Teaching, Learning, and Sharing:
How Today's Higher Education
Faculty Use Social Media

April 2011

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ALWAYS LEARNING

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Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media
is a collaborative effort of Pearson Learning Solutions, the Babson Survey Research Group, and Converseon.

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EXECUTIVE SUMMARY

Faculty are big users of and believers in social media. Virtually all higher education teaching faculty are aware of the major social media sites; more than three-quarters visited a social media site within the past month for their personal use; and nearly one-half posted content. Even more impressive is their rate of adoption of social media in their professional lives: over 90% of all faculty are using social media in courses they're teaching or for their professional careers outside the classroom.

There are big differences, though, among the patterns of use from one social media site to another. For personal use, Facebook is both the most visited site and, by a large margin, the one with the highest rate of postings. YouTube is the second most visited, but posting rates are low. YouTube and Facebook are also the most frequently cited when faculty report on their uses of social media in support of their professional careers.

Nearly two-thirds of all faculty have used social media during a class session, and 30% have posted content for students to view or read outside class. Over 40% of faculty have required students to read or view social media as part of a course assignment, and 20% have assigned students to comment on or post to social media sites. Online video is by far the most common type of social media used in class, posted outside class, or assigned to students to view, with 80% of faculty reporting some form of class use of online video.

Use of social media is not without its problems; most faculty are concerned with the time it requires. The two most pressing concerns about faculty use of social media are privacy and integrity: 80% report that "lack of integrity of student submissions" is an "important" or "very important" barrier, and over 70% say privacy concerns are an "important" or "very important" barrier.

In spite of those concerns, however, faculty believe that social media sites offer value in teaching. An overwhelming majority report that they believe that video, podcasts, and wikis are valuable tools for teaching, and a majority report that social media sites can be valuable tools for collaborative learning.

INTRODUCTION

For the past several years, Pearson has been researching faculty use of social media. As a learning company that emphasizes the effective use of technology, Pearson is acutely aware of how important it is to understand these emerging media, the opportunities they offer to higher education faculty, and how their adoption can evolve—and *is* evolving— higher education teaching and learning. Pearson's collaboration with other thought leaders, including Babson Survey Research Group and Converseon, is one of the ways we're gaining that understanding. As a reflection of our commitment to sharing our knowledge with the higher education community, the following pages contain the findings of our recent social media survey.

For many, the term *social media* is a hazy one. And no wonder—for the first time, the world faces a medium that is by its very nature noncentralized, meaning that in both form and content, it is user created, user controlled, flexible, democratic, and both very transparent and very not so.

Perhaps what really sets this technological cause célèbre apart is what happens after content gets shared. At that point, what was once content becomes conversation. This is social media's most distinctive aspect: the potential to transform from a way of pushing content outward to a way of inviting conversation, of exchanging information, and of invoking unparalleled individual, industry, societal, and even global change.

Our survey included Facebook, Twitter, Myspace, LinkedIn, SlideShare, and Flickr. We also included blogs, wikis, video (both on YouTube and elsewhere), and podcasts. We chose not to include social bookmarking sites and location-based services (such as Foursquare and Gowalla) because comparatively, their usage is small.

To discover exactly how higher education faculty use social media sites, we asked survey participants to designate their usage as personal, in class, or professional (on the job but not while teaching). Teaching usage includes usage in both traditional and online classes.

At their cores, social media sites are about individuals. To ensure a fully representative group of higher education professionals, we included as a survey participant anyone who teaches at a higher education institution—full-time or part-time, tenured or nontenured, tenure track or adjunct.

In Pearson's opinion, higher education's ability to take advantage of social media for promoting professional development, broadening institutional reach, and increasing student success is nothing short of revolutionary. We anticipate that you'll find the information herein as enlightening as we did. And we look forward to continuing our research, sharing it with you, and helping establish the next wave of best practices together.

DETAILED SURVEY FINDINGS

There has been explosive growth in the number and use of social media sites by the U.S. population. This study examines the impact of these social media sites on personal, professional, and instructional use by higher education faculty members. Based on a representative sample of teaching faculty from across all of higher education, the study probes their levels of awareness and their use of social media, as well as the level of value they see for inclusion of social media sites as part of the instructional process.

The objective of the study is to examine both the personal and professional impacts of social media on teaching faculty. The first step in this examination is to measure faculty's levels of awareness of the various social media sites. Are faculty as knowledgeable about the existence of the various social media sites as the general populace or, for that matter, their students are?

Like the general population, faculty might use social media for a number of purposes. This study attempts to distinguish between three different types of use: for personal use only, with no relationship to professional and/or teaching responsibilities; for professional (nonteaching) use; and, finally, for use in the classes they teach. Further details on what value, if any, they see in social media sites and how they use them in their classes are also explored.

Faculty awareness of social media

The first aspect to be examined is the level of faculty members' *awareness* of a number of popular social media sites. Further measures of faculty *use* of these sites for personal and professional purposes can then be calibrated by the level of awareness that faculty have for particular social media sites.

As might be expected given the high level of awareness of social media among the general population, higher education faculty members are very familiar with social media. Over 90% report they are aware of such sites as Myspace, Facebook, Twitter, YouTube, and blogs. The awareness level drops somewhat for other sites, with over 80% saying that they know of wikis, LinkedIn, and Flickr. Once you get past the most common of the social media sites, however, the level of awareness drops considerably. While over 80% of faculty are aware of at least one of the eight social media sites, less than one-half report they are aware of presentation-sharing site SlideShare.

Given that the rapid growth of social media is relatively new, does that newness translate into differences in awareness levels by age or by stage in people's careers? Is there greater knowledge among younger faculty? And
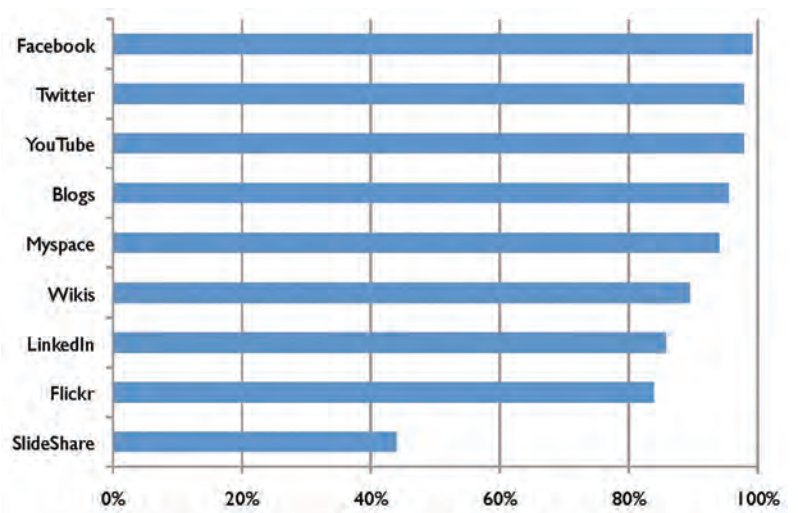

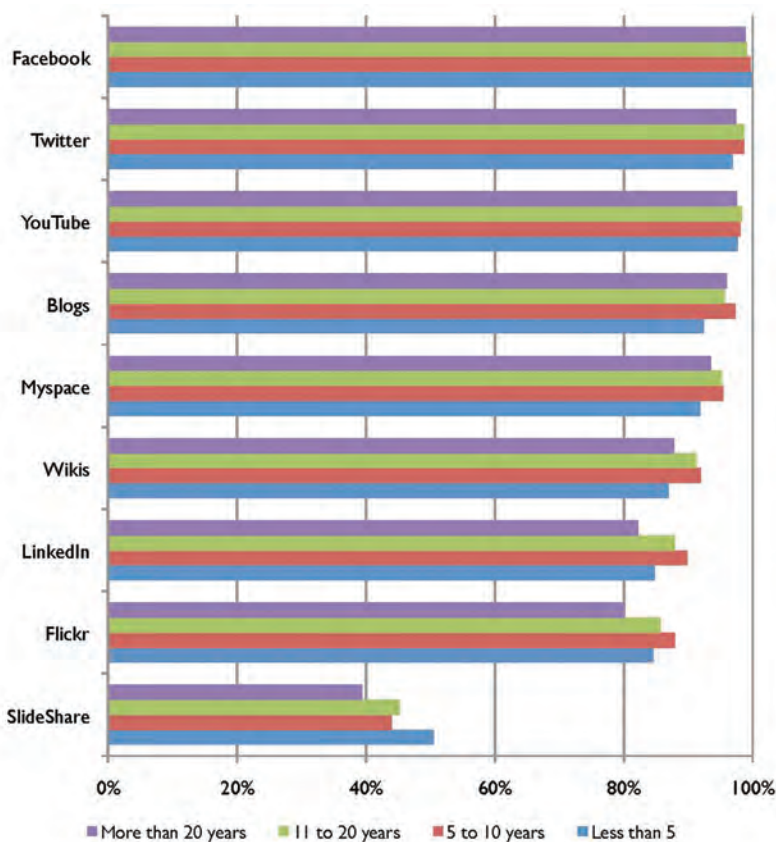Figure 1. Faculty awareness of social media sites

Figure 2. Faculty awareness of social media sites
by number of years teaching

are older faculty less likely to pay attention to those newer developments? When examined by stage in career (length of time teaching), faculty responses indicate no significant differences in awareness. Faculty who have been teaching more than 20 years are just as likely to be aware of the various social media sites as are faculty who've only recently begun their teaching careers. There's a small difference in awareness of SlideShare, with the youngest faculty (those teaching less than five years) somewhat more likely to know of the site; but the overall pattern is clear: faculty at all stages in their careers are equally well aware of social media.

Awareness levels among faculty are nearly universal, with no major differences between different groups of faculty. For example, full-time and part-time faculty have equal levels of awareness. Likewise, there are no real differences in awareness by tenure status: faculty with tenure, those on tenure track, and those not on tenure track have similar levels of awareness. It might be expected that faculty members who teach online would have greater exposure to the technology and the online sites as well as, perhaps, a greater level of comfort in their use. However, when we examine levels of awareness of the social media sites there are no real differences between faculty who teach online and those with no online teaching responsibilities.

The similar levels of awareness across all the various subgroups of faculty does not mean that every group has an identical level of awareness. There's one small difference in awareness: males are slightly more likely to be aware of LinkedIn than are females. All other sites show no gender differences in awareness level. Other than those few small variations, however, it is safe to say that faculty have high levels of awareness of social media sites and that that awareness is pervasive among all subgroups of faculty.

Faculty personal use of social media

It's one thing to *know* of social media sites, but it's something quite different to actually *make use* of these sites. To explore this dimension, faculty members were asked about their personal use of social media. These questions focused on personal use only; use for professional purposes or uses in a class were excluded by the question and addressed separately.

Faculty personal use of social media sites is rather high; over three-quarters of all faculty visited a social media site within the past month for personal use, and nearly one-half posted some content during that period. Faculty use is not confined to a single site: the majority of faculty have visited more than one social media site, with nearly 30% visiting three or more sites. Social media use among faculty doesn't consist only of passive reading and/or viewing; approximately 40% of faculty who posted content during the past month did so on more than one site.

While the level of *awareness* among faculty does not vary with age or with stage in career, the level of *use* does. Faculty with more than 20 years of teaching experience are less likely to visit and less likely to post than are faculty that are earlier in their careers. Over 80% of faculty who've been teaching less than five years visited a social media site within the past month for personal use, and over 60% posted to at least one site during the past month. This compares with only 70% of those who've been teaching more than 20 years and who visited a social media site for personal use within the past month and with only 38% who posted content. Older, more-experienced, faculty may be just as aware of social media sites, but they don't seem to see the same level of usefulness as do younger, less-experienced, faculty. The difference by experience level is greatest in the area of posting—with the most-experienced faculty posting only two-thirds as often as the youngest faculty.

As noted earlier, there is no evidence that faculty members who teach online (and therefore might have a greater level of comfort with and greater exposure to technology and online sites) translate into higher levels of awareness of social media sites. Online teaching experience does seem to be related to the personal use of such sites, however. Faculty who teach online are somewhat more likely to visit social media sites (80% compared with 75%) and more likely to post content if they do visit (57% for those who teach online compared with 47% for those who do not).

Faculty have different patterns of personal use for different social media sites. Over one-half of all faculty visited Facebook during the previous month. This is closely followed by visits to YouTube (49%). The frequency of visitors is much lower for other social media sites. Slightly more than 20% of faculty visited LinkedIn or blogs over the previous month, while the rates for Flickr, SlideShare, and Myspace were each well under 10%. The frequency of posting is even more
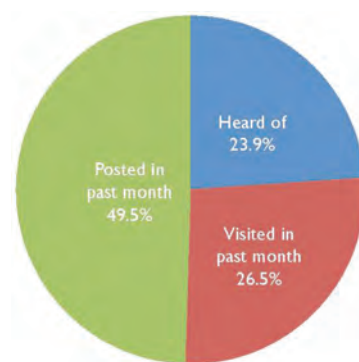

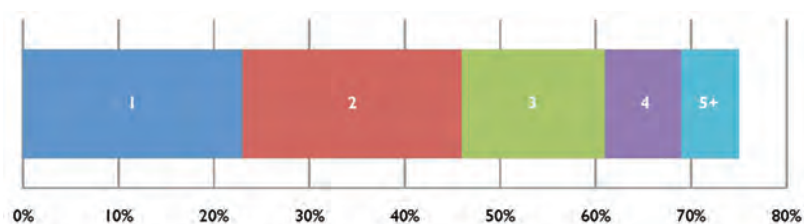Figure 3. Faculty personal use of social media

Figure 4. Number of social media sites visited in past month for personal use

varied than that of overall visits. Over three-quarters of the faculty who visited Facebook also posted (57% visited and 43% posted), compared with only a 15% posting rate among those who visited YouTube (49% visited and 8% posted). Posting rates for LinkedIn and blogs are greater than those for YouTube, even with much lower overall visitation rates.
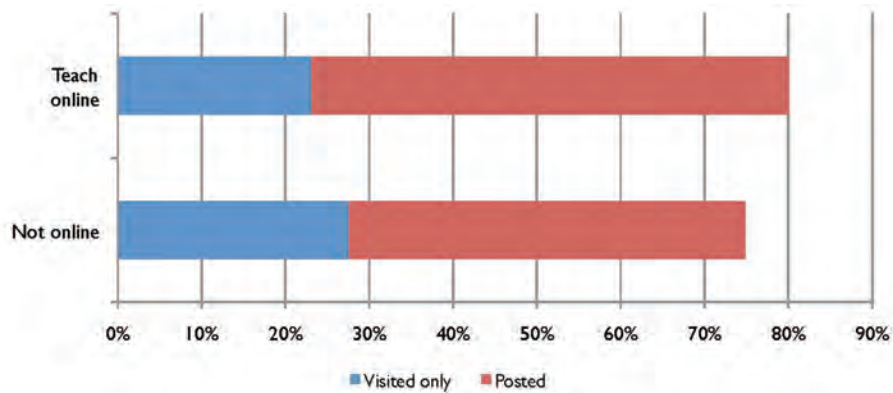

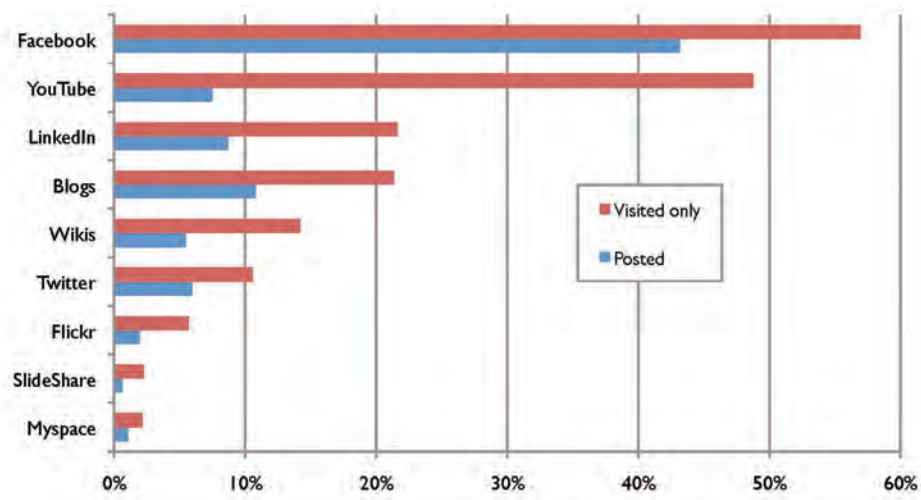Figure 5. Faculty personal social media use in past month by online teaching status

Figure 6. Faculty personal social media use in past month by site

Faculty professional (nonclass) use of social media

In additional to purely personal use, faculty were asked about social media use in support of their professional careers and about their use of social media in classes they're teaching. Our survey shows that more than 90% of faculty use social media either for professional purposes or in their classes—or both. Contrast this to the mere 47% of employees who use social media in the workplace.[1] Despite workplace employees' expectations that academics are behind the times and cloistered in a slower-changing environment, nothing could be further from the truth when it comes to social media. The wide disparity between professional social-media usage between academics and employees marks the modern company as the entity that is far slower to change—at least in this respect.

The 91% of faculty using social media for professional purposes and in the classroom includes a large portion who use social media for both purposes. We begin this examination by first examining social media use in support of faculty professional careers. In the next section we'll turn our attention to use associated directly with teaching.

A total of 78% of all faculty report using at least one social media site in support of their professional career activities. Not all of that use is very frequent, however. Faculty were asked to gauge the frequency of their use of different social media sites in support of their professional careers, ranging from no use to rarely, to daily use. The number reporting at least monthly use of at least one social media site was 60%—about evenly divided among those with monthly, weekly, and daily use. Nineteen percent (19%) of faculty say they use social media in support of their professional careers, but the frequency of use is only "rarely."

Including all levels of use, the greatest number of faculty report using YouTube for professional (nonteaching) use than any other social media site. The pattern of use is different between sites, because, for instance, Facebook is used less frequently than YouTube (45% compared with 58% for YouTube). Over one-quarter of faculty report using blogs, LinkedIn, and wikis. And just over 10% mention Twitter or Flickr. Professional use of SlideShare and Myspace is under 10%.
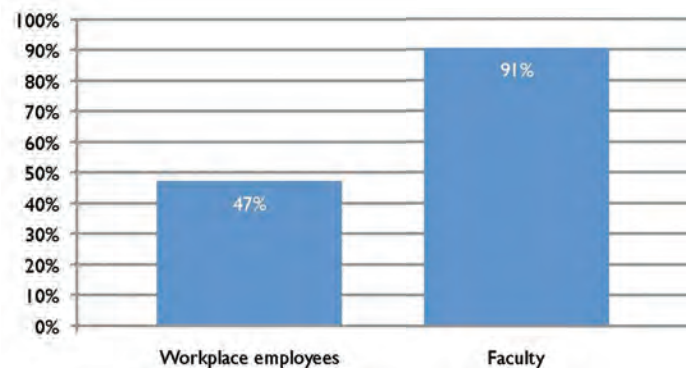
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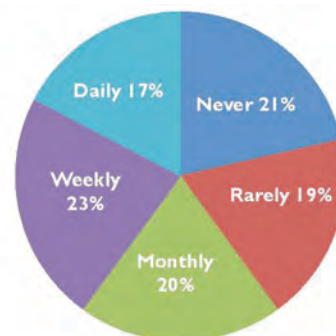
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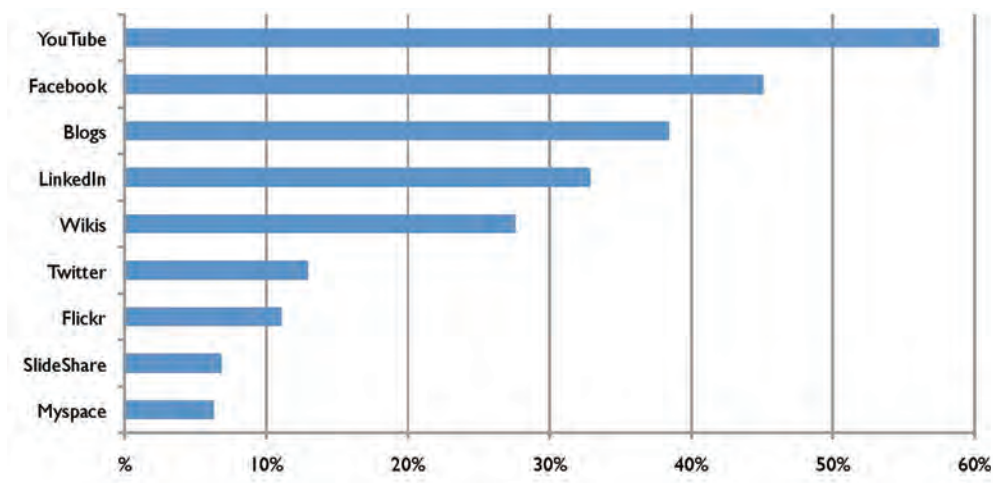
Figure 9. Faculty professional (nonclass) use of social media by site

A somewhat different picture emerges when we examine the frequency of use of each of the social media sites. Facebook is used by a smaller fraction of faculty than YouTube is, but the *frequency* of use is far higher. Daily use of Facebook, at 11%, exceeds that of other social media sites, followed by blogs (5% daily use), YouTube (4%), and wikis (3%).

Figure 10. Frequency of faculty professional (nonclass) use of social media by site

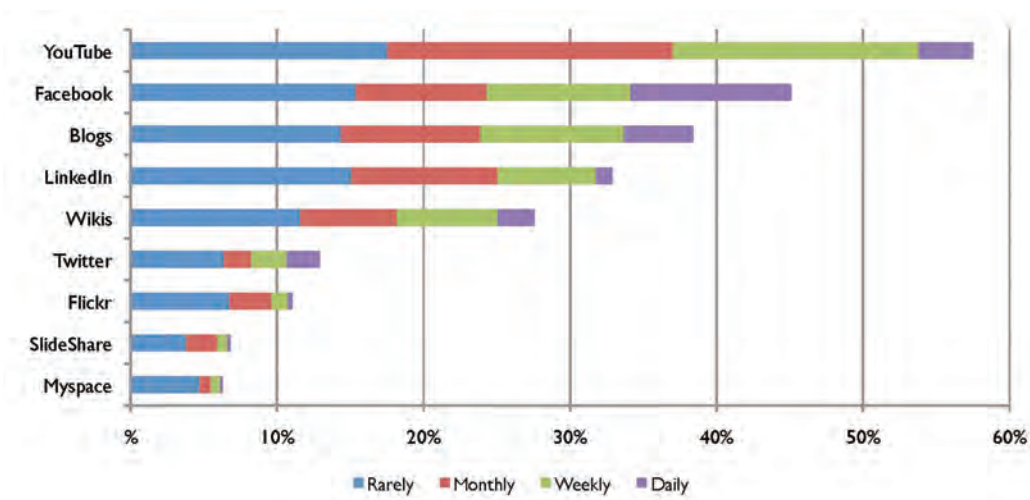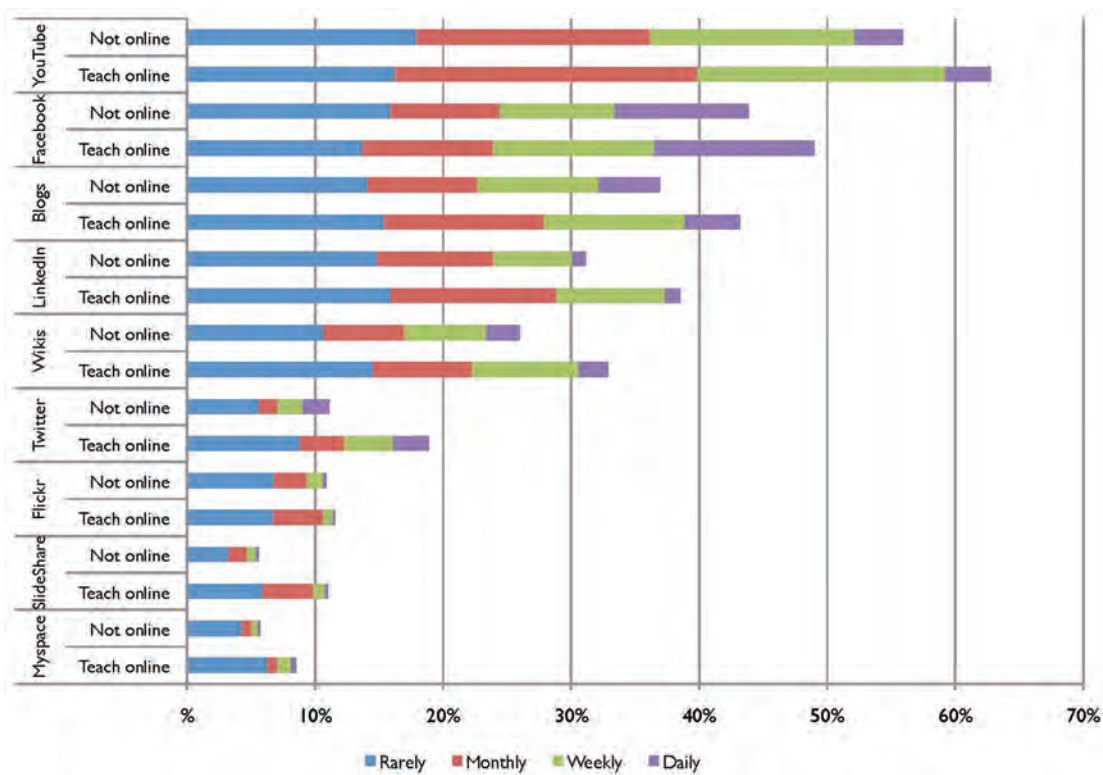Figure 11. Frequency of faculty professional (nonclass) use of social media by site and online teaching status

Little difference was observed in levels of awareness of social media sites between faculty who teach online and those with no online teaching responsibilities. Faculty with online teaching experience were somewhat more likely to access and post to social media sites for personal use. Faculty who teach online are also somewhat more likely to use social media sites for professional use, with both higher rates of use and more-frequent use.

Faculty class use of social media

Faculty are well aware of social media, and the majority use the sites for both personal and professional reasons. Do faculty also believe that social media sites have a place within their courses? To address that issue, faculty were asked about their use of social media in class, about posting for use outside class, and about use as part of student assignments. It appears that faculty do make considerable use of social media in their teaching: nearly two-thirds of all teaching faculty have used social media in their class sessions ("I have used in class"), and 30% have posted content for students to view outside class ("I have posted content for class").

Figure 12. Faculty use of social media in class and for student assignments
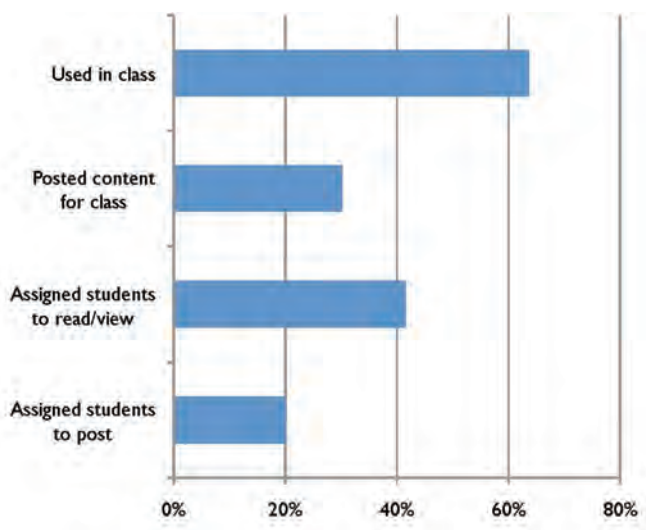

Figure 13. Faculty class use of social media by online teaching status

The evidence is also strong for the level of integration of social media into course assignments. Over 40% of faculty have assigned students to read or view social media as part of course assignments, and 20% have assigned students to comment on or post to social media sites. In total, 80% of faculty report using social media for some aspect of a course they are teaching.

Similar to the pattern noted for faculty personal and professional use of social media, faculty who teach online are more likely to post content for students and to assign students to read/view or comment on social media sites. Faculty who are teaching online are some-what more likely to use social media in their courses but considerably more likely to post content for students and to assign students to either read/view or themselves post.

Not all social media sites are used equally within a given course. Online video is by far the most common type of social media used in class and posted outside class for student use. Podcasts and blogs are next in popularity, but at rates far below the rate of online video. Several of the sites commonly used for personal purposes, such as Facebook and Twitter, are rarely used as part of a course.
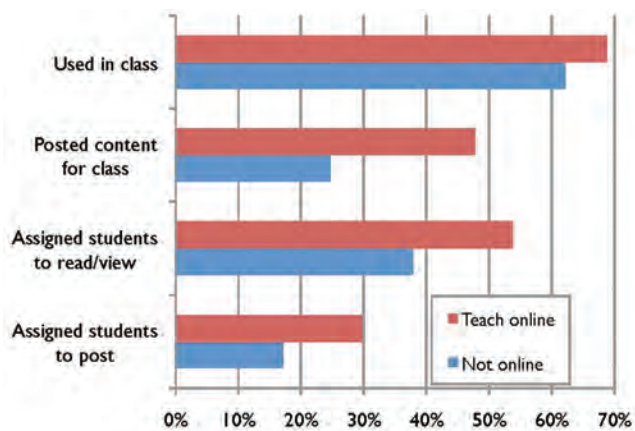
A similar pattern is evident in the use of different social media sites as part of student assignments. Online video again tops the list, followed by podcast, blogs, and wikis. Faculty are less likely to assign students to post for podcasts (4%) than they are to assign for blogs (8%) and wikis (7%). As was the case for use in class sessions, neither Facebook nor Twitter is commonly used by faculty as a component of student assignments.

Of the 80% of faculty who've made any use of social media as part of their courses, virtually all include some form of online video use. One-third of faculty restrict
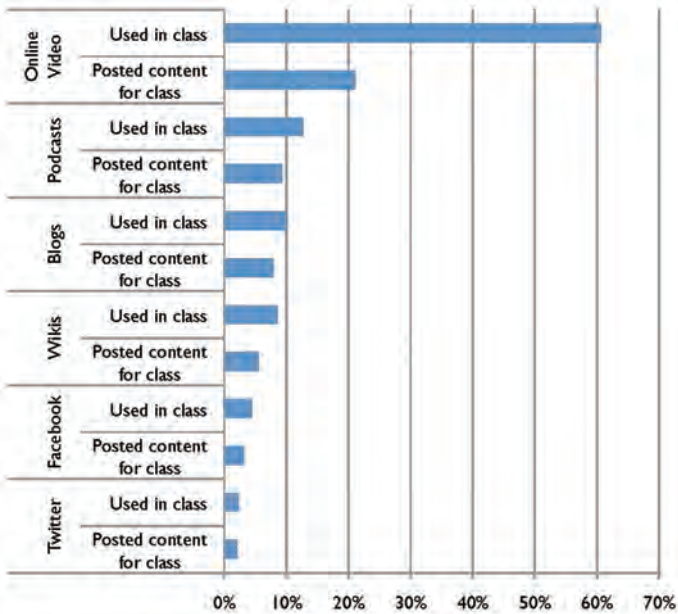
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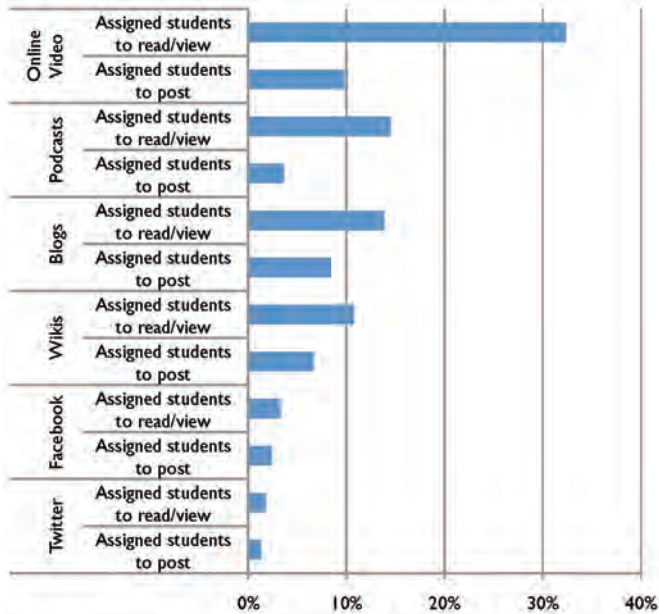
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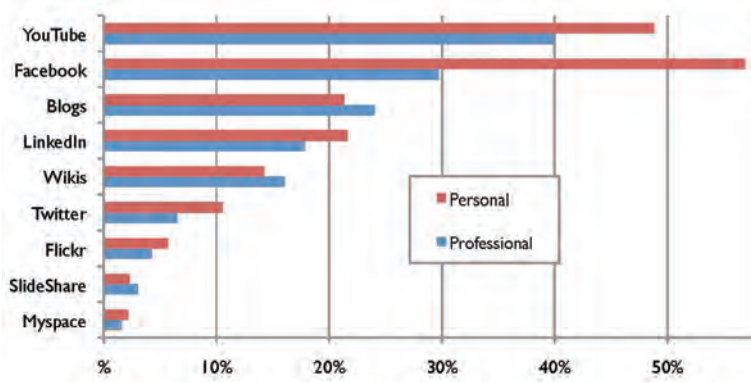
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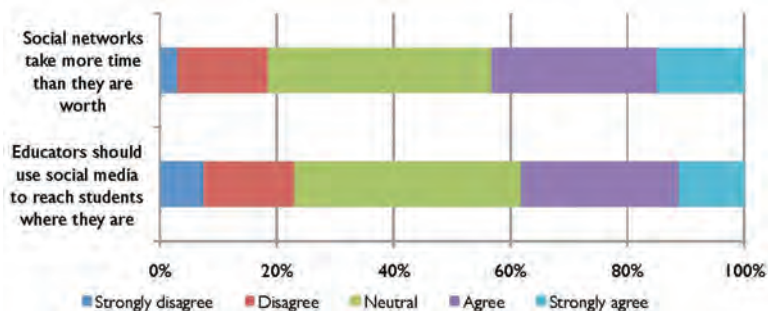
Figure 19. Faculty opinions on social media use

their social media use to only online video, but nearly one-half use other forms of social media in addition to online video.

As noted in the previous sections of this report, faculty who teach online use social media for personal and professional purposes at higher rates than do 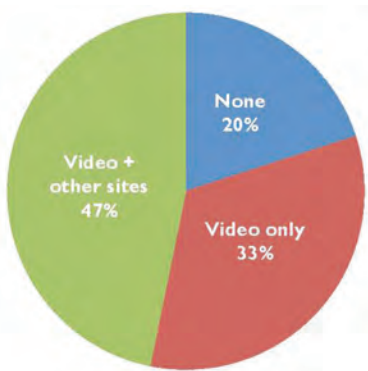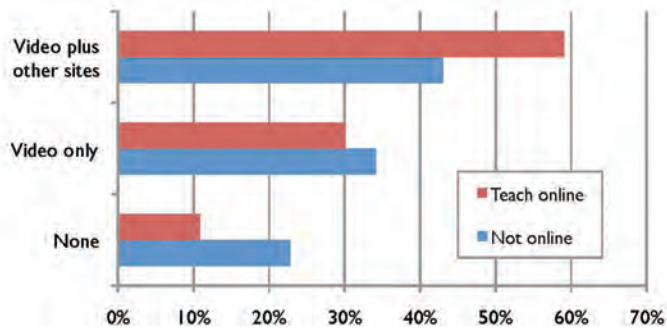faculty who do not teach online. That pattern holds true for class use of social media as well: faculty who teach online are only half as likely to report no use of social media as are those who do not teach online (11% compared with 22%). They're also more likely to use multiple types of social media, with 59% reporting they use social media sites in addition to just video, compared with 43% of those who do not teach online.

There are some pronounced differences in the selection of social media sites for professional uses (within a professional career or within a course) versus use for personal purposes. The top two sites for personal use—YouTube and Facebook—remain the top two for professional use, but their order is reversed and the overall level of use for professional purposes is much lower than for personal use. The pattern of use for the other social media sites, however, is similar for personal and professional purposes.

Opinions and barriers

The picture of social media use is not all positive. A near majority of faculty report that social networks take more time than they are worth, with a large proportion neutral. Only 19% of faculty disagree with the statement "Social networks take more time than they are worth."

There are mixed results on the issue of whether an educator should use social media because students are already using social media sites: about 40% are neutral, 40% agree, and 20% disagree.

When asked about potential barriers to the use of social media, faculty say their two most important concerns are
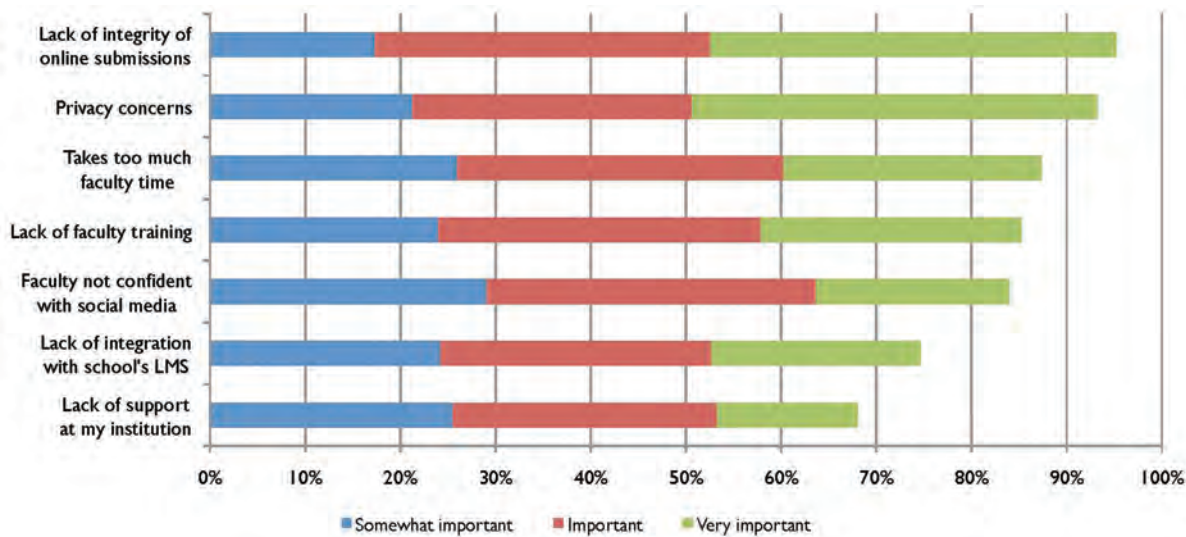
Figure 20. Faculty views of barriers to use of social media in class
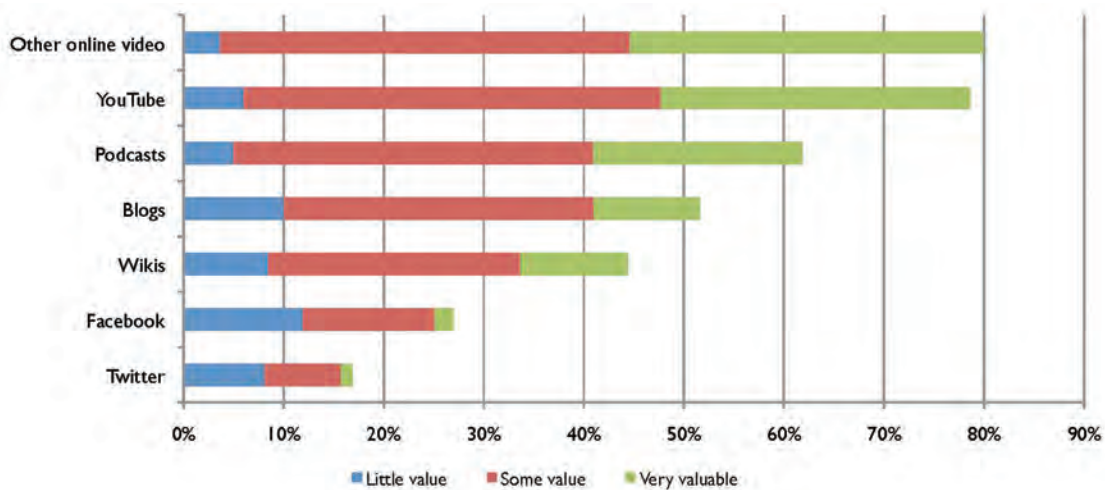
Figure 21. Faculty views of the value of social media for class use by site

privacy and integrity: 80% report that "lack of integrity of student submissions" is an "important" or "very important" barrier, and over 70% say privacy concerns are an "important" or "very important" barrier. Both lack of training and the amount of time that using social media takes are also seen as barriers, but to a lesser extent. Lack of institutional support is the least-cited barrier, with 42% of faculty classifying it as an "important" or "very important" barrier. There is a high level of faculty concern over virtually all of the potential barriers examined. Faculty clearly have not embraced social media in a purely uncritical manner; they have many concerns.

Given the concerns about the amount of time it takes to use social media and about issues of privacy and integrity, it might be expected that faculty do not see a great deal of potential for social media use in classes. That's not the case, however. Faculty see considerable value in many social media sites for use in class. Faculty responses show that online video from either YouTube or other online video sites is seen as having the greatest value for use in classes. This matches the usage pattern of those sites, where online video is the most-used form of social media in courses. After online video, faculty report that podcasts are next in value for class use, followed by wikis and blogs. Not all social media sites are seen as being valuable for teaching; Facebook and Twitter are not seen as having value for class use. A large proportion of faculty say Facebook (53%) and Twitter (46%) have "negative" value for use in class.
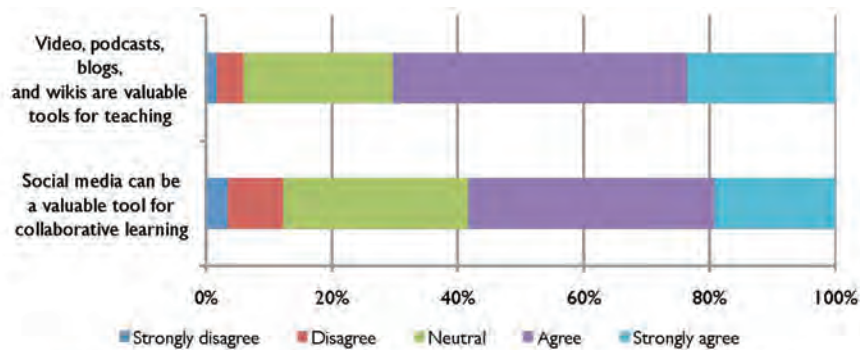
Figure 22. Faculty opinions on the value of social media for class use

When asked about the overall value of social media for teaching—via the statement "Video, podcasts, blogs, and wikis are valuable tools for teaching"—the overwhelming majority (70%) of faculty agree, with just 6% of faculty disagreeing with the statement. There is less agreement—but still a majority of faculty (58%) agreeing—that social media can be valuable for collaborative learning. Twelve percent (12%) of faculty disagree with the statement.

METHODOLOGY AND SAMPLE

The sample for this study comprises teaching faculty from all disciplines in higher education and was selected to be representative of the overall range of faculty teaching in U.S. higher education. A multiple-stage selection process was used for selecting a stratified sample of all teaching faculty. The process began by obtaining data from a commercial source, Market Data Retrieval,[2] which claims that its records represent 93% of all teaching faculty. A total of 942,677 teaching faculty (defined as having at least one course code associated with their records) were included at that stage. Via information from the Carnegie Classification for each institution, faculty were then randomly selected from that master list in proportion to the number contained in each Carnegie Classification to produce a second-stage selection of 60,000 teaching faculty members. A number of them had e-mail addresses that were either no longer current or were eliminated because they were on opt-out lists, resulting in slightly under 50,000 total e-mail addresses to which survey invitation messages were sent. The number of messages that ended up in spam filters is, of course, unknown.

A total of 3,431 faculty members visited the online survey Web site, of whom 1,920 provided a sufficient number of responses to be included in the study. Three-quarters of the respondents report that they are full-time faculty members. Just under one-quarter teach online, slightly over one-half are female, and over one-third have been teaching for 20 years or more. A set of response weights were calculated to adjust for any differences in response rates by Carnegie Classification. The weights made small adjustments to the results so that inferences could be made about the population of all higher education teaching faculty in the United States.

The questionnaire design is based on one used for a previous study,[3] drawing on survey research developed for previous Babson Survey Research Group (BSRG) faculty studies. BSRG also provided all data processing, data analysis, charts, and data tables for the report.

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2. Market Data Retrieval, Education Lists, http://www.schooldata.com/mdredlists.asp.

3. Pearson Social Media Survey 2010, http://www.slideshare.net/PearsonLearningSolutions/pearson-socialmediasurvey2010.

APPENDIX

Figure 1. Faculty awareness of social media sites

Facebook	99%
Twitter	98%
YouTube	98%
Blogs	95%
Myspace	94%
Wikis	89%
LinkedIn	86%
Flickr	84%
SlideShare	44%

Figure 2. Faculty awareness of social media sites by number of years teaching

	Less than 5	5 to 10 years	11 to 20 years	20+ years
Facebook	100%	100%	99%	99%
YouTube	98%	98%	98%	98%
Twitter	97%	99%	99%	97%
Blogs	92%	97%	96%	96%
Myspace	92%	95%	95%	94%
Wikis	87%	92%	91%	88%
LinkedIn	85%	90%	88%	82%
Flickr	85%	88%	86%	80%
SlideShare	50%	44%	45%	39%

Figure 3. Faculty personal use of social media

Heard of	24%
Visited in past month	27%
Posted in past month	50%

Figure 4. Number of social media sites visited in past month for personal use

Number of Sites	Percent
1	23%
2	23%
3	15%
4	8%
5 or more	6%

Figure 5. Faculty personal social media use in past month by online teaching status

	Not online	Teach online
Visited Only	28%	23%
Posted	47%	57%

Figure 6. Faculty personal social media use in past month by site

	Posted	Visited only
Facebook	43%	57%
YouTube	8%	49%
LinkedIn	9%	22%
Blogs	11%	21%
Wikis	5%	14%
Twitter	6%	11%
Flickr	2%	6%
SlideShare	1%	2%
Myspace	1%	2%

Figure 7. Comparison of social media use by workplace employees and faculty

Workplace employee	47%
Faculty	91%

Figure 8. Frequency of faculty professional use of social media

Never	21%
Rarely	19%
Monthly	20%
Weekly	23%
Daily	17%

Figure 9. Faculty professional (nonclass) use of social media by site

YouTube	57%
Facebook	45%
Blogs	38%
LinkedIn	33%
Wikis	28%
Twitter	13%
Flickr	11%
SlideShare	7%
Myspace	6%

Figure 10. Frequency of faculty professional (nonclass) use of social media by site

	Rarely	Monthly	Weekly	Daily
YouTube	18%	19%	17%	4%
Facebook	15%	9%	10%	11%
Blogs	14%	10%	10%	5%
LinkedIn	15%	10%	7%	1%
Wikis	12%	7%	7%	3%
Twitter	6%	2%	2%	2%
Flickr	7%	3%	1%	%
SlideShare	4%	2%	1%	%
Myspace	5%	1%	1%	%

Figure 11. Frequency of faculty professional (nonclass) use of social media by site and online teaching status

		Rarely	Monthly	Weekly	Daily
YouTube	Not online	18%	18%	16%	4%
	Teach online	16%	24%	19%	4%
Facebook	Not online	16%	9%	9%	10%
	Teach online	14%	10%	13%	13%
Blogs	Not online	14%	9%	9%	5%
	Teach online	15%	13%	11%	4%
LinkedIn	Not online	15%	9%	6%	1%
	Teach online	16%	13%	9%	1%
Wikis	Not online	11%	6%	6%	3%
	Teach online	15%	8%	8%	2%
Twitter	Not online	6%	1%	2%	2%
	Teach online	9%	3%	4%	3%
Flickr	Not online	7%	3%	1%	%
	Teach online	7%	4%	1%	%
SlideShare	Not online	3%	2%	1%	%
	Teach online	6%	4%	1%	%
Myspace	Not online	4%	1%	%	%
	Teach online	6%	1%	1%	%

Figure 12. Faculty use of social media in class and for student assignments

Used in class	64%
Posted content for class	30%
Assigned students to read/view	42%
Assigned students to post	20%

Figure 13. Faculty class use of social media by online teaching status

	Not online	Teach online
Used in class	62%	69%
Posted content for class	25%	48%
Assigned students to read/view	38%	54%
Assigned students to post	17%	30%

Figure 14. Faculty class use of social media by site

Online video	Used in class	61%
	Posted content for class	21%
Podcasts	Used in class	13%
	Posted content for class	9%
Blogs	Used in class	10%
	Posted content for class	8%
Wikis	Used in class	9%
	Posted content for class	6%
Facebook	Used in class	4%
	Posted content for class	3%
Twitter	Used in class	2%
	Posted content for class	2%

Figure 15. Faculty use of social media for student assignments by site

Online video	Assigned students to read/view	32%
	Assigned students to post	10%
Podcasts	Assigned students to read/view	15%
	Assigned students to post	4%
Blogs	Assigned students to read/view	14%
	Assigned students to post	8%
Wikis	Assigned students to read/view	11%
	Assigned students to post	7%
Facebook	Assigned students to read/view	3%
	Assigned students to post	2%
Twitter	Assigned students to read/view	2%
	Assigned students to post	1%

Figure 16. Faculty use of video and other types of social media in teaching

None	20%
Video only	33%
Video plus other sites	47%

Figure 17. Faculty use of video and other types of social media in teaching by online teaching status

	Not online	Teach online
None	23%	11%
Video only	34%	30%
Video plus other sites	43%	59%

Figure 18. Comparison of faculty personal and professional use of social media by site

	Professional	Personal
YouTube	40%	49%
Facebook	30%	57%
Blogs	24%	21%
LinkedIn	18%	22%
Wikis	16%	14%
Twitter	7%	11%
Flickr	4%	6%
SlideShare	3%	2%
Myspace	2%	2%

Figure 19. Faculty opinions on social media use

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Educators should use social media to reach students where they are	8%	16%	39%	27%	11%
Social networks take more time than they are worth	3%	16%	38%	28%	15%

Figure 20. Faculty views of barriers to use of social media in class

	Somewhat important	Important	Very important
Lack of integrity of online submissions	17%	35%	43%
Privacy concerns	21%	29%	43%
Takes too much faculty time	26%	34%	27%
Lack of faculty training	24%	34%	27%
Faculty not confident with social media	29%	35%	20%
Lack of integration with school's LMS	24%	29%	22%
Lack of support at my institution	26%	28%	15%

Figure 21. Faculty views of the value of social media for class use by site

	Little value	Some value	Very valuable
Other online video	4%	41%	35%
YouTube	6%	42%	31%
Podcasts	5%	36%	21%
Blogs	10%	31%	11%
Wikis	8%	25%	11%
Facebook	12%	13%	2%
Twitter	8%	8%	1%

Figure 22. Faculty opinions on the value of social media for class use

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Social media can be a valuable tool for collaborative learning	4%	9%	29%	39%	19%
Video, podcasts, blogs, and wikis are valuable tools for teaching	2%	4%	24%	47%	23%

ABOUT THE AUTHORS

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Author of the acclaimed book on Internet marketing *Do It Wrong Quickly* and the best-selling *Search Engine Marketing, Inc.,* Mike Moran led many initiatives on IBM's Web site for eight years, including IBM's original search marketing strategy. He holds an Advanced Certificate in Market Management Practice from the Chartered Institute of Marketing in the U.K., is a visiting lecturer at the University of Virginia's Darden School of Business, and is a regular columnist for Search Engine Guide. Moran frequently keynotes conferences on Internet marketing for marketers and is chief strategist of Converseon, a leading digital media marketing agency.

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