

Integrating Social Networking Site in Teacher Education: A Case Study

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Abstract

Web 2.0 technologies and the emergence of social networking sites have expanded accessibility and use beyond levels that may have been thought imaginable just two or three years ago. These developments have been accompanied with calls to integrate the new technologies and experiences of social networks within formal education. Paradoxically even though Social Networks for teachers are fairly numerous, very few teachers have dared to consider or implement training activities in the classroom by using these services. Why not? Is it simply a matter of time? Or is it because there is limited research on the potential or outcomes of such initiatives for educators to bank upon? Or is it because there is a lack of initiative on the part of colleges of education to educationally exploit this technology? The present article presents a case study that examines the integration of social networking site in the formal teacher education environment. The integration is on basis of Cooperative Learning Electronic Network Model developed by the researcher. The set up of the case study is a college of education situated in Mumbai, India. The case study also throws light on potential problems, challenges and issues related to educational use social network through the experiences of the participants.

Keywords: Cooperative Learning, Social Networking Sites, Student Teachers, Teacher Education, and Web 2.0.

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