

Social network modeling technologies in education and their contribution to learning

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Schools in Israel are undergoing a significant metamorphosis as technology becomes an integral part of everyday teaching and learning.

According to the social networking world we live in today, schools aim to reflect the new reality and implement it in an efficient way that will contribute to learning. The students are required to learn how to be effective collaborators in the transfer of information, how to communicate with people around them and how to become involved in(Reynard,2008).

In this research, we examine the effectiveness of learning through a classroom network via Tablet, considering the impact of the social network and the student's centrality on his success in learning.

15 classes from secondary school (7th and 8th grades) in Tel Mond have participated in the experiment which consists of: 1. Pre-Questionnaire General contends questions about the student 2.Two tasks performed using two types of content - text and video in two learning styles-collaborative and in group , Finally, each student was asked to select five students in the class who has contacted them about mobile technology

Results indicate that student with high centrality value(In Degree, Out Degree, betweenness and Clustering coefficient)is more likely to control the information flow and more likely to success in learning. Student with high closeness centrality value is more concerned with a social aspect by being close to central students and less controlling the information flow in order to success.

The current research allows educators the ability to understand the unique contribution to the creation of a classroom-network and its impact on the flow of information between the students and to understand, discover features and other important metrics to education.