from both phases of this research in three subchapters. The subchapters are built up so that the questionnaire results are followed by the interview results and finally the main results of the topic are summarized at the end of each subchapter.

The research was conducted in two phases. The first phase was to send a Webropol-questionnaire to the staff of the Faculty of Business and Culture in order to gain an overall view of social media use within the Faculty. The questionnaire, displayed in Appendix 2, was sent to 75 employees. After sending one additional email-request a total of 40 answers were received. The second phase was to interview nine employees and the Dean by using semi-structured interviews with the questions displayed in Appendix 3 in order to gain an in-depth perspective of the implications that social media has to the Faculty.

The selected interviewing method was a general interview guide approach. The interviews were conversational where issues were brought up with pre-selected themes and general questions. Arguments for the selection of the interviewees are provided in the chapter 3. The interviews were recorded and transcribed. The answers were reduced from whole sentences to compact expressions that describe the relevant issues concerning the research questions and after that those expressions were compiled into clusters.

The interview questions were compiled to three different categories displayed in Appendix 1. The first category includes the questions that concerned the ways employees use social media. The second category encompasses the advantages and disadvantages of social media, whereas the third category includes the questions that surveyed the organizational and managerial issues concerning the use of social media in the Faculty. The questions and answers were partly overlapping between different categories and issues. In the sub-chapters to follow, these results are discussed for details by using the same three categories as with the compilation of the interview results.

5.1 Results of the research

5.1.1 Data related to the social media use

Using social media tools is quite common among the 40 questionnaire respondents. As illustrated in Figure 4 below 83 % of the respondents announce that they use social media tools for their work while 88 % of the respondents use social media tools during free time. During the free time, the use of social media tools among the employees is only slightly more common than the use for work purposes. The respondents were requested to name the social media services that they use. The most commonly used social media tools at work are social networking site Facebook and content sharing site Youtube according to the respondents. Regularly used tools are also Moodle and iLinc as they are the official tools that KTUAS has decided to use for virtual teaching and learning. However, there has been a debate ongoing if these tools are a part of social media services or not as they are so called 'closed' environments, where no other people than the staff or the students of KTUAS have access to. Other common social media services used among the employees are Google and Google's services, different kind of wikis and blogs.

Free time use consists of the same tools as work use. The respondents were asked to name the social media services that they use during their free time. According to the responses given, the most commonly used social media tool was again Facebook. Other free time tools were Youtube, Twitter, LinkedIn, wikis and blogs. Considering the results it seems that employees use the same tools at work as they are used to use on free time i.e. Facebook, Youtube etc. Familiar solutions seem to be the easiest, as Senge (2006, 307-332) argues, it is difficult to get out of people's own comfort zone. Despite the fact that this research covers only a sample of the Faculty employees and does not represent the opinions of the whole Faculty, it is to be noted that among the respondents 83 % announced that they used social media for work purposes already when this research was conducted in 2011. However, the use at work seems to be to some extent occasional and not consistent and purposeful considering the degree programmes, teaching and administration.

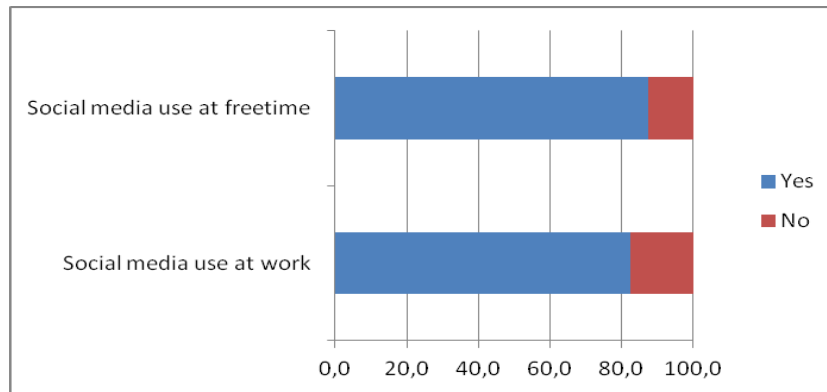


Figure 4. The use of social media tools at work and free time

Figure 5 below demonstrates the percentage of the respondents answering question “How well do you know the following social media services/genres?” As illustrated in Figure 5 frequently used and also well known social media tools are social networking sites. A total of 51% of the respondents announce that they know very well and use regularly some social networking site. Content sharing is the second most used social media service (33%) and collaborative productions are the third most used and well known (26%) services. It is worth mentioning that content creation and publishing services alongside with collaborative productions were two large categories (56% in both) in the category of “I recognize and use occasionally”. Virtualworlds are the most unknown and also less used, since a total of 70 % of the respondents announce that they recognize these services but do not use them. These results are comparable to the results of social media survey made by the University of Massachusetts Dartmouth in 2011 where Facebook, Twitter and Youtube were the most commonly used services in higher education in the USA (Barnes & Lescault 2011).

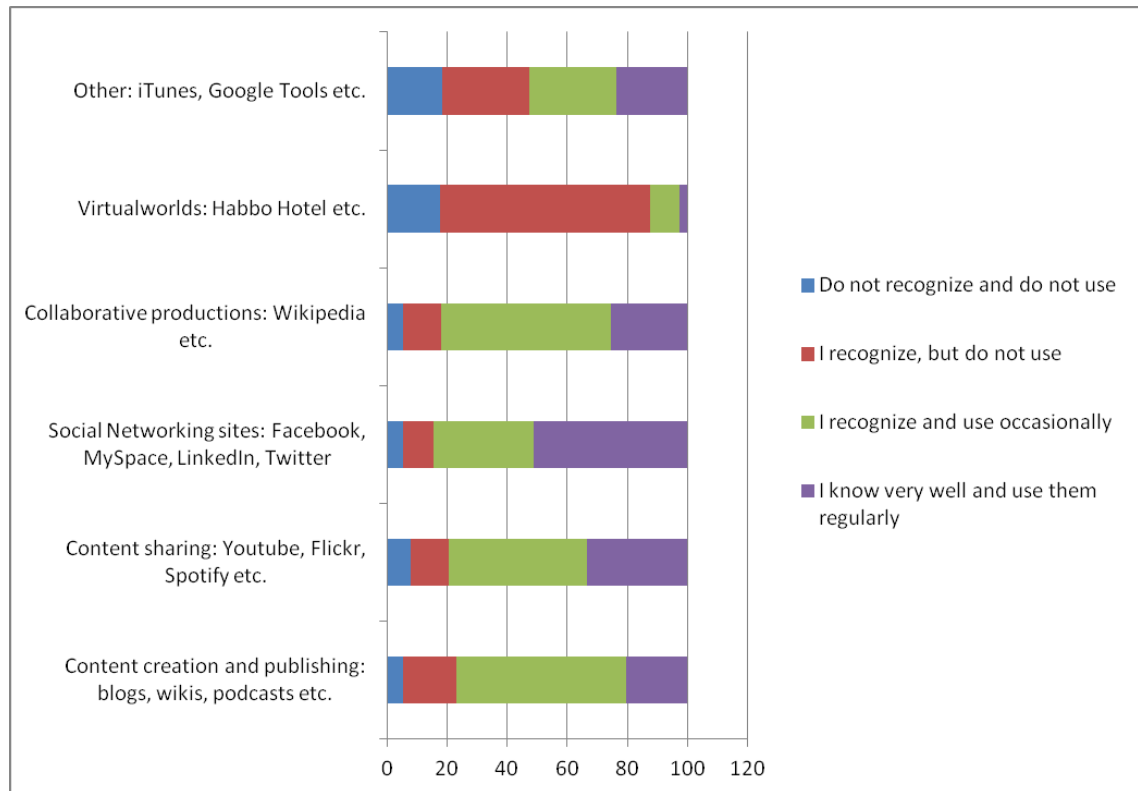


Figure 5. Recognition and use of the different social media services/genres

The interviews indicate slightly different kind of results than the questionnaire results. All ten interviewees argued that within the Faculty social media is not utilized yet. There is a lack of clear strategy and focus on how to use it. In order to gain the best possible advantages in social media use, openness in working culture is required, together with open innovation and sharing according to three of the interviewees. In this sense it seems that the Faculty is not yet ready for the openness or sharing.

Some interviewees use social media for networking in professional communities. For these employees the meaning of these communities is connected to the receiving peer support, gaining new knowledge, keeping up the connections with the peers, enhancing their own professional identity and gaining the experience of the membership in a community.

All ten interviewees were of the opinion that the use of social media may enhance employee competences with new up-to-date information that can be obtained from the Internet. Social media seems to be a tool that can be used to add knowledge, assist learning and bring new ideas and thoughts. Social media tools stores the knowledge as the information is documented to the sites. Social media appears to be a one way for

the staff to keep up with the latest development. All these factors are related to learning and also to the use of the social media tools, and to how to exploit the benefits that social media has to offer.

The interviewees were of the opinion that networking is one important aspect in using social media tools and services. It is also an important communication tool within the Faculty, between students and teachers but also outside the Faculty with the stakeholders. Social media tools can be used in creating new networks and the tools are efficient in keeping up the existing relationships and networks. According to the interviewees social media tools add collaboration between the employees. Three interviewees indicated that social media tools are pragmatic as they are not bound to time or place.

In conclusion it seems that social media is used mainly on free time. At work, the use is similar to free time use rather than work related use, in accordance with the results of this research and also on the basis of the observations made by the researcher while working in the Faculty. The use of the tools in the Faculty is neither consistent nor targeted considering the degree programmes. The most used tools are social networking sites such as Facebook and content sharing sites such as Youtube. Other popular sites are Twitter, LinkedIn, Google's services, blogs and wikis. Even though networking and collaboration are considered important among the Faculty members, there is still no willingness for true openness and sharing. It seems that networking with the third parties i.e. stakeholders is considered more important than networking within the Faculty. Nevertheless, it is to be noted that employees consider social media to add communication and knowledge.

5.1.2 Advantages and disadvantages of social media use

The respondents of the questionnaire were requested to name three most important advantages that the social media services could provide to the Faculty of Business and Culture. Figure 6 below illustrates the division of the respondents' answers. Three most important advantages are knowledge sharing (62,5%), network creation and utilization (50%) and digital marketing (45%). It is to be noted that also Pönkä (2010), Frilander (2011), Jue, Marr and Kassotakis (2010, 2) and Ojala and Pöysti (2008, 20-23) were of the opinion that information flow and knowledge sharing would be improved by using

social media tools among professionals. Pönkä (2010) and Ojala and Pöysti (2008, 20-23) argued also that networking is a significant advantage that social media could bring to the organizations. However, interesting perception is that the respondents of this research do not see that social media could be helpful in peer support, only 10 % (four persons) of the respondents were of the opinion that peer support could be one advantage for the Faculty. Merely 12,5% of the respondents were of the opinion that social media could bring advantages in innovating new services/processes. In addition, merely 22,5% of the respondents named collaborative productions to be an advantage for the Faculty. Nonetheless, innovations, peer support and collaboration are according to Ojala and Pöysti (2008, 20-21), Jue et al. (2010, 78), Pönkä (2010) and Redecker et al. (2009, 10) among the most important advantages that social media could bring to the organizations. This result seems to be giving an indication that peer support is not so common or not seen important within the Faculty members.

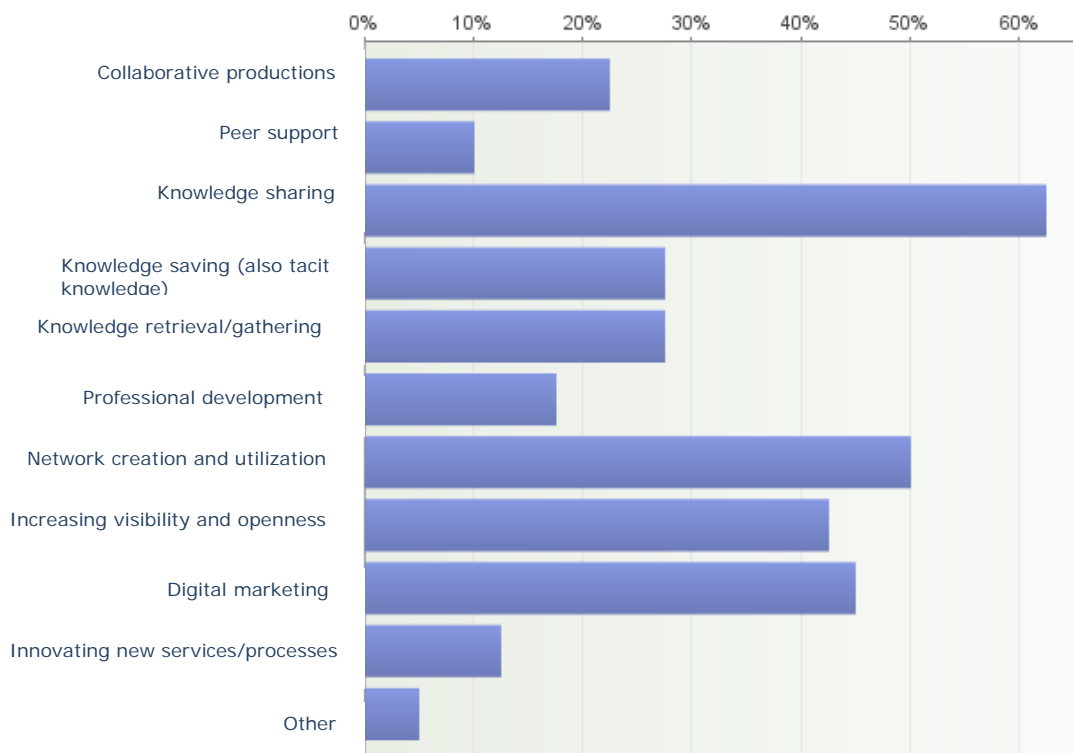


Figure 6. The main advantages that social media could provide for the Faculty

In teaching the answers reflect the same situation as in naming advantages for the Faculty of Business and Culture. In Figure 7 below is presented the division of answers to the question “What is the role of social media in teaching, name three most important?”. One respondent did not reply to this question. A total of 64 % of the

respondents were of the opinion that knowledge sharing is the most important role for social media services in teaching. A total of 56% of the respondents indicated network creation and utilization important and a total of 43,5% collaborative production. Repeatedly, information saving was not seen so important, only three respondents (7,6%) announced information saving important. Other roles suggested by the respondents were gaining visibility for student's work and publication channel, peer learning and knowledge processing. To encourage the social media use further among the employees, it should be taken into consideration that the employees seem to value learning, knowledge sharing and networking. As Helakorpi stated (2010, 22-25) it is impossible to master everything that today's work is requiring and collaboration through social media tools could enhance today's employees performance. All of these aspects should be acknowledged when planning the implementation process and tools that would best suit the organization.

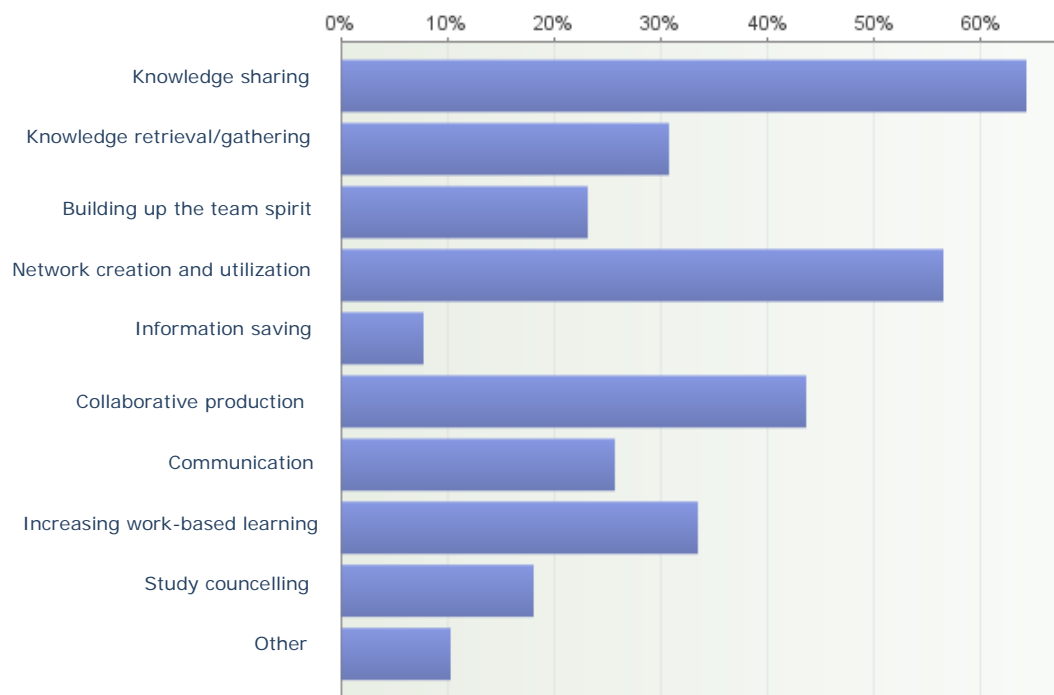


Figure 7. The role of social media in teaching

In R&D&I -work the role of social media was defined quite similarly as in teaching. The division of the answers is demonstrated in Figure 8 below. The most important role was network creation and utilization (67,5%), second important was communication with the customers and other interest groups (64,8%) and third knowledge sharing (56,7%) according to the respondents. Three persons did not answer to this question. Information saving was not considered to be an important role. These answers seem to

reflect what Redecker et al. (2009, 42) pointed out in their research that social media tools open organizations up to society and promotes third party involvement. In R&D&I work it is essential to stay in contact with the entrepreneurs and customers.

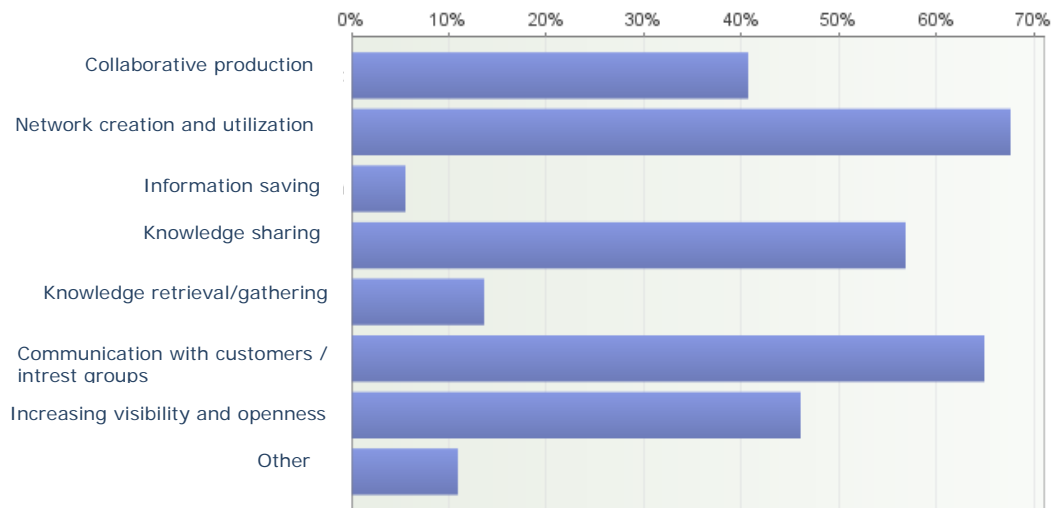


Figure 8. The role of social media in R&D&I –work

The main issues that restrict the use of social media are demonstrated in Figure 9 below. Lack of time, concern about the data security, fear that workload will increase and lack of required skills to use social media tools are the main issues restricting the use of social media according to the respondents. The employees also do not see the benefits that the use of social media would provide. This result is in agreement with Ojala and Pöysti (2008, 87 -92) that describe the employees' attitudes, structural obstacles, information security risks, management and technical problems as factors that mainly prevent social media use in organizations. Some respondent teachers in this research indicate that their subject that they teach is not suitable to be taught in social media services. In turn, the respondents announce that lack of required equipment or the fear of getting addicted to the net are not restricting issues in social media use. In addition, bad earlier experiences are not restricting social media use.

Hindering factors should not be ignored; data security issues, proper resources for the use and establishing a clear view of advantages that could be gained through the use of social media are important when encouraging the work use. The management of the Faculty has to take into account the issues that mainly prevent social media use in workplaces, as Ojala and Pöysti (2008, 87-92) noted, organizations has to overcome many obstacles before social media can be accepted as a part of the daily routines.

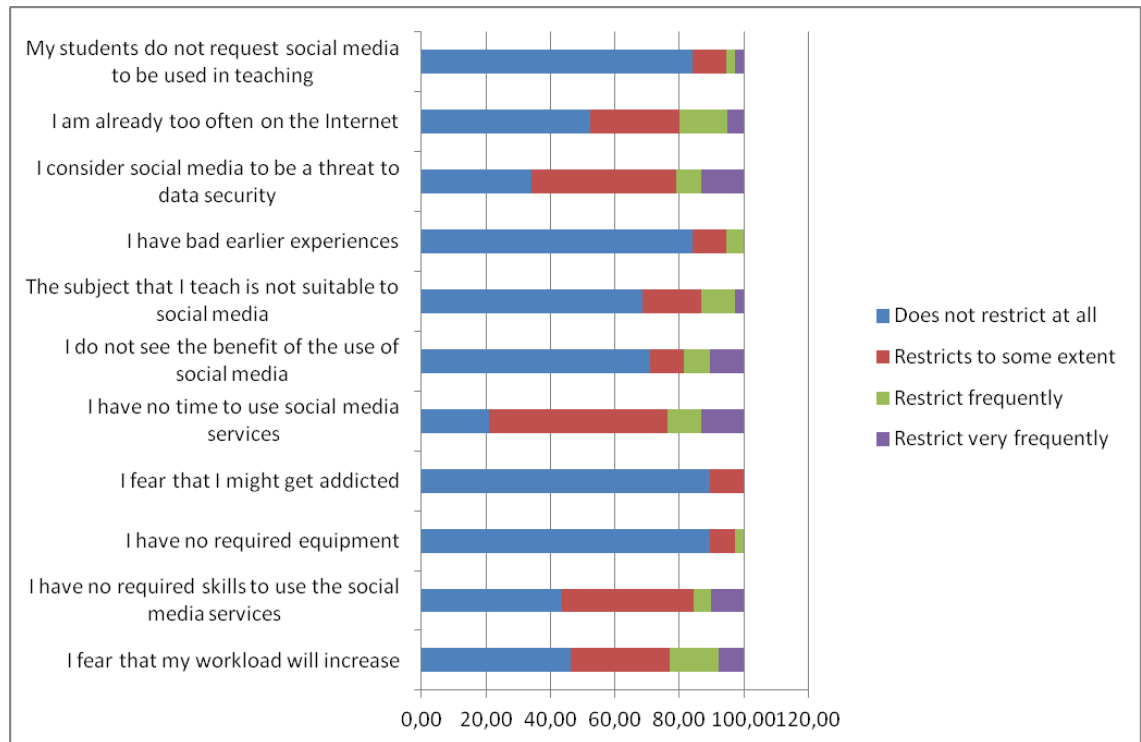


Figure 9. Issues that restrict the use of social media

Issues that encourage the respondents to use social media tools are listed in Figure 10 below. Main encouraging issues are learning new skills, knowledge sharing and gathering, network creation and utilization and professional advantages provided by social media. Less encouraging is training, meaning both training organized by the employer and also training that is organized outside the organization, and also lack of requests from the students to use social media. Whereas learning is seen one of the most encouraging issue, changing employees' attitudes towards social media use at work and creating an organizational culture where learning is valued (see Von Krogh & Ichijo & Nonaka 2000, 3-5) are crucial aspects in implementation process. However, with firm leadership and a clear strategy how to proceed it is possible to overcome these obstacles within the Faculty.

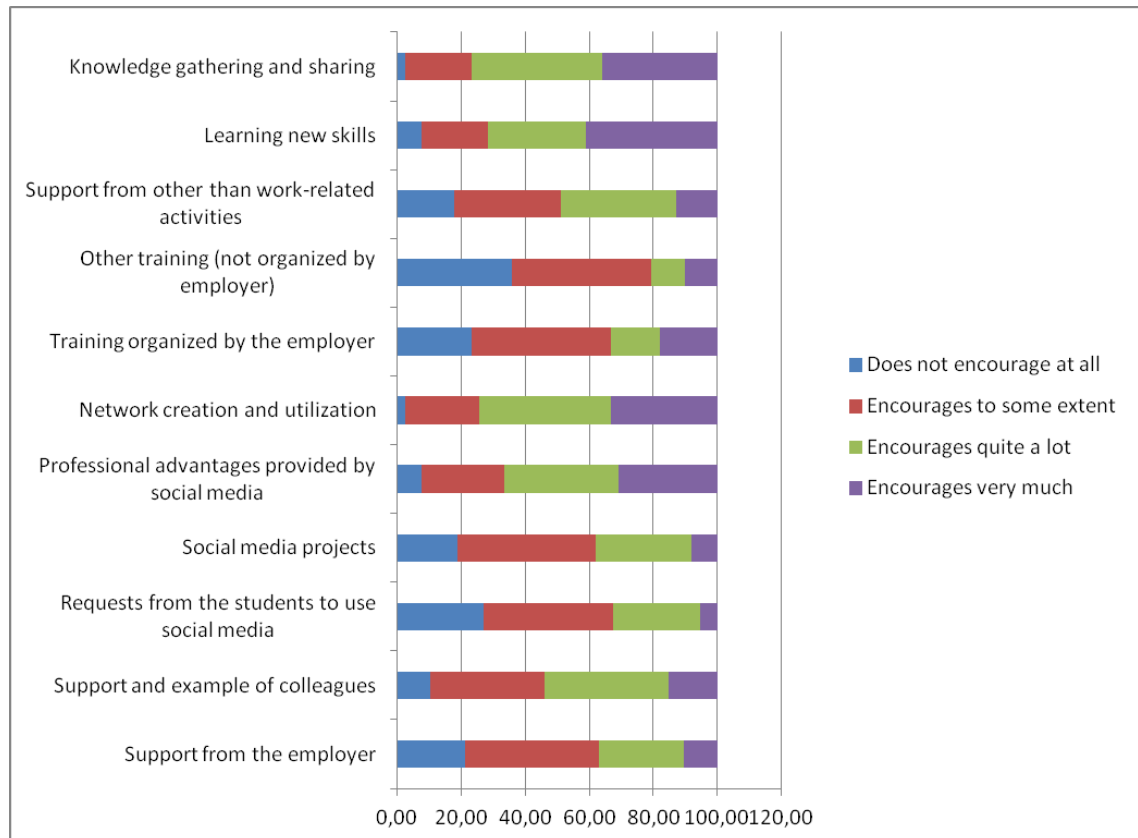


Figure 10. Issues that encourage the use of social media

According to the 10 interviewees social media use has provided some advantages that can be acknowledged. The interviewees were of the opinion that social media improves knowledge gathering, sharing, updating and documenting. In other words it enhances learning within the Faculty. Other advantages named in the interviews were improved communication between the employees, students and stakeholders, creation of new or keeping up the old networks, increased collaboration, cost savings as there are no expensive licenses, increased visibility and openness and getting up-to-date information from the region around the Faculty.

The interviewees also named some disadvantages that social media use has brought up within the Faculty. Ethical questions, for example “Is it right that a teacher and a student are friends in Facebook?”, “Who has the right to say what in social media?”, information security problems, reliability of the information, controlling your own life and work ethics were the most concerning issues according to the interviewees. Time management seems to be one of the difficulties, some of the interviewees were concerned that social media consumes too much time either at work or at free time. In order to keep up-to-date, social media tools require continuous following and that

increases employees' work load and is very time consuming. Two of the interviewees were of the opinion that some the employees are lacking presence in meetings as they are constantly browsing through social media sites during the meetings and one of the interviewee pointed out that social media can be addictive in nature for some people. Learning new organizational culture with openness and sharing is also challenging. It was pointed out that social media tools as a technology offers possibilities but does not change anything if all systems are closed and there is no openness.

In conclusion the main advantages that social media could provide to the Faculty according to the research results and the literature review are many. Social learning is one of the most important advantages that social media could provide. Academic and professional achievements may be enhanced and this way the Faculty could maintain social media as one of the main field of expertise and be a forerunner in this field. This way the Faculty could also be a respected educative partner for the companies in Lapland region. Other advantages are knowledge sharing and gathering, network creation and utilization, collaboration and improved communication, cost savings and increased visibility and openness. Digital marketing is also considered to be one advantage. Nevertheless, social media use is not without challenges. The main challenges for the Faculty are data security issues, ethical questions, time management and resources, work load issues and technical problems. All of these challenges are hindering social media use within the Faculty. Other obstacles are attitudes and lack of required skills how to exploit social media in teaching. Considering that other universities are exploiting the means to utilize social media (see e.g. Redecker et al. 2009, 42; Oksanen 2011; Kortetjärvi 2010; Pohjavirta & Sundström-Pullinen & Wickman-Viitala 2009) the risk is that if social media is ignored or not successfully implemented to the degree programmes in KTUAS, other universities that have adopted social media may gain competitive advantage over KTUAS.

5.1.3 Data related to the organization and management

The last four questions of the questionnaire were open-ended questions. First open-ended question was "Has social media influenced your competence development? if yes, please specify how?". A total of 31 answers were given to this question. From the answers 18 respondents announced that social media has influenced to the competence

development, 12 respondents announced that it has had no influence and one answerer announced “I do not know”. Mainly the respondents (ten answers) saw that social media is good and fast information source and help to keep on track of new professional issues. One respondent emphasized that research communities have a significant impact on professional development in remote areas, because of the easy access to the Internet, no participation fees and experts are willingly sharing knowledge.

Networking was seen important (nine respondents) as it enhances the professional skills. According to the respondents up-to-date information about new innovations in the line of business was easily accessed with the help of social media. New ways of working and new methods were adopted through social media (eight respondents).

Second open-ended question was “What kind of support should the organization provide for the social media users?” A total of 31 answers were given to this question. Mainly the support that is requested from the organization is training sessions, (18 answers) time and resources to use social media (seven answers). Two of the respondents argued that no support is required from the organization and one answered “I do not know”. Practical examples of how to use social media were requested by four respondents and two of the respondents announced that proper instructions are required. One respondent also informed that the organization has already supported and educated the use of social media enough.

Third open-ended question was “What kind of training would you need in the use of social media?”. A total of 31 answers were given to this question. One respondent answered “I do not know”. Mainly the respondents (13 answers) announced that they would need pragmatic guidance including examples of how to exploit social media services in teaching, and guidance where social media services would be used in practice during the training. Six respondents announced that no training was needed. Other issues that respondents pointed out were that they need time for training, proper instructions, facts about social media use and encouraging. Two respondents announced that they would need specific pedagogical guidance of the use of social media services.

Fourth open-ended question was “Please discuss here any other issues that you would want to emphasize in the view of social media?”. A total of 16 remarks were given to this question. The variety of comments was large. Mainly the respondents saw that social media is positive issue. However, the organization should not force anyone to use

social media services. One respondent summarized the meaning of social media for the Faculty as follows:

Social media is not something to be afraid of, it is modern. It is new form for people to communicate and be present. This should be taken into account in teaching and other processes as well. If we want to utilize social media we have to learn it. I do not mean only training but development of the whole organizational culture. It may sound a huge job but in reality it is not so serious issue. It is time for open discussion. This should be part of the whole organization.

Three respondents announced that there is still a lack of openness in the Faculty's processes and information sharing. According to one respondent social media changes the organizational structure and policy. However, the respondent was of the opinion that openness is not yet implemented in the processes. Consequently, these answers presented above, are in agreement with Pönkä (2010) and Ojala and Pöysti (2008, 87-92).

One respondent saw that social media and especially Facebook may be harmful and addictive if it is used constantly. One respondent requested genuine interest and support from the management for social media implementation. One respondent raised a question whether social media is in reality one part of a university teacher's competence or not. Also one respondent was concerned about being ignored professionally if not using social media services.

According to the interviewees the attitudes are perhaps the greatest challenge in implementing social media to everyday work. Several suggestions were pointed out by the interviewees how to transfer the knowledge gained from outside of the Faculty to the other employees, for example transferring the knowledge by using social media tools, teamwork, utilizing wikis, in training camps, by using email or by arranging special development days. It was pointed out that by using social media tools to transfer the knowledge it would save time and decrease the number of meetings. Knowledge should be transferred gradually as the learning takes place gradually and it was also argued that there should be clear instructions how to transfer the knowledge to other employees. According to the interviewees the current situation is that knowledge is not systematically shared among employees. Information is shared to other employees only

occasionally and only by some employees. Interviewees also argued that this process requires a clear strategy and instructions, commitment from the management, resources, willingness and leadership. One interviewee was of the opinion that knowledge transfers automatically to the Faculty members when teachers are part of some professional or research communities and networks.

The ways to encourage the social media use at work according to the interviewees were encouraging and supporting the use by the management and peers, arranging training, having clear instructions how to proceed and guidance. Examples of the innovators and social media 'pioneers' and also examples of how to use social media at work would encourage the use. All interviewees were of the opinion that there has to be resources to this implementation process and also that not anyone should be forced to use social media tools. It was pointed out that taking the social media use directly to the degree programmes, teaching and curriculum would produce the best result in the implementation process.

According to the interviewees the management has encouraged the social media use by giving example to the employees. Also some measurements have been taken to implement the social media to the education for example arranging the Digital marketing specialization studies. In addition, some measurements in management have been taken within the Faculty but are lacking still in leadership. Interviewees argued that social media implementation process has not been accomplished properly in the Faculty and that social media is not coherent part of the everyday work. Interviewees pointed out that social media should be brought forward more to the employees and made more visible. A clear strategy how to implement social media to the degree programmes would help. Nevertheless, the interviewees were of the opinion that although there should be clear instructions how to use social media there still should not be so called 'gatekeepers' that prohibit employees' own choices and freedom in use of social media tools.

In conclusion it is evident that social media is changing the way of learning and therefore the way of working. These changes cannot be ignored in teaching in higher education. Social media tools should be considered seriously and implemented in the degree programmes properly in order to respond to these changes in learning processes and to maintain social media as one of the main fields of expertise. The main findings of this research show that the implementation process of social media within the Faculty

has not yet been successful. Social media tools are not exploited in the degree programmes consistently. Examples of the few 'social media pioneers' within the Faculty is not enough to enhance the social media use among the employees. Social media implementation requires an unambiguous strategy and strong leadership. Increased openness and sharing are required in the Faculty and knowledge sharing should be made more systematic than it is currently. The employees also request training, clear instructions and pragmatic examples how to exploit social media in teaching. Without time and resources it is quite impossible to implement social media into the curricula. In addition, the technical and structural difficulties need to be solved.

5.2 Proposal for implementation of social media

Taken into consideration of what is said in the chapters above, reviewing the results gathered from the research and the observations made by the researcher a proposal for the continuation of the implementation process of social media can be presented for the management. Even though some steps have been taken already, for example in marketing, in digital marketing specialization studies, in degree programme in IBM and in some studies in the department of Culture, the Faculty is still far away from effective utilization of the possibilities that social media could provide.

There seem to be few obstacles that prevent social media utilization within the Faculty that should be considered more carefully. It is obvious that there are not enough resources for the employees to implement the social media use properly. Mainly the lack of time is the main obstacle when considering the resources. As Ojala and Pöysti (2008, 87-92) and Heid et al. (2009, 9-10) noted it is very common that the management is not reserving enough resources to the social media implementation. Constant changes in the operational environment create challenges and decrease resources from other areas of work. Employees are bound to use excessive amount of working time to cope from every day work within this changing environment. Ojala and Pöysti (2008, 87-92) also noted that the attitudes are one of the obstacles preventing social media use in organizations. In the Faculty of Business and Culture the employees are not accustomed to share the expertise openly and true collaboration does not occur in every day work. Knowledge is seen equal to power and therefore people are not willing to share their knowledge to others. Only few members of the Faculty seem to be truly committed to

implement social media properly to the work. As Berger and Thomas (2001, 101-116) argued the social media implementation in education is many times left to few enthusiastic pioneers only. The employees do not seem to have a clear comprehension of what are the advantages of social media use, why it should be implemented and the employees do not see social media as a coherent part of their work. There seem to be lack of proper leadership which emerges as ignorance and lack of appreciation among the employees. According to Senge (2006, 307-332) leadership is one of the most important issues when creating an organization where people can learn and also leadership is crucial considering team functionality.

Technical obstacles are effectively preventing social media use in organizations. Heid et al. (2009, 9-10) noted that targeted use and integration into learning environments as well as structured online-environments are necessary for successful implementation. Ojala and Pöysti (2008, 87-92) argued that different kinds of software solutions may prevent the effective use of social media tools as they are not operating smoothly together. Currently, in the Faculty of Business and Culture, technical support is not available for tools that the employees are most familiar with, and that they are independently using already such as Facebook, Youtube, Twitter, blogs and different kinds of Google services. The current web services and structures of KTUAS are inflexible and are not suitable for integration of social media tools as such.

It is clear that the implementation process requires a clear strategy from the management and strong leadership how to proceed with the social media implementation to every day work in teaching, administration and R&D&I. It is also crucial that after the social media implementation strategy has been completed it is ensured that the whole staff of the Faculty is aware of this strategy and the objectives of this process. A decision of which social media tools the Faculty will adopt would be crucial considering the clarity and consistency of the strategy. When considering the most suitable social media tools for the Faculty it should be noted that people tend to use tools that are most familiar and that they use frequently. It is important to bear in mind also the students' requirements and the tools that the students are using already. Social media should also be taken into the degree programmes and the curricula directly in pragmatic level and this way encourage the use to become more systematic.

It is obvious that more training should be organized with practical examples of how to use social media in teaching. The employees would also require direct individual

guidance of how social media tools could be used particularly in one's work or subject. Training of the tools would reduce uncertainty among the employees and provide confidence in using of the tools. The employees also seem to need training to change the attitudes towards collaboration and expertise sharing and learn away from the old ways of completing the work alone. The employee development discussions should be used systematically as a one tool to alleviate the resistance towards change and to create a shared vision of the importance of social media tools and new ways of working. One possibility is to use social media among staff members first, to experiment and train the use for all the employees. The Faculty could utilize the teams that already exist in this training process. While experimenting social media use first with other staff members the employees could gain concrete examples of how social media tools can be utilized. Further, by creating a support system for social media users, it would encourage the use as the employees would have assistance available in case they need it. Furthermore, it is very clear that anyone should not be forced to use social media. However, more encouragement is required and if social media would be in-built into the curricula directly, the resistance to social media would be made more difficult.

6 CONCLUSIONS

The constantly changing operational environment, legislators, new emerging technologies such as social media and working life are setting new requirements for higher education. Social media is changing the ways of learning and working especially now that the 'digital natives' are moving to working life. Universities are bound to change the way of teaching to respond to this development and adopt new tools to assist learning. Hence, teachers' way of working is changing as new tools have to be adopted and traditional teachers' roles are changing towards mentor or learning facilitator roles. KTUAS Faculty of Business and Culture is responding to these challenges by adopting social media to the degree programmes as a strategic measure.

The main objective of this research was to gain insights into the influences that the use of social media has to the educational work within the case organization, the KTUAS Faculty of Business and Culture. Another objective was also to describe the advantages and challenges that social media use entail to the Faculty in order to present a proposal to the management for measures to continue the implementation process of social media. In order to achieve these objectives, a theoretical framework was built up from the literature and previous research focusing on discussing social media, social learning and learning 2.0. An empirical study was accomplished in two phases. The first phase consisted of a questionnaire for all the employees of the Faculty and the second phase was carried out by interviewing 10 Faculty members. The results of the study were analyzed and reviewed against the theoretical background.

Based on the research results several measures are proposed to the management of the Faculty to encourage social media use in the degree programmes. An unambiguous strategy of social media implementation with objectives would assist the employees to perceive the importance and advantages that social media may provide to the Faculty and the employees. A decision of which social media tools the Faculty needs to adopt is required. Sufficient resources including time resources are necessity for the implementation. Attitudes towards social media use, expertise sharing and collaboration need to be adjusted. Technical problems and IT structure need to be reconsidered in order to support social media use in teaching. Technical support is also required. Training with practical examples of social media use in teaching would add user expertise among employees. Personal development discussions could be used to

alleviate resistance. The use of social media tools should be in-built into the curricula directly in order to impede the resistance.

The main advantages for the Faculty that may be achieved by using social media are improved communication, knowledge sharing and gathering, i.e. social learning which can foster academic and professional advancement, network creation and utilization, collaboration, cost savings and increased openness. The Faculty can also gain advantages in the field of digital marketing by using social media tools. Visibility of the Faculty increases and the communication with third parties i.e. stakeholders improves. Implementing social media as a coherent part of the curricula and gaining expertise in the field of social media the Faculty could be a forerunner and a credible educative partner for the entrepreneurs of the region also in the future.

The findings of the research demonstrate also that there are many challenges yet to overcome in order to accomplish social media as one of the main fields of expertise as defined in the strategy 2012 of KTUAS. At the moment social media is not a coherent part of the employees work and teaching. The challenges perceived as a hindering social media use within the Faculty were reported by the respondents as follows: lack of resources and time, attitudes, lack of commitment and leadership, lack of clear strategy for the implementation, technical problems, work load issues, ethical issues, lack of required skills and inflexible IT solutions. Social media would require increased openness and sharing among the employees and also the management. More pragmatic approach than today to implementing social media into the degree programmes is required.

Some limitations can be recognized considering this research and they are discussed more closely in the chapter 2.3. Several adjustments to the research objectives and questions were made after the questionnaire and interviews were completed which complicated the analyses of the research results. As a result of these adjustments, the theoretical framework needed also to be reconstructed.

Some suggestions for future research can be acknowledged. This research was limited to the employees of the Faculty. However, it would be interesting to study the social media use among the students of the Faculty in order to find out how the students perceive the social media use and the importance of it considering their own learning processes. There are also many possibilities to study social media use between the third

parties and the universities, for example the entrepreneurs and their stances considering social media use.

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APPENDICES

APPENDIX 1

The interview data

1. Data related to social media use	
<p>The role of social media in employee competences:</p> <ul style="list-style-type: none"> - up-to-date knowledge - new ideas and thoughts - critics, conversation - social media is one way to enhance the competence development - the tools should be taught to the teachers (has to learn new tools all the time) - pragmatic examples how to use social media tools - possibility to communicate with students, teachers and also with entrepreneurs - one forum where to present own ideas - sharing expertise - networks - have to be up-to-date with the overall development - the role for faculty is now reactive, not proactive - without social media the teachers would be educating yesterday's experts - spreading good practices - taking care of people's wellbeing - information sharing, documentation, information gathering - marketing - tools are not bound to time or place - collaboration - accessibility 	<p>Use of the tools</p> <p>Learning</p> <p>Management / Leadership</p>
<p>How to utilize social media in organizational learning:</p> <ul style="list-style-type: none"> - social media is a way of working - not being utilized yet - has to have focus to something, not take all tools into use - networks to the area, mapping who are important to the faculty - change in organization culture: openness, participation (also in producing new knowledge), open innovation, openness of the working culture, open learning environments - place for people to meet, building trust among employees - ground for learning organization - commitment for common goals (leadership) 	
<p>Meaning of the (research) communities:</p> <ul style="list-style-type: none"> - new knowledge - keeping up connections - peer support - professional identity - experience of the community 	

The interview data

APPENDIX 1

2. Advantages and disadvantages of the use of social media	
<p>Advantages:</p> <ul style="list-style-type: none"> - bring students and teachers closer - enhances communication - improves information gathering, sharing, documenting, updating, saving - opens up the processes of the faculty - digital marketing - easy knowledge producing and editing - responsibilities to the area - keeping up in the development - cost savings – no expensive licences, less travelling - bringing social media into the curriculum – enhances work related learning - networking, taking care of people’s wellbeing ‘coffee room’ - up-to-date information from the area- what is happening now - visibility outside of the faculty increases 	<p>Learning, competence development</p> <p>Communication</p> <p>Information processing</p> <p>Networks, collaboration</p> <p>Work use</p>
<p>Disadvantages:</p> <ul style="list-style-type: none"> - self control, controlling own life challenging - information security problems - who can say what – communication is sometimes unconsidered - reliability of the information questionable - learning new organizational culture is challenging - ethical questions – is it right that students and teachers are friends in Facebook? - continuous following, keeping up in changing situations challenging in social media - lack of presence in meetings (people are just browsing in social media during meetings) - mixing work and free-time problematic - if using social media tools, the presence in social media is obligatory 	<p>Ethics</p> <p>Technology</p> <p>Information security</p> <p>Time management</p> <p>Life control, work load</p>
3. Data related to the organization and management	
<p>Knowledge transfer to the Degree Programmes:</p> <ul style="list-style-type: none"> - knowledge is updated when the teachers update their knowledge - knowledge should be transferred gradually as learning takes place gradually –instructions how to transfer - transferring via social media tools –decreases the number of meetings, flexible way to transfer information, feedback system, improving relationships and enhancing trust - transfer with the help of teamwork by using social media - utilizing wikis - by bringing the topics to the development work or management - attitudes should change first - clear instructions are required - knowledge transfers automatically when teachers are part of research communities and networks - transferring knowledge in training camps - using email to share the knowledge - development days - using both social media tools and face-to-face-connections - requires commitment from the management, resources, willingness, management –it does not ‘just happen’ 	<p>Implementation process</p> <p>Management / Leadership</p> <p>Structure</p> <p>Responsibilities</p> <p>Resources</p> <p>Organizational culture</p>

<p>How to encourage social media use:</p> <ul style="list-style-type: none"> - encouraging and supporting - arranging training - clear strategy how to proceed –guidance - not by forcing - giving examples how to use social media - example of the innovators - changing attitudes gradually - implement it into the degree programmes directly (into teaching and curriculum) - giving resources 	
<p>How the management has supported social media use:</p> <ul style="list-style-type: none"> - giving example - encouraging - should be a strategic plan (lack of methodical planning) - some measurements towards education have been implemented (for example digital marketing specialization studies) - some measurements have been implemented in management but are lacking in leadership - bring the social media more forward - make the use of social media more visible –directly to the degree programmes - still only talking about the use of social media, some training has been offered - clear instructions are required but no ‘gatekeepers’ - social media has increased visibility and openness 	

APPENDIX 2

Social Media Use in the Faculty of Business and Culture

Note: In this survey social media tools and services include all processes where individuals and groups create new meanings/contents collaboratively. Social media covers not only the technology but also the interaction, user-generated or -created contents and peer production, in other words social media as understood here is more than Facebook or Twitter.

RDI= Research, Development and Innovation

1. Your age:**2. Gender:****3. You are member of the:** teaching staff RDI-department other staff**4. Has social media been specified as a part of your work in your work description?** Yes No**5. Do you use social media services/programs for your work:** Yes, the following: No**6. Do you use social media services/programs on your freetime:** Yes, the following: No

APPENDIX 2

7. How well do you know the following social media services/programs:

	Do not recognize and do not use	I recognize, but do not use	I recognize and use occasionally	I know very well and use them regularly
Content creation and publishing: eg. blogs, wikis, videoblogs, podcasts, microblogs etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content sharing: eg. YouTube, Flickr, Digg, Dopplr, Pirate Bay, Spotify etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social networking sites: eg. Facebook, MySpace, Friendster, LinkedIn, Twitter, IRC-galleria etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative productions: eg. Wikipedia, wikit, OhMyNews, StarWreck etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtualworlds: eg. Habbo Hotel, SecondLife, World of Warcraft etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: eg. iTunes, eMule, Limewire, iLike, Google tools etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What are the main advantages that social media can provide for the Faculty of Business and Culture (select 3 most important ones):

- Collaborative productions
- Peer support
- Knowledge sharing
- Knowledge saving (also tacit knowledge)
- Knowledge retrieval/gathering
- Professional development
- Network creation and utilization
- Increasing visibility and openness
- Digital marketing
- Innovating new services/processes
- Other:

APPENDIX 2

9. What is the role of social media in teaching (select 3 most important ones):

- Knowledge sharing
- Knowledge retrieval/gathering
- Building up team spirit
- Network creation and utilization
- Information saving
- Collaborative production
- Communication
- Increasing work-based learning
- Study counselling
- Other, what:

10. What is the role of social media in RDI-work (select 3 most important ones):

- Collaborative production
- Network creation and utilization
- Information saving
- Knowledge sharing
- Knowledge retrieval/gathering
- Communication with customers/intrest groups
- Increasing visibility and openness
- Other, please specify:

APPENDIX 2

11. Which issues of the ones listed below restrict the use of social media:

	Does not restrict at all	Restricts to some extent	Restrict frequently	Restrict very frequently
I fear that my workload will increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no required skills to use the social media services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no required equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fear that I might get "addicted"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no time to use social media services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not see the benefit of the use of social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subject that I teach is not suitable to social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have bad earlier experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider social media to be a threat to data security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am already too often on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students do not request social media to be used in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Which issues of the ones listed below encourage the use of social media:

	Does not encourage at all	Encourages to some extent	Encourages quite a lot	Encourages very much
Support from the employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support and example of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests from the students to use social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional advantages provided by social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Network creation and utilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training organized by the employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other training (not organized by employer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from other than work-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge gathering and sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 2

13. Has social media influenced your competence development? if yes, please specify how?

14. What kind of support should the organization provide for the social media users?

15. What kind of training would you need in the use of social media?

16. Please, discuss here any other issues that you would want to emphasize in the view of social media:

Interview questions:

1. How social media affects your professional competence?
2. How does social media help you accomplish your professional tasks?
3. What is the role of social media in general in the Faculty of Business and Culture?
4. How could the knowledge and skills that are acquired through social media be transferred to the favour of the Degree Programmes in the best possible way?
5. How social media could be used in (organizational) learning?
6. How should the Degree Programmes advance the use of social media among the staff of the Faculty?
7. What advantages has the use of social media provided to the Faculty?
8. How has the management supported the implementation of social media in the Faculty?
9. Should the social media use be structured and managed by the Faculty management?
10. What disadvantages has the social media use caused in the Faculty?
11. Why do you think social media is important to the Faculty?
12. Are you a member of social media communities, if yes, what is the significance of these communities to you professionally?
13. Has social media increased visibility and openness in the Faculty?