
Harnessing Social Media to Ethno-pedagogy

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Abstract

We live in a multicultural world. Consequently ethno-pedagogy - teaching and learning that fosters intra and inter-cultural understandings, values, attitudes and skills-is needed. Indonesia University of Education (UPI) is committed to fostering ethno-pedagogy paradigms and exploring tools and developing strategies towards this aim. Research shows that social media tools facilitate growth of ethno-pedagogic perspectives by supporting integration of self with membership in a multi-cultural community. Accordingly social media tools were put to use to facilitate students to be reflective of their experience of learning activities of the 'UPI Cultural Market'. This paper provides a glimpse into exploratory activities used to harness social media tools to the field of ethno-pedagogy. Student posts showed growing ethno-pedagogic perspectives with peripheral community engagement. Further harnessing of social media could strengthen efforts to utilise this arena for visible communication and meaning making. Doing so would support embodiment of unity in diversity, leading to equitable, inclusive schooling and community engagement.

Author Keywords

Social media, UPI Cultural Market 2015, Indonesia, ethno-pedagogy.

ACM Classification Key Words

H.1.2 User/Machine Systems

Social Media Forum	Number of posts
Instagram #pasarbudayaupi2015	1705
Instagram #pasarbudaya2015	51
Instagram #pasarbudayaupi	204
Instagram #pasarbudaya	101
Facebook Pasar BudayaUPI2015	7
Twitter #pasarbudayaupi2015	74
Total	2142



The screenshot shows an Instagram post from the user 'donnyhermatra' (Gymnasium Universitas Pendi...). The post features a photograph of a man wearing a traditional blue and white patterned head cover (samping) and a brown jacket, with his hands clasped in a traditional gesture. The post has 97 likes and is captioned 'Salam Orang Sunda "Sampurasun!" :)' with several hashtags including #pasarBudayaUPI2015, #UPI#latepost, and #instapic.

Figure 1: Sample Post – composition cultural head cover

Introduction and Background

We live in a dynamic and increasingly multicultural world. Intra and inter-cultural skills are needed to realise democratic equitable and inclusive participation in today’s multicultural society. Accordingly teachers and pre-service student teachers require experiences that foster the flow of cultural wisdoms for meaning-making as individuals and collectively. Development of intentional intra and inter-cultural teaching-learning experiences is recognized as integral to an Ethno-pedagogic paradigm. Indonesia University of Education (UPI) is committed to undertake activities which foster development of such a paradigm. Development of the UPI Cultural Market is one of UPI’s strategies for developing ethno-pedagogic paradigms in their undergraduate program for pre-service teaching students.

Study of educational history where colonialism and dominance mindsets prevailed, alert us to the critical role of transparency and communication for inter-cultural education [4]. Moreover, teachers must be cognisant of themselves as agents of culture and possible creators of cultural plurality [1]. Teachers need to have the capacity to move between local and global, ‘to explicate and engage with broad flows of knowledge and information, technology and populations, artefact and practices’ [6]. Therefore tools that enable cultural literacies to be actively constructed in visible communities are needed.

Use of Social Media as a learning tool has been suggested for its capacity to facilitate creative interactions and adaptive collaborations where meaning can be made and shared [3, 8, 7]. Hull and Stornaiuolo [3] argue that learning experiences via social media,

allow for an inter-play of self, other and the world, which produces the internal cognitive transformation necessary for the development of an ethno-pedagogy mindset. Cocciolo [2] asserts that social media tools promote the formation of participatory cultures, by sharing widely and drawing people into collaboration.

The UPI Cultural Market activities were developed with an intentional focus to esteeming shared cooperative values in presentation of the cultural skills and knowledge. The design of UPI Cultural Market strategically employed social media tools in efforts to support development ethno-pedagogic paradigms in a transparent and engaging forum. It is hoped study of posts and interactions will guide development of future activities in working toward authentic/effective ethno-pedagogy practice and effective harnessing of social media tools for teacher learning.

Methods

As part of course work at Indonesia’s University of Education (UPI) Undergraduate (pre-service) teachers visited the “UPI Cultural Market”. At the market they were engaged in hands-on workshops enacting cultural customs drawn from all the major island groups of Indonesia. Then they were involved in face-to-face discussions about the wisdom encompassed in small groups. Following this the students were asked to make a reflection, using social media tools and post to one of the cultural market’s group feeds. These feeds were set up on Instagram, Facebook and Twitter as ‘pasarbudayaupi2015’. As ownership of smart-phone is not yet ubiquitous, individual or small group posts were suggested. Over the three-day period 5216 undergraduate students participated in the event. A



Figure 2 & 3 Sample Posts - With Cultural Artifacts and Event Mementos

total of 2142 social media posts were collected on the days of the event as well as over the weeks following.

Results and Discussion

After immersion in cultural wisdom learning activities, the students were asked to make a reflection, introduced as their part of the “market” exchange. The request to make a social media reflection was open-ended allowing the students to creatively capture their experiences at the UPI Cultural Market. The social media posts are diverse in use of graphics, content shared and interaction invoked. Statistics of the posts to the Twitter, Facebook and Instagram feeds are shown in Table 1. Instagram was the largest social media tool utilised, and most of the results presented are from this tool.

The graphical presentation student posts were typically a photo with caption. Many of these photos were of the student making the post with some link to the workshop activity/culture or venue. For example wearing a traditional head covering (figure 1); holding or doing something they made in the workshop (figure 2) or showing their cultural market entry armbands in front of venue banners (figure 4). Some photos included a member of the cultural group hosting the workshop with the student, or similarly the group of students attending the workshop with their cultural hosts (figure 4). These photos appear to have been taken by a friend or workshop presenter. There were a small number of videos posted (taken during the cultural market activities) and some photo collages (figure 6) with captions. Some captions included an assortment of hashtags (#), which are used in social media to identify messages on a certain topic whilst simultaneously creating an interest group.

Content of the posts included retelling of a fact, or action or skill related to the cultural custom from the workshops in which the student participated. Other content featured sharing of personal feelings on engaging with the cooperative values essential to undertaking the cultural custom presented in the workshop. Some students used their post to share changes in their thinking, clearly illustrating development of ethno-pedagogic paradigm growth as shown in Figure 4. A large number of posts highlighted the students’ awareness of the diversity of cultures within Indonesia and their enjoyment of being a part of such a great country. Figure 5 displays the frequency of content themes included in the student posts.

Study of the posts also provides some insight into Human Computer interactions. The posts were, and are, socially available. There was acknowledgement of every post (the average Instagram post receiving 18 ‘likes’, with a range of 6 to 367). Most of the posts on any of the social media feeds were made on the days of the UPI Cultural Market event. However late posts were made up to four months post-event with several of these receiving more than 50 ‘likes’. Even though Facebook was not chosen by most of the students for their reflective post, the UPI Cultural Market administrator used this tool to share information and videos related to the event. ‘Likes’ on UPI Cultural Market Facebook page continue to rise post event leading to subscription and receipt of subsequent feeds.

Some posts received comments from others and most of the content of these comments related to the event, with friends asking about the venue and how long the event was held. Other comments included encouragement of good teamwork or learning. The UPI



33 likes 10w
 acepbodil Kita sering berpresepsi bahwa orang timur itu serba di bawah terhadap kita namun itu semua di jawab oleh diri kita sendiri dengan kita langsung merasakan seakan akan kita itu adalah pemilik kebudayaan orang timur namun apa yang kita dapatkan kita merasa bahwa itu adalah jiwa kita seakan akan itu jati diri kita dan bahkan tidak mau ada yang melecehkan kebudayaan yang ada di indonesia timur sekali pun. Banyak elemen yang saya dapat dari setiap bentuk dan liku kebudayaannya seperti disiplin, rendah hati, goyong royong dan lain lain. Super banget lah #pasarbudayaupi2015 yang bikin kita merasa bahwa indonesia timur sodara saya.
 christineida1 Great reflection @acepbodil

Figure 4: Sample Post – With cultural representative; content demonstrating ethno-pedagogic paradigm growth

Translation: We often have the perception that the people of East Indonesia are inferior to us. However this has been made up by ourselves. Previously we felt as though we were the owner of the people of the East, yet we learn to feel in our soul that we have a shared identity and now do not even want to dominate East Indonesians again. Many concepts given in many ways and processes of culture have helped us to learn discipline, humility, mutual assistance and more. #pasarbudayaupi2015 was really super, it makes us realise brotherhood with East Indonesia.

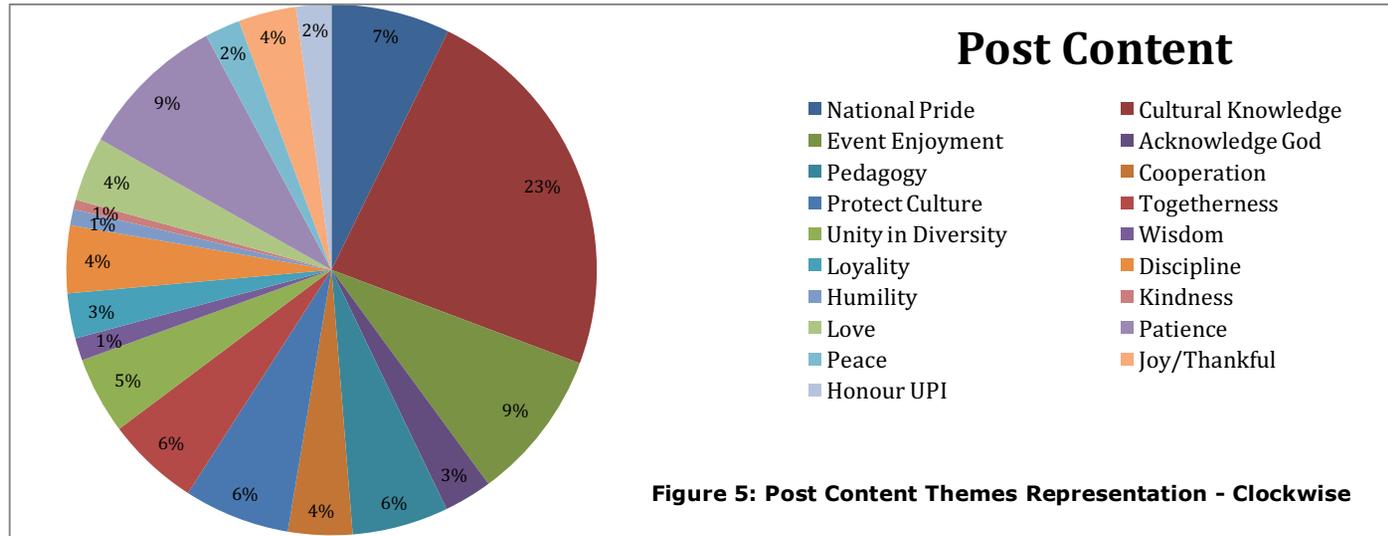


Figure 5: Post Content Themes Representation - Clockwise

Cultural Market group also made some comments on posts asking for further explanation. Some of these were answered with thoughtful detail.

In summary, the task to reflect was embraced creatively. In their posts, the students displayed growing understanding, knowledge and skills, as well as appreciation of the wisdom of cultural customs and cooperative values. Social media tools made the reflections visible to others. Study of the online interactions shows pockets of connection with attitudes of inter-dependence including the desire to know and be known. This interaction could be described as peripheral and denotes a basic level of impact and transfer of information. Some researchers have suggested that social media peripheral participation has the potential to grow into a participatory culture of support, for professional learning. The likelihood of this growth is increased with incorporation of structured

participation frameworks [2, 5]. Introduction of structured frameworks could be explored within future university centred activities with the students. Increased interaction between these students using prompts for structured sharing could facilitate transfer and exchange of information important for teaching intra and inter-cultural wisdom. Additionally interactions with a larger population of teachers, lecturers and members of all cultural groups could see wide spread cooperation to enable transparent communities to share meaning. Involvement in various communities of practice as in digital habitats [7] contributes to one’s ability to envision oneself as a world citizen, and agent for democratic participation.

Limitations

It is noted that this study accessed a unique set of data. Further exploration is considered necessary. In looking at the ethno-pedagogy developments and

Figure 6: Sample Post – photo collage



activities we gain some awareness and use of HCI and UX of social media with this group in Indonesia. It is hoped that this can be a stimulus to prompt further use of social media in teaching.

Conclusion

The UPI Cultural Market strategies effectively immersed students in ethno-pedagogy as evidenced in the students' creative, reflective and informative social media posts. The students made good use of social media; however more educative prompts could result in greater application of the potential of these tools. It is anticipated that expansion of the learning habitat could lead to a more interactive and synergic user experience and long-term ethno-pedagogic benefit. The learning habitat could be extended by using hashtag platforms to search and store specific cultural wisdom; inclusion of cultural representatives in online discussions; and structured, online cooperative tasks, among other approaches. Doing so will support a people-centred focus for teachers and students that benefits from the treasure of cultural content and embodies unity in diversity as both a philosophy and strategy. To this end, further development and research into practical logistics are required in order to facilitate community interactions.

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Market to be held and thereby activated an abundance of learning.

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