Sabbatical Project Report

Social Media Use and the Immigrant, Refugee, and International Student Population at Grossmont College

My sabbatical project was finalized in Spring 2024. I conducted primary quantitative research to investigate the effect of social media use for diverse purposes on the academic achievement, affective well-being, and leadership development of immigrant, refugee, and international students at our college. The research findings I present below may inform recommendations for academic instruction, student services practices, and student leadership initiatives that may optimize the use of social media for the academic success, personal well-being, and positive leadership development of our students.

What was accomplished:

I successfully piloted a research survey instrument. After the pilot was finalized, I recruited study participants and analyzed participant responses to answer 5 research questions addressing the relationship between social media use for diverse purposes and students' academic achievement, affective well-being, and leadership potential.

The final study results showed that **social media use for solitary play** purposes was associated with **lower academic achievement**. **Social media use for interaction** orientation, **solitary and social play**, and for **expression** purposes led to **increased student affective well-being**. In addition, overall **social media use** was associated with **increased levels** of students' **sense of belonging** to our college, their **ability to deal with change** and transitions while in college, and with students' **comfort with leading** in the college setting.

Several suggestions for leveraging institutional social media use to serve the immigrant, refugee, and international student population on our campuses are included in the attached slides (slides 53-62). The slides also include more detailed information about the study conducted and its results and implications for practice (slides 4-62).

Implications and contributions:

This project enabled me to grow as a primary researcher and allowed me to know the students I serve better by giving me insight into how they use social media and how that use impacts them. As I share this study's findings with my department, my colleagues will also benefit from the knowledge gained from this study and inform their teaching and classroom practices.

The study's findings and implications, as well as suggestions for practice, were shared during a Flex Week session in Fall 2024 and will be shared with ESBS Division members in Spring 2024. Student services, academic department, and administration representatives who attend these sessions will benefit from the information shared as they take what they learn back to their respective service areas.

As our institution learns more about this student population, and we begin to inform our teaching and service practices based on that knowledge, we will ultimately serve this student population better. This study is one small piece in the journey of learning about the immigrant, refugee, and international students on our campus.

OUR STUDENTS AND SOCIAL MEDIA
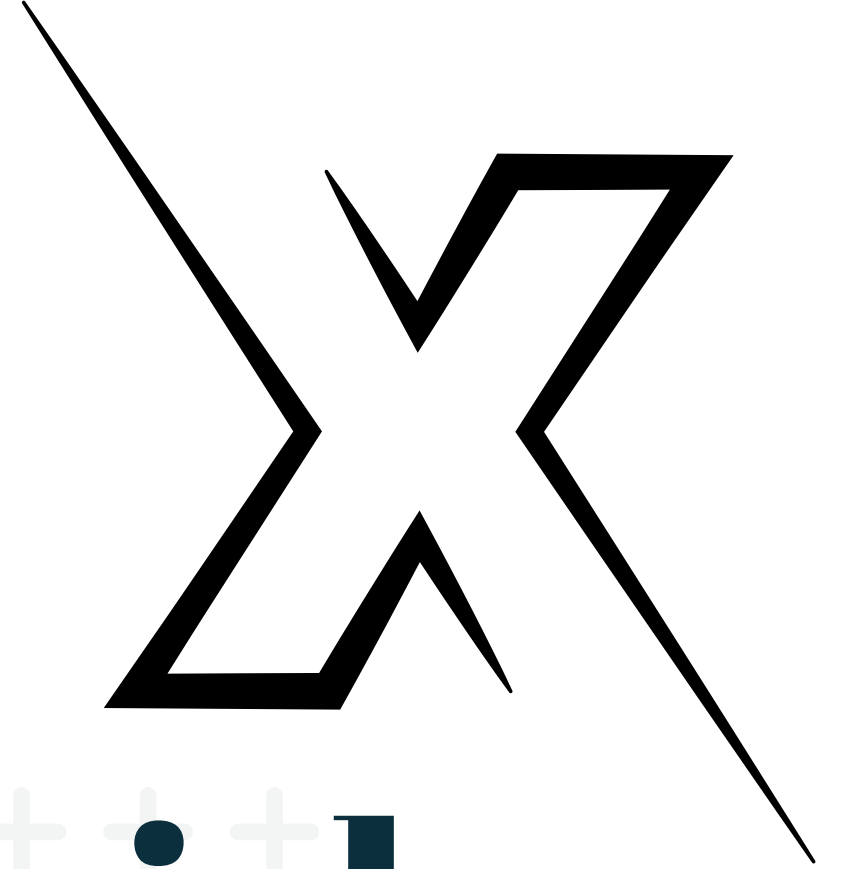
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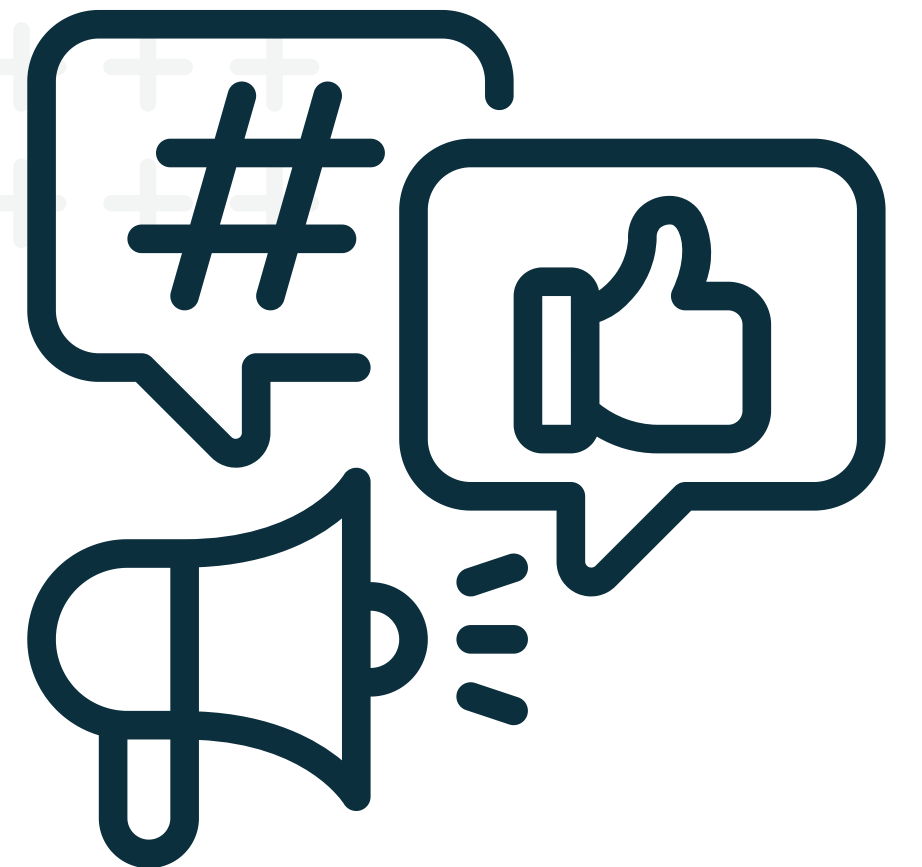
How do you use social media?

Introduction

⚠ **Why this study**

- Our students use it.
- Our institutions use it.
- We need to understand it better so we can use it responsibly.
- Focus area: academic achievement, affective well-being, and student leadership development.

Social Media and Academics

US-Born Students

Some research indicates that social media engagement for **academic purposes** helps student academic achievement (Ercoskun et al., 2019; Kunka, 2020; Shen, 2019; Sobaih et al., 2022; Tafesse, 2022).

However, social media use for **personal purposes** does the contrary (Al-Menayes, 2015; Hassell & Sukalich, 2016; Lake Yimer, 2021; Reed & Reay, 2015; Shen, 2019; Tafesse, 2022; Zhang et al., 2017).

Students born outside the US

The research on social media use is **inconclusive** for these college students, partly because there is not much of it available.

Some point to the **benefits** of social media use for **learning** (Shafie et al., 2016; Tai et al., 2019; Vally & D'Souza, 2019).

Social Media and Psychological Outcomes

US-Born Students

SM use has been shown to lead to **lower life satisfaction** (Vigil & Wu, 2015), **decreased affective well-being** (Krasnova et al., 2015; Vigil & Wu, 2015), **social comparison** (Kaler et al., 2020; Vigil & Wu, 2015), and **problematic/addictive social media use** (Aksoy, 2018; Dogan et al., 2018; Kircaburun et al., 2020; Reed & Reay, 2015; Weaver & Swank, 2021).

Furthermore, **addictive social media** use behaviors further compound the adverse affective outcomes of social media use for college students (Hawi & Samaha, 2017; Onat Kocabiyik, 2021; Vally & D'Souza, 2019; Weaver & Swank, 2021).

Students born outside the US

There is evidence that SM can **help** with **acculturation** and **transition** to a new country (Li & Peng, 2019; Tai et al., 2019), and aid in **overall well-being** during that transition (Elias et al., 2019; Park et al., 2014; Park & Noh, 2018; Shafie et al., 2016).

Literature also highlights **potential dangers** for international students who use social media, particularly risks related to **social media dependency behaviors** (Kaler et al., 2020; Li & Liu, 2021; Tai et al., 2019).

Other Factors to Consider

Socioeconomic status impacts a student's **academic success** (Association for the Study of Higher Education, 2007a; Baruch et al., 2017; Battle & Lewis, 2002). It was also found to impact **affective well-being** as expressed through happiness and satisfaction with life levels (Boyce et al., 2013; Kahneman & Deaton, 2010; Morris et al., 2021; Twenge & Cooper, 2022).

Acculturative stress has also been linked to affective **well-being** (Hamamura & Laird, 2014; Rai et al., 2021; Suh et al., 2016; Xu & Chi, 2013). However, the relationship between acculturative stress and **academic performance** is more complex. It may be mitigated by the students' coping skills (Nair et al., 2021). Acculturative stress can also be mediated by academic self-efficacy and a sense of belonging (Chun et al., 2016) and influenced by student academic and institutional integration levels (Han et al., 2017).

Social Media and Student Leadership

- Social media can **aid** students' **sense of belonging to their institutions** (Friess & Lam, 2018; Paez et al., 2021; Shafie et al., 2016; Sleeman et al., 2020; R. Smith et al., 2017).

- Social media can have a **negative effect on students' sense of belonging** (Bowman et al., 2019; S. Smith & Watson, 2022; Wong et al., 2014).

- Social Media **helps students transition** to campus life *unless* they use it to interact with off-campus contacts (Yang, 2022).

- Advantages for students to **develop as leaders** through their involvement in **projects** that develop leadership skills (Cheng et al., 2021; Fragello & Kasun, 2017; Odom et al., 2019).

- **Institutional guidance** in social media use for student leadership success **is needed** (Ahlquist, 2017; Derweanna Bah Simpong et al., 2017; Johnson, 2012).

summary

- Current research is mostly focused on social media use in general, not differentiating between the various social media use purposes.

- Not enough research on how social media use impacts different areas: academics, well-being, leadership of **this particular student population**.

- Literature with diverse non-US student population is not available - mostly focused on international students only.

Purpose

This quantitative study investigated the relationship between social media use for diverse purposes and the academic achievement and affective well-being of immigrant, international, and refugee college students on our campus. Because socioeconomic status and acculturative stress can impact academic achievement and affective well-being, these were used as additional control variables. In addition, this study examined whether social media could foster the students' sense of organizational belonging, their ability to deal with changes, and their willingness to lead in their college contexts.

Research Questions

01 How does social media use type impact student **academic achievement**?

02 How does social media use type impact student **affective well-being**?

03 To what extent does overall social media use impact students' **sense of belonging** to the college?

04 To what extent does overall social media use impact students' ability to **deal with transitions** in college?

05 To what extent does overall social media use impact students' **confidence to lead** in college contexts?

Social Media for Varied Purposes

Social Networking Systems Dependency Theory is Kim and Jung's (2017) adaptation of Media Systems Dependency Theory (Ball-Rokeach & Defleur, 1976)

⚠ Understanding Goals

When users go to social media to understand themselves and their past/present behaviors, or future plans (**self-understanding**) or their environments (**social understanding**).

⚠ Play Goals

When users go to social media for entertainment or emotional coping purposes individually (**solitary play**) or with others (**social play**).

⚠ Action Goals

When users go to social media to know what to do or how to do something (**action orientation**) or how to behave around and interact with others (**interaction orientation**).

⚠ Expression Goals

When users go to social media to share their thoughts, feelings, knowledge, or other aspects of their identity.

Your Predictions

- How do you think our students are using social media?

- How do you think social media is impacting them?

Methods

Invitations to participate in the study went out to students through college professors, student club advisors, and student services offices via an anonymous link.

Participant requirements:

- Students had to identify as immigrant, refugee, or international students.
- 18 years of age or older.
- Social media users.
- Have internet access to complete the survey.
- At or above intermediate-level English.

Survey responses were collected in Spring 2023 and Fall 2023.

Participants

61 **Grossmont College** students

Age: ranging from **18 to 62,** mean = 28 years old

52% in the 18-24 age range, **48%** 25+ age range

72% Female

28% Male

20 languages

21 countries

Languages & Countries

20

Languages

Arabic (16%)	Kurdish
Chaldean	Lao
Chinese	Lingala
English	Pashto
Farsi	Persian or Dari
French	Portuguese
Georgian	Spanish (23%)
Hindi	Tagalog
Japanese	Thai
Korean	Vietnamese

21

Countries

Afghanistan (**7**)	Libya (4)
Barbados (1)	Mexico (**12**)
Brazil (3)	Peru (1)
China (2)	Philippines (1)
Gabon (1)	Senegal (1)
Georgia (1)	South Korea (3)
India (1)	Syria (3)
Iraq (**7**)	Thailand (2)
Japan (3)	Uganda (1)
Jordan (1)	Vietnam (5)
Laos (1)	

Participants
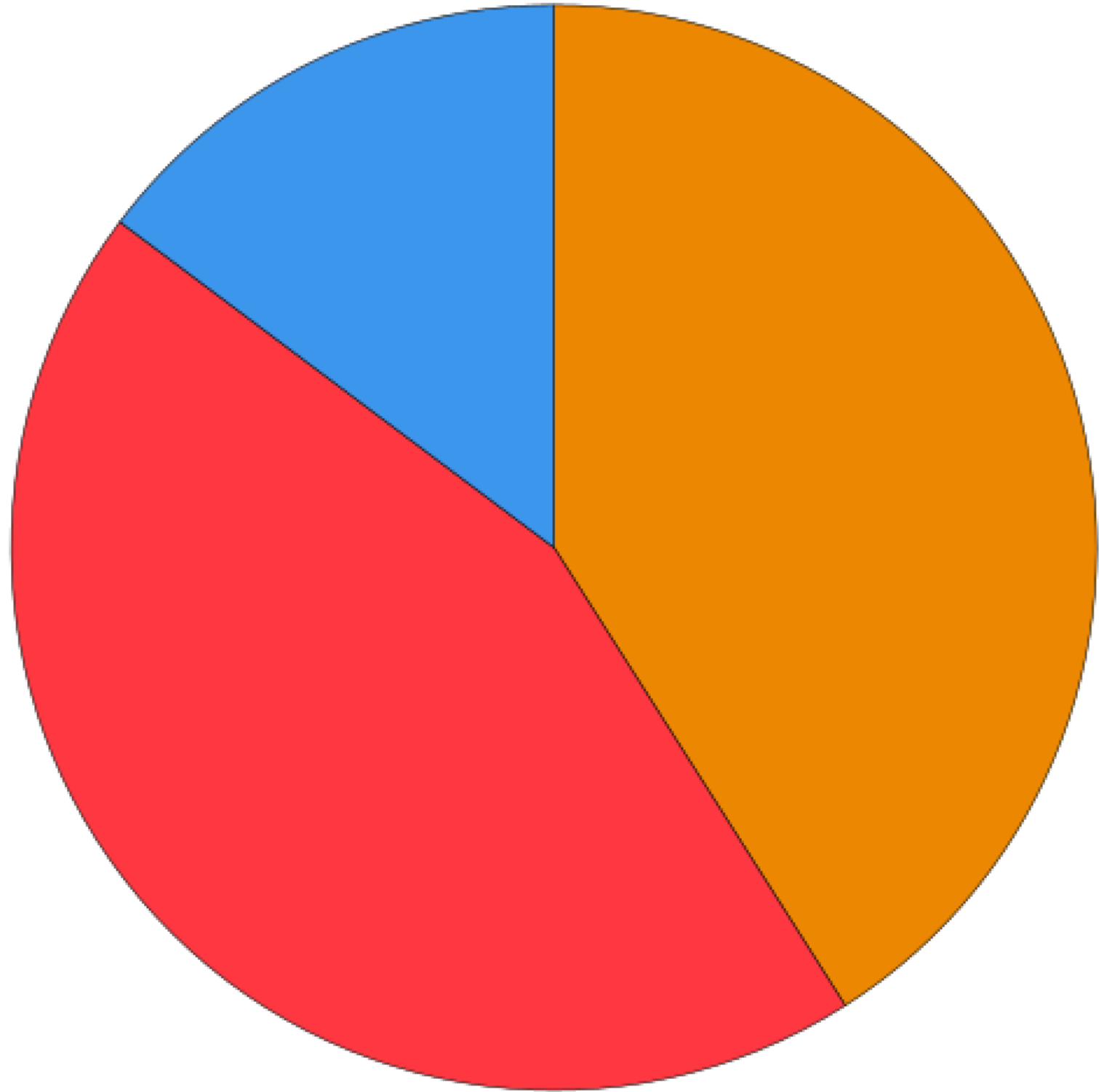
Student_Type
- International student (student visa)
- Immigrant student or immigrant resident student (documented or undocumented)
- Refugee (refugee or asylee status)

44% Immigrant Students

41% International Students

15% Refugee Students

Length of stay in the country:

Less than a year to 30 years,

mean = 3.5 years

Research Question 1

Ordinal Regression

How do social media use purposes impact student academic achievement?

Measures for RQ1

⚠ Social Media Use Types/Purposes

Social Networking Services Dependency Measure (Kim & Jung, 2017).

- Used to measure overall social media use dependency and to measure dependency on each social media use type.
- 21 items, Likert scale.
- It asks how social media use helps to fulfill certain goals (use types).
- Answers range from *not helpful at all* to *very helpful.*

⚠ Academic Achievement

Self-reported **GPA** (0.00 - 4.00)

⚠ Acculturative Stress

Acculturative Stress Scale for Pakistani Muslim Students (Bashir & Khalid, 2020).

- Items were better suited for our student population than other popular scales like SAFE (Mena et al., 1983) and ASSIS (Sandhu & Asrabadi, 1994). SAFE does not include items related to stress about studying in another country - developed for immigrants only. ASSIS is for international students - only about studying in another country.
- 24 items related to 6 types of stress, Likert scale.
- Answers range from *strongly disagree* to *strongly agree.*

⚠ Socioeconomic Status

Self-reported **income**

Statistical Testing

⊙ Ordinal Regression

An ordinal regression can measure how social media use types influence student academic achievement in conjunction with other variables. Socioeconomic status and acculturative stress have been shown to impact academic achievement, so they were added as additional predictors of GPA.

A separate ordinal regression was needed for each type of social media use.

⊙ Social Media Use Types

- Self-Understanding
- Social Understanding
- Action Orientation
- Interaction Orientation
- Solitary Play
- Social Play
- Expression
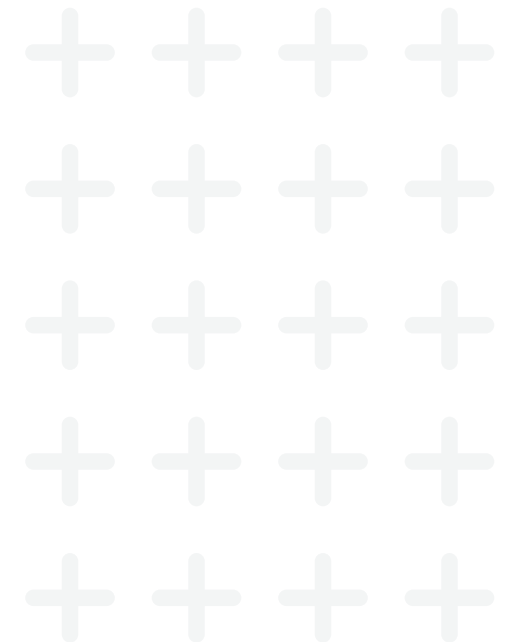
Results

The Ordinal Regression results for *Self-Understanding*, *Social Understanding*, *Action Orientation*, I*nteraction Orientation*, *Social Play*, and *Expression* social media use purposes were **not statistically significant**, meaning that these types of social media use **did not have** a statistically significant impact on student academic achievement.

The overall Ordinal Regression test results for **Solitary Play** social media use showed statistical significance.

Wald χ2(3)= 8.790, *p*= .032

Acculturative stress did not make a statistical difference in student GPA, but income and social media use for Solitary Play did.

Looking at social media use only, which is the variable of interest, the test results showed that:

An **increase** in social media use for **solitary play** purposes was associated with a **decrease** in student **academic achievement** with an odds ratio of .578, 95% CI [.337, .990], Wald χ2(1)= 3.987, *p*= .046

RQ1 Results

Test results for Research Question 1 showed that only the **solitary play** social media use purpose **had a statistically significant effect on student academic achievement**. Students who used social media for solitary play purposes had **increased odds** of falling **lower on the GPA scale**. The other social media use purposes did not have a statistically significant effect on students' academic achievement measured by GPA.

There was no statistically significant difference in social media use for solitary play purposes between groups, *p*= .89. No particular group used social media for this purpose more than the other groups.
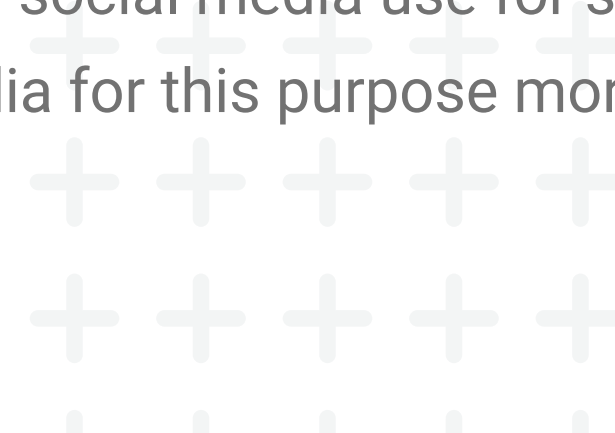
Research Question 2

Hierarchical Multiple Regression

How do social media use purposes impact students' affective well-being?

Measures for RQ2

⚠ Social Media Use Types/Purposes

Social Networking Services Dependency Measure (Kim & Jung, 2017).

- Used to measure overall social media use dependency and to measure dependency on each social media use type.
- 21 items, Likert scale.
- It asks how social media use helps to fulfill certain goals (use types).
- Answers range from *not helpful at all* to *very helpful.*

⚠ Affective Well-Being

A**bbreviated version of Satisfaction with Life Scale** (Kjell & Diener, 2021).

- 3 items, 7-point rating scale (strongly disagree to strongly agree)

⚠ Acculturative Stress

Acculturative Stress Scale for Pakistani Muslim Students (Bashir & Khalid, 2020).

- Items were better suited for our student population than other popular scales like SAFE (Mena et al., 1983) and ASSIS (Sandhu & Asrabadi, 1994). SAFE does not include items related to stress about studying in another country - developed for immigrants only. ASSIS is for international students - only about studying in another country.
- 24 items related to 6 types of stress, Likert scale.
- Answers range from *strongly disagree* to *strongly agree.*

⚠ Socioeconomic Status

Self-reported **income**

Statistical Testing

⚠ Hierarchical Multiple Regression

Hierarchical multiple regression allowed to isolate the impact of social media use type of students' affective well-being when acculturative stress and student socioeconomic status were also included in the regression model..

Socioeconomic status and acculturative stress have been shown to impact affective well-being (satisfaction with life), so they were added as additional predictors of GPA.

A separate multiple regression was needed for each type of social media use.

⚠ Social Media Use Types

- Self-Understanding
- Social Understanding
- Action Orientation
- Interaction Orientation
- Solitary Play
- Social Play
- Expression

Results

The Hierarchical Multiple Regression results for *Self-Understanding, Social Understanding,* and *Action Orientation* social media use purposes were **not statistically significant**, meaning that these types of social media use **did not have** a statistically significant impact on student affective well-being after controlling for socioeconomic status and acculturative stress.

Results for *Interaction Orientation*, *Solitary Play*, *Social Play*, and *Expression* were **statistically significant**. These results were also **practically significant.**

Interaction Orientation

- Regression Model after all variables were added:
  - $R2 = .204$, $F(1,57) = 9.081$, $p = .004$ with and adjusted $R2 = .127$
- $f2 = .16$

The full regression model explained **20%** variance in students' affective well-being. After accounting for the control variables, **social media use for interaction orientation purposes predicted 13% of that variance**. This corresponded to a medium effect size according to Cohen's criteria. The results are statistically and practically significant.

Solitary Play

- Regression Model after all variables were added:
  - $R^2 = .177$, $F(1,57) = 6.986$, $p = .011$ with and adjusted $R^2 = .101$
- $f^2 = .12$

The full regression model explained **18%** variance in students' affective well-being. After accounting for the control variables, **social media use for solitary play purposes predicted 10% of that variance**. This corresponds to a small to medium effect size according to Cohen's criteria. The results are statistically and practically significant.

Social Play*

- Regression Model after all variables were added:
  - $R2 = .137, F(1,57) = 3.957, p = .05$ with and adjusted $R2 = .06$
- $f2 = .069$

The full regression model explained **14%** variance in students' affective well-being. After accounting for the control variables, **social media use for social play purposes predicted 6% of that variance**. This corresponded to a small effect size* according to Cohen's criteria. The results are statistically and practically significant.

Expression

- Regression Model after all variables were added:
  - $R^2 = .18$, $F(1,57) = 7.203$, $p = .01$ with and adjusted $R^2 = .104$
- $f^2 = .12$

The full regression model explained **18%** variance in students' affective well-being. After accounting for the control variables, **social media use for expression purposes predicted 10% of that variance**. This corresponded to a small to medium effect size according to Cohen's criteria. The results are statistically and practically significant.

RQ2 Results

The regression tests conducted to answer Research Question 2 showed **statistically and practically significant results** for four of the seven social media use purposes. Test results indicated that when controlling for socioeconomic status and acculturative stress, social media use for **interaction orientation**, **solitary play**, **social play**, and **expression** purposes could statistically predict students' affective well-being levels. There was a positive predictive relationship between these four social media use purposes and affective well-being.

No statistically significant difference between student groups in interaction orientation (p=.56), solitary play (p=.89), social play (p=.65), and expression (p=.11).

Research Question 3

Simple Linear Regression

To what extent does overall social media use impact students' sense of belonging to the college?

Measures for RQ3

⊘ Social Media Use Types/Purposes

Social Networking Services Dependency Measure (Kim & Jung, 2017).

- Used to measure overall social media use dependency.
- 21 items, Likert scale.
- It asks how social media use helps to fulfill certain goals (use types).
- Answers range from *not helpful at all* to *very helpful*.

⊘ Sense of Belonging

Participants expressed their level of agreement with the following statement:
"Social media helps me feel like I am a part of my college community."

- 7-point Likert scale, from *strongly disagree* to *strongly agree*.
- The question was validated in a pilot study with a focus group of 12 students who met participant criteria.
- Students evaluated and provided feedback regarding the question's readability, word and meaning accuracy, and ease of completion.

Statistical Testing

⚠️ **Simple Linear Regression**

Simple linear regression allows to determine whether there is a predictive relationship between two continuous variables. It also allows for predictions of the dependent variable based on the independent variable.
In this case, the regression allowed to determine whether students' overall social media use could predict their sense of belonging to their college.

Results

The Simple Linear Regression results were **statistically** and **practically significant**, meaning that students' overall social media use could statistically and substantially predict their sense of belonging to their college levels. The model explained 37% of the variation in students' sense of belonging levels, $R2$ - .37, with an adjusted $R2$ = .36, F(1,59) = 34.7, p = <.001

Results

One unit increase in social media use was associated with a .868 unit increase in sense of belonging. The results corresponded with a substantial effect size, meaning that social media use substantially predicts sense of belonging levels. **As social media use increases**, students' **sense of belonging** to their college also **increases**.

** There was no statistically significant difference in overall social media use levels between student groups, p = .75**

Research Question 4

To what extent does overall social media use help students handle the changes and transitions of being in college?

Measures for RQ4

⚠ Social Media Use Types/Purposes

Social Networking Services Dependency Measure (Kim & Jung, 2017).

- Used to measure overall social media use dependency.
- 21 items, Likert scale.
- It asks how social media use helps to fulfill certain goals (use types).
- Answers range from *not helpful at all* to *very helpful*.

⚠ Ability to Deal with Change and Transitions

Participants expressed their level of agreement with the following statement:
"Social media helps me deal with changes or transitions related to being in this college."

- 7-point Likert scale, from *strongly disagree* to *strongly agree*.
- The question was validated in a pilot study with a focus group of 12 students who met participant criteria.
- Students evaluated and provided feedback regarding the question's readability, word and meaning accuracy, and ease of completion.

Statistical Testing

⚠ **Simple Linear Regression**

Simple linear regression allows to determine whether there is a predictive relationship between two continuous variables. It also allows for predictions of the dependent variable based on the independent variable.

In this case, the regression allowed to determine whether students' overall social media use could predict their ability to deal with changes and transitions related to being in college.

Results

The Simple Linear Regression results were **statistically** and **practically significant**, meaning that students' overall social media use could statistically and substantially predict their ability to deal with change and transitions of the college context.
The model explained 32% of the variation in students' sense of belonging levels, $R2$ - .32, with an adjusted $R2$ = .31 $F(1,59)$ = 28.26, p = <.001

Results

One unit increase in social media use was associated with a .832 unit increase in ability to deal with change. The results corresponded with a substantial effect size, meaning that social media use substantially predicts students' ability to deal with change and transitions.

As social media use increases, students' **ability to deal with change** to their college also **increases**.

** There was no statistically significant difference in overall social media use levels between student groups, *p* = .75**

Research Question 5

To what extent does overall social media use aid student confidence in their willingness to lead in the classroom and/or college contexts?

Measures for RQ4

⚠ Social Media Use Types/Purposes

Social Networking Services Dependency Measure (Kim & Jung, 2017).

- Used to measure overall social media use dependency.
- 21 items, Likert scale.
- It asks how social media use helps to fulfill certain goals (use types).
- Answers range from *not helpful at all* to *very helpful*.

⚠ Willingness to Lead/Comfort with Leading

Participants expressed their level of agreement with the following statement:
"Social media helps me feel more confident in my willingness to lead within the classroom/college contexts."

- 7-point Likert scale, from *strongly disagree* to *strongly agree.*
- The question was validated in a pilot study with a focus group of 12 students who met participant criteria.
- Students evaluated and provided feedback regarding the question's readability, word and meaning accuracy, and ease of completion.

Statistical Testing

⚠ **Simple Linear Regression**

Simple linear regression allows to determine whether there is a predictive relationship between two continuous variables. It also allows for predictions of the dependent variable based on the independent variable.

In this case, the regression allowed to determine whether students' overall social media use could predict students' confidence in leading in college contexts.

Results

The Simple Linear Regression results were **statistically** and **practically significant**, meaning that students' overall social media use could statistically and substantially predict their willingness to lead in college contexts.

The model explained 34% of the variation in students' sense of belonging levels, $R2$ - .34, with an adjusted $R2 = .33$ $F(1,59) = 30.77$, $p = <.001$

Results

One unit increase in social media use was associated with a .867 unit increase in willingness to lead. The results corresponded with a substantial effect size, meaning that social media use substantially predicts students' willingness to lead. **As social media use increases**, students' **comfort with leading** in their college context also **increases**.

** There was no statistically significant difference in overall social media use levels between student groups, *p* = .75**

Results Summary

RQ1

Social Media and Academic Achievement

Higher levels of social media use for *solitary play* purposes were associated with predictions of **lower** academic achievement.

RQ2

Social Media and Affective Well-Being

As social media use levels for **interaction orientation**, **solitary and social play**, and **expression** purposes increased so did students' affective well-being.

Results Summary

RQ3
Social Media and Sense of Belonging

As overall social media use increased, students' self-reported **sense of belonging** to their college also increased.

RQ4
Social Media and Dealing and Change

When overall social media use increased, so did students' perceived ability to **deal with transitions** related to being in college.

RQ5
Social Media and Willingness to Lead

Students' perceived **comfort with leading** in their college contexts increased as their overall social media use increased.

Conclusions

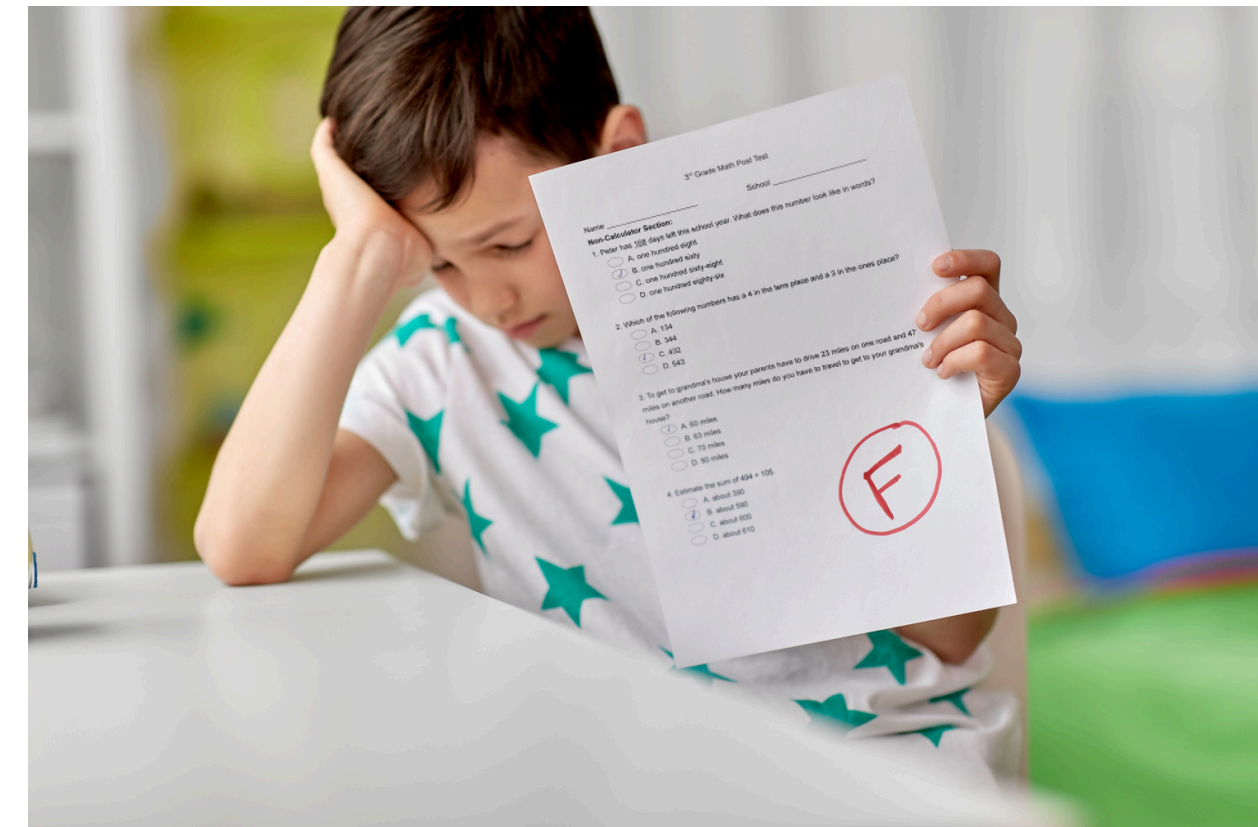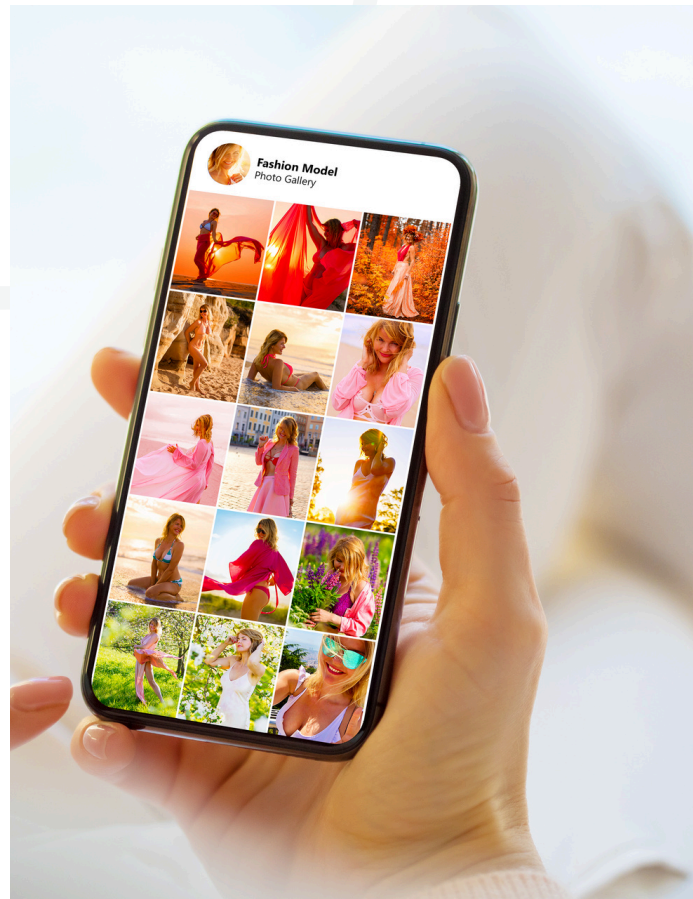**What did we learn from this study?**

All three student types used social media in **similar** ways. There was no statistically significant difference in their overall social media use levels or in their social media use levels for specific purposes (interaction orientation, solitary play, social play, and expression).

What did we learn from this study?

1

Solitary Play social media was associated with lower academic achievement.

Reminder: solitary play purposes involve using social media for individual entertainment or to cope with stress/escape.

2

Social media use for **interaction orientation**, **solitary play**, **social play**, and **expression** led to an increase in student affective well-being.


Reminder: Social media is used for interaction orientation purposes when it is used to learns how to behave in social situations and how to interact with and react to other people. Play purposes refer for entertainment or escape/coping uses of social media (alone or with others).
Social media expression purposes include the use of social media platforms to share one's ideas, knowledge, feelings, and other aspects of one's identity.

What did we learn from this study?

3 Increased levels of **overall social media use** corresponded with an increase in students' feelings of **belonging**, ability to deal with **transitions**, and willingness to **lead**.

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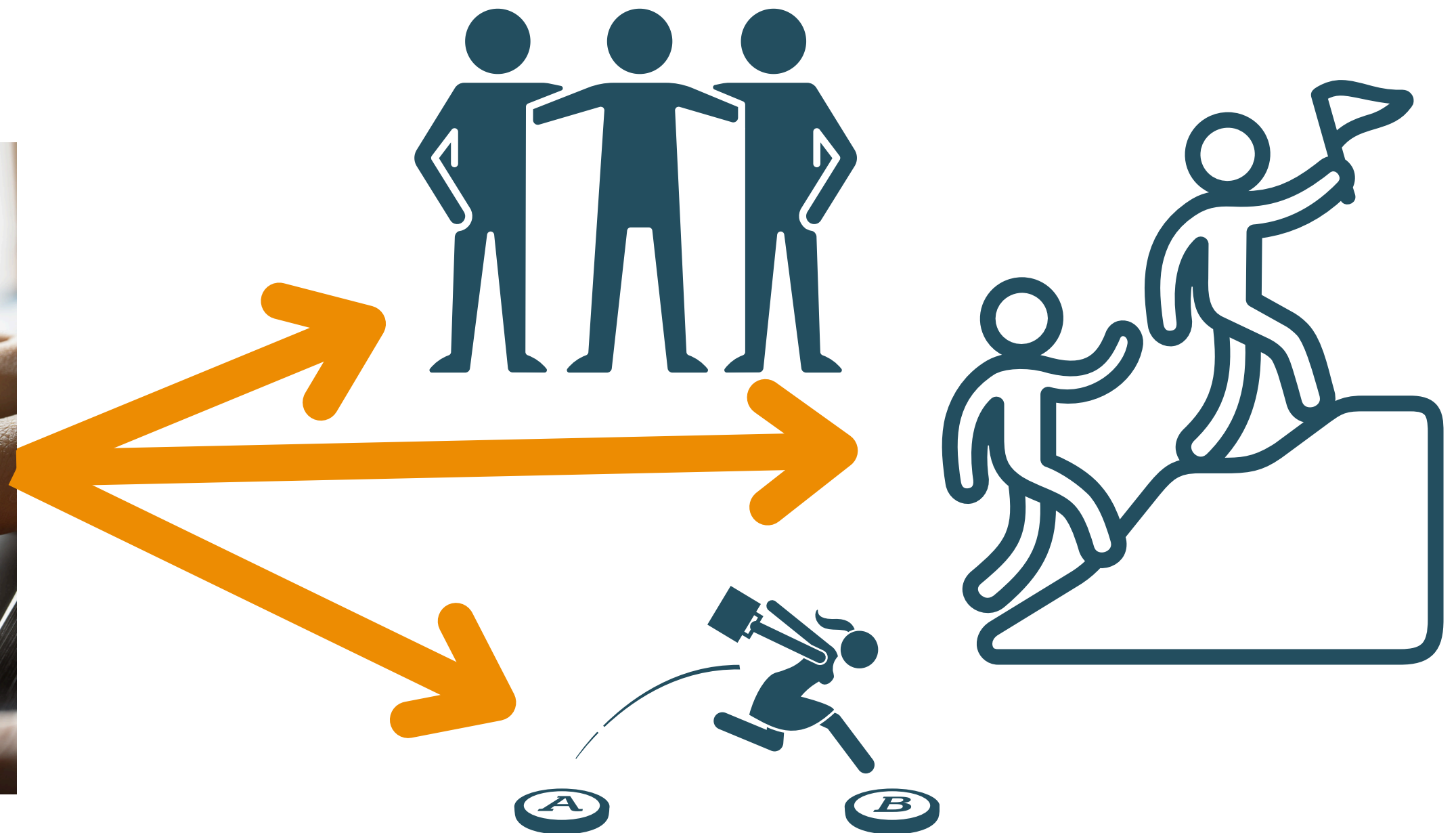
WHAT DOES IT MEAN FOR US?

The Not-So-Great News

Social Media and Academic Achievement

- College students' social media use tends to focus on entertainment content consumption – **solitary play purposes** – and may lead to excessive social media use (Tai et al., 2019).
- This study indicates that using social media for this purpose is **detrimental** to student academic success; therefore, we should pay attention to prior research warning against institutional overutilization of social media platforms to engage students (Reed & Reay, 2015; Shen, 2019), since it could push students into online environments that will further encourage their use of social media platforms for solitary play purposes.
- Awareness is half the battle, so speak openly about these risks when you discuss social media with students and colleagues.

The Good News

⚛ Social Media and Affective Well-Being

- Social media use for **interaction orientation**, **solitary** and **social play**, and **expression** purposes was helpful in increasing students' affective well-being.

- The immigrant, resident, and international student population is vulnerable to low affective well-being levels (feelings of loneliness, homesickness, worries for people left behind, and lack of belonging because of their experience as outsiders).

- How can our institution use social media strategically in ways that foster student engagement with social media purposes that encourage affective well-being?
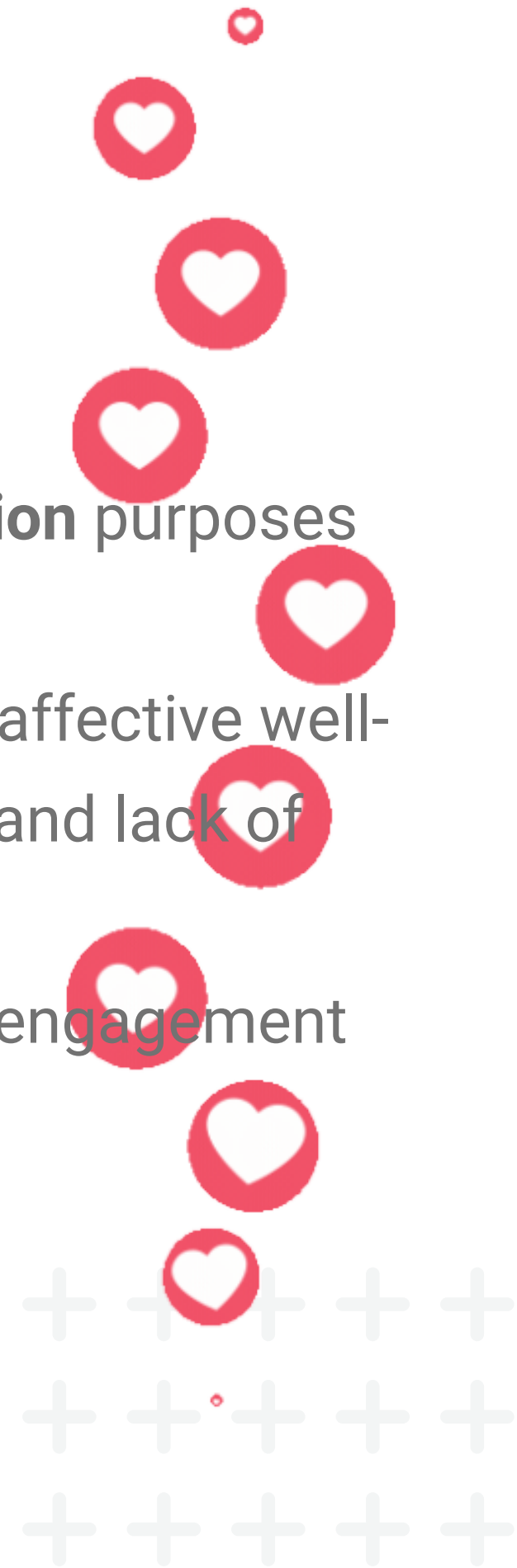
The Good News

Interaction Orientation

- SM posts and channels dedicated to demonstrating how to interact with peers, professors, and employers in formal and social contexts.
- SM posts teaching/exposing students to culturally appropriate interactions and reactions to others.

The Good News

Solitary and Social Play

- Using SM content for ice-breakers, classroom conversation starters, *smile breaks* during lectures or meetings.
- Suggesting SM accounts to follow.
- Creating groups where students can share content with each other.
- Caveat: Solitary Play was also associated with lower academic achievement, so thoughtful decisions are needed.

When the teacher uses your name as a good example

The Good News

Expression

- Online groups and SM posts showcasing immigrant, refugee, and international students sharing about their countries, culture, language, and student experience.
- Class, department, college level

The Good News

Social Media and Leadership Development

- This study results suggest that **student leadership development may benefit** from student engagement on social media platforms.

- College departments looking to **recruit** and **develop** student workers, peer mentors, tutors, and student organization leaders may look at how their use of social media can help students become **successful leaders.**

The Good News

**Social Media and Sense of Belonging**

- Use SM to foster school spirit and encourage student participation in campus events and groups.
- Feelings of belonging are crucial for students who are already far from their homes.

The Good News

Social Media and Dealing with Change

- Use SM to send information regarding changes and share helpful resources that help students deal with times of transition in their college and in their personal lives.
- Use *how to* videos and posts in different languages and on relevant topics.
  - Example: what to do during extended campus breaks or when facing a health crisis while living far from home.
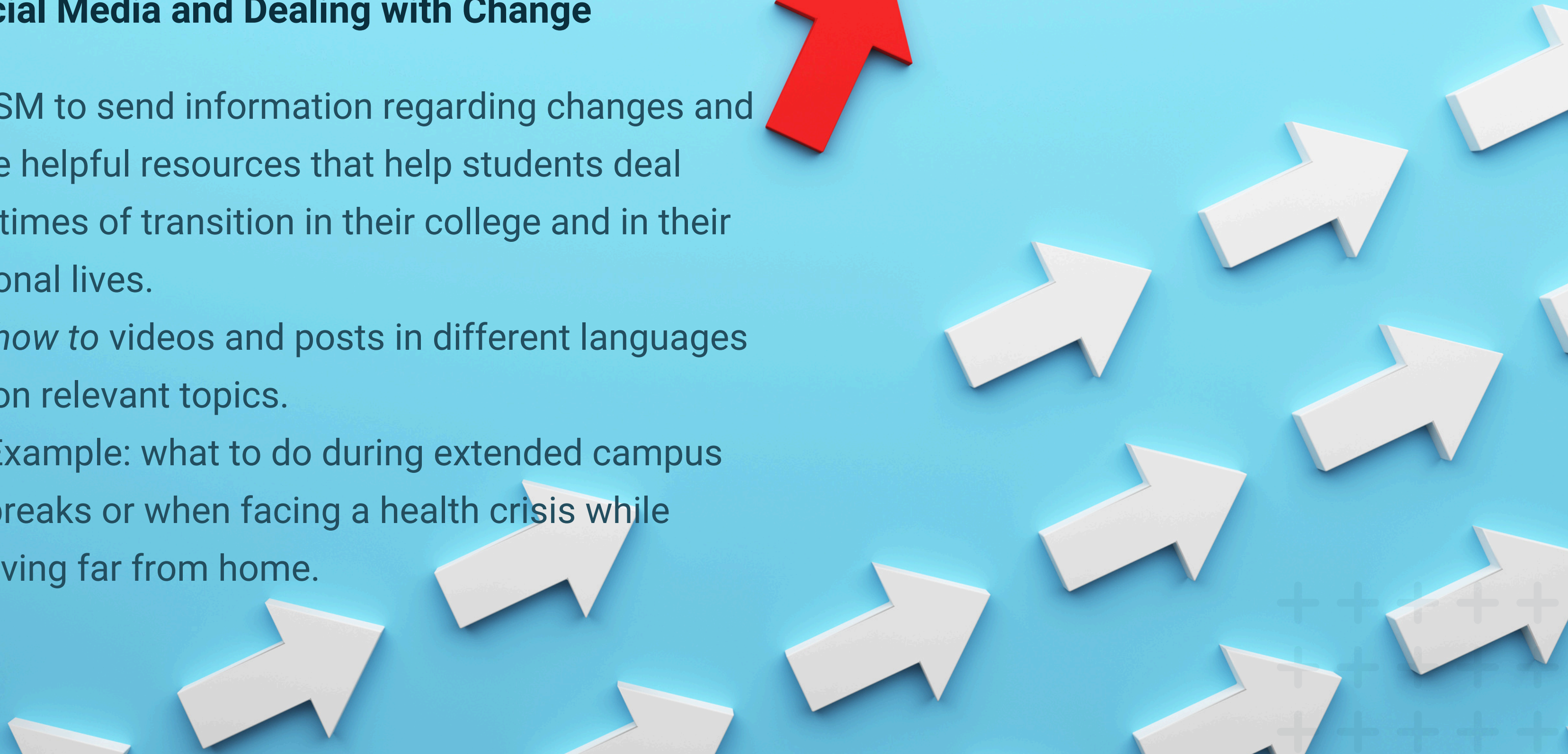
The Good News

Social Media and Comfort with Leading

- SM groups for leader-to-leader or leader-to-mentor connection and support.
- Training modules and videos in different languages and relevant topics.
  - Examples: culturally appropriate interactions, conflict resolution, mental and emotional health while leading, time and task management, service area-specific content.

Discussion

1. How accurate were your **predictions**?
2. What **surprised** you?
3. What do you want to **know more** about?
4. Ideas for how these results can **inform** your **interactions** with students inside and outside the classroom.
5. Be ready to **share** key ideas from your group.

QUESTIONS/ COMMENTS

OUR STUDENTS AND SOCIAL MEDIA

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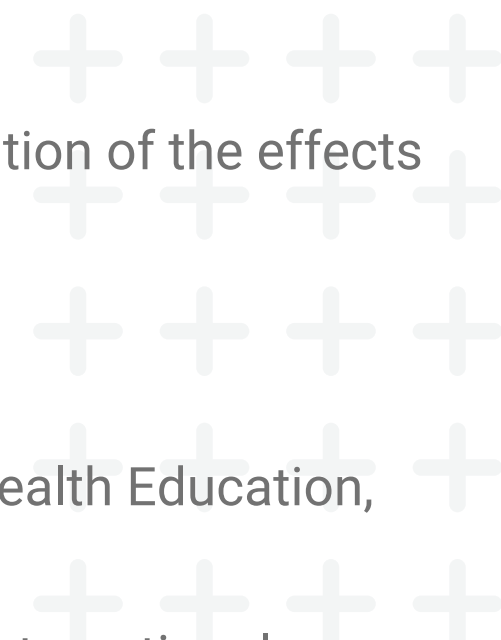
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