



## Full length article

## Using social media to enrich information systems field trip experiences: Students' satisfaction and continuance intentions

Laddawan Kaewkitipong <sup>a,\*</sup>, Charlie C. Chen <sup>b</sup>, Peter Ractham <sup>a</sup><sup>a</sup> Department of Management Information Systems, 2 Thammasat Business School, Thammasat University, Prachan Rd., Pranakorn, Bangkok, 10200, Thailand<sup>b</sup> Computer Information Systems and Supply Chain Management Department, Appalachian State University, Boone, NC, USA

## ARTICLE INFO

## Article history:

Received 20 December 2014

Received in revised form

9 May 2016

Accepted 13 May 2016

## Keywords:

Social media

Field trips

Continuance intention

User satisfaction

## ABSTRACT

A well-designed field trip can promote active learning and reinforce classroom materials. Few studies have examined the potential for social media to enhance IS field trip experiences by promoting active and collaborative learning. One major barrier to the exploitation of this potential is the lack of the adoption of social media by students as a learning tool to enhance field trip experiences. Therefore, the first task is to understand how to increase the satisfaction of students in their use of social media to enhance IS field trips. This research sets out to understand the factors that could help increase students' satisfaction with the use of social media to enhance IS field trips, and thereby their intentions to continue to use social media in future field trips. The results show that to increase user satisfaction, course instructors should ensure that students perceive the social media sites used for enhancing field trip study to be trustworthy, effortless, useful and accepted by their peers. Future research could determine how we can incorporate the use of social media to enhance the field trip learning experience.

© 2016 Elsevier Ltd. All rights reserved.

## 1. Introduction

An information systems (IS) field trip is a planned excursion to a non-school environment, including information technology (IT) companies, software vendors, IT centres, and IT expos. Many studies have shown that a well-designed field trip can promote active learning and reinforce classroom materials (see, e.g., [Adedokun et al., 2012](#); [Eshach, 2007](#); [Kisiel, 2006](#)). 'Learning by doing' has proven to be an effective pedagogical technique for teaching information technology skills and concepts ([Lahtinen, Ala-Mutka, & Järvinen, 2005](#)). These on-site learning experiences enable IS students to learn not only by seeing cutting-edge IT products or systems first-hand, but also to learn by engaging in mini-workshops provided by their hosts ([Sani, 2006](#)).

Regardless of their individual learning styles, most IS students can benefit from educational field trips. In addition, IS students can better interpret material they learned in class in real-world settings, where they can touch and operate the IT products or systems. For instance, to learn about the capabilities of types of robots,

students can visit an expo to interact with different robot models and personally test their functions and limitations. Students can likewise observe how IT personnel solve various common IT-related problems while shadowing employees during a company's normal business hours. As a result, IS students' learning experiences are likely to be greatly enriched by the addition of field trips to regular classroom learning. On the other hand, a growing number of students and instructors do not consider the benefits of field trips to be worth the time and effort it takes to organize them, since information about new IT products and systems is easily accessible from online sources, including vendor websites, YouTube, and social media sites.

Although social media is used increasingly in the field of education globally, its ability to deliver accurate and credible information is disputed ([Veil, Buehner, & Palenchar, 2011](#)). Social media can be very useful for supplementing the learning experiences of students outside of the traditional classroom ([DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012](#)). However, social media consumption is passive, and it cannot entirely replace the experiential learning inherent in IS field trips. Past research has shown that technology-based tools, such as social media, can be integrated into a curriculum as a supplement but should not replace it entirely ([Bates, 2000](#)), leading to the question of how to incorporate social

\* Corresponding author.

E-mail addresses: [laddawan@tbs.tu.ac.th](mailto:laddawan@tbs.tu.ac.th) (L. Kaewkitipong), [chench@appstate.edu](mailto:chench@appstate.edu) (C.C. Chen), [peter@tbs.tu.ac.th](mailto:peter@tbs.tu.ac.th) (P. Ractham).

media into the design of IS field trips most effectively to promote active learning experiences. This integration remains challenging for many IS educators and educational administrators.

A successful field trip relies on the sharing of useful information, promoting collaborative learning; this type of learning can only take place in a social environment in which learners can converse with each other, present and defend their ideas, be exposed to diverse beliefs, and engage in the active learning process (Ractham, Kaewkitipong & Firpo, 2012; Smith & MacGregor, 1992). This information can take various forms (e.g., latest product news, tips about visiting each attraction, lesson learned, and webinars, and slides) and can be exchanged among all participants in the learning environment, including vendors, attendees, and industry experts. Therefore, each field trip itself becomes a social environment for collaborative learning. In addition to the interactions in the physical social space, social media can offer unlimited virtual space for continuous collaborative learning (Dantes, 2015; Gerlach, 1994), before, during, and after each field trip. For instance, before attending an information technology expo, attendees could follow the vendor's live-tweets about its cutting-edge products. During the expo, attendees could re-tweet them to their friends if they like what they see. After the expo, attendees could post pictures and share what they have learned from the expo on Facebook. In addition, they could connect with industry leaders, social leaders, professional alumni, and potential employers; finding internship opportunities, in particular, could be especially rewarding to students. All these actions would enforce learning effectiveness. However, very few studies have examined the potential of use of social media to enhance IS field trip experiences by promoting active and collaborative learning.

Social media can be an effective platform for creating a learning community for students; in the context of a field trip, it provides a virtual social environment for collaborative learning, as well as a convenient forum for pre-visit instructional material about various information technologies and systems students will encounter (Gennaro, 1981; Ractham, Chen, & Srisawas, 2012; Skop, 2009). Once students learn about various products, then they can take full advantage of the field trip to trade shows and experience hands-on learning.

One major barrier to the exploitation of social media's potential is that college students have not adopted it as a learning tool to enhance IS field trip experiences (Mehmood & Taswir, 2013). Therefore, our first and most important task is to understand the satisfaction of students with respect to their use of social media, and what might be done to increase this motivation in the context of IS field trips. To address this task, this study sets to answer the following research question:

"What are the factors influencing user satisfaction in using social media to enrich field trip experiences?"

The purposes of this study are (1) to investigate three primary antecedents for user satisfaction in IS field trips, namely social influence, perceived usefulness, and effort expectancy, and (2) assess which one of these factors has the strongest influence on user satisfaction, thereby providing us with a mechanism for increasing the continuance intention of using social media to enrich IS field trip experiences.

## 2. Theory

### 2.1. The efficacy of field trips in enhancing students' learning about information technology concepts and skills

A successful computer or management information systems (MIS) program needs to help students develop technical and social skills so they can excel in industry and government positions. The

acquisition and development of these skills requires that learners not only observe, interpret and model IT technology, but also have hand-on experiences with different technologies in solving real-world business problems. IS field trips can provide a wide variety of avenues for learners to develop these skills: students can gain first-hand experiencing using cutting-edge technologies at an IT expo; they can interact with chief information officers (CIOs) to discuss company policies; they can use new IT systems and learn from IT administrators during a company visit to experience new IT applications and implementation challenges. Field trips allow learners to experience new problems, interpret what they have learned, reflect on classroom materials and develop transferrable skills suited to the workplace (Clark, 1996). As a result, students can learn technical and social skills more effectively via IS field trips than in regular classrooms (Felder & Henriques, 1995).

From a pedagogical perspective, a field trip provides a social active learning experience (Squire & Klopfer, 2007), whereas it is the traditional controlled learning environment (e.g., the classroom and lab) that creates learning out of its natural context. Learning in context can engage students in their knowledge acquisition (Boud, Keogh, & Walker, 1985) and provide instruction from hands-on experiences (Kolb, 1984). However, direct guidance from a formal instructor is often missing from field trips, because learning can take place at any time and in any place through interaction with peers or other persons during the trip. Therefore, learning through socialization between students and IT vendors is often indispensable to students' satisfactory completion of a field trip. In addition, the emergence of social media has provided opportunities for educators to incorporate content about IT products and systems into IS field trips to enhance students' experiential learning. Social media integration can be used before, during and after the field trip to enhance students' learning process (Dreher, Reiners, Dreher, & Dreher, 2009).

### 2.2. The potential benefits of using social media to enhance IS field trip experiences

Social media involves online applications that enable people to create, edit, categorize, exchange, and promote information with each other via wired and wireless devices (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). Social media creates information dissemination from the bottom up, not the top down (Dabbagh & Kitsantas, 2012; Palen, 2008). Companies regularly use social media, such as Facebook and Twitter, to disseminate information about their products and services (Youmans & York, 2012). In addition, companies try to interact with their customers through user-generated content, whereby people share their experiences with products and services with other community members (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004). Companies can use social media to distribute information such as text, images, audio and video, as well as provide location-based and time-related information to their customers. The wealth of user-generated content on social media allows users to share what they learn with other people. Therefore, social media has become an integral part of the field experience itself.

In recent years, social media has become readily available and accessible through mobile technology (e.g., smartphones, tablets and laptops); therefore, students can access useful information on social media during an IS field trip. Students can also create, discuss and share information on social media before, during or after meeting with new people or learning about interesting technologies. Since all students take away different experiences during the field trip, sharing with other students can also amplify the learning experience for all students (Rennie & McClafferty, 1995). All the information collected during the field trip can also be posted on

Download English Version:

<https://daneshyari.com/en/article/6836625>

Download Persian Version:

<https://daneshyari.com/article/6836625>

[Daneshyari.com](https://daneshyari.com)