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# USING SOCIAL TOOLS FOR LEARNING

Jane Bozarth, PhD



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The eLearning Guild

120 Stony Point Rd., Suite 125

Santa Rosa, CA 95401

+1.707.566.8990

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# USING SOCIAL TOOLS FOR LEARNING

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# About This Report

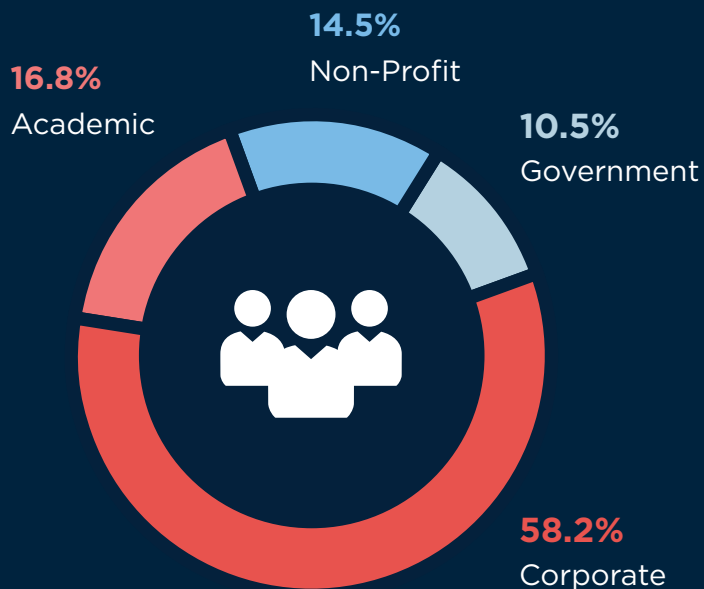
The purpose of this survey was to learn about how The eLearning Guild's members use social tools for learning. In past surveys, the Guild has asked its members about their use of such tools, which have emerged, disappeared, and evolved over time. We were particularly interested in learning whether and how much organizations were leveraging the use of social tools to conduct or support training and performance support efforts, whether they found such use worthwhile, and what factors supported or hindered efforts.

The eLearning Guild offered surveys on this topic in 2008, 2009, 2010, and 2011. As it has been seven years since past data were collected, there was no explicit goal of obtaining information for strictly longitudinal reporting. Where there were interesting consistencies (organizations continue to struggle with evaluating outcomes of using social tools) or diversions (far fewer are researching; far more are doing), some comparative data is offered.

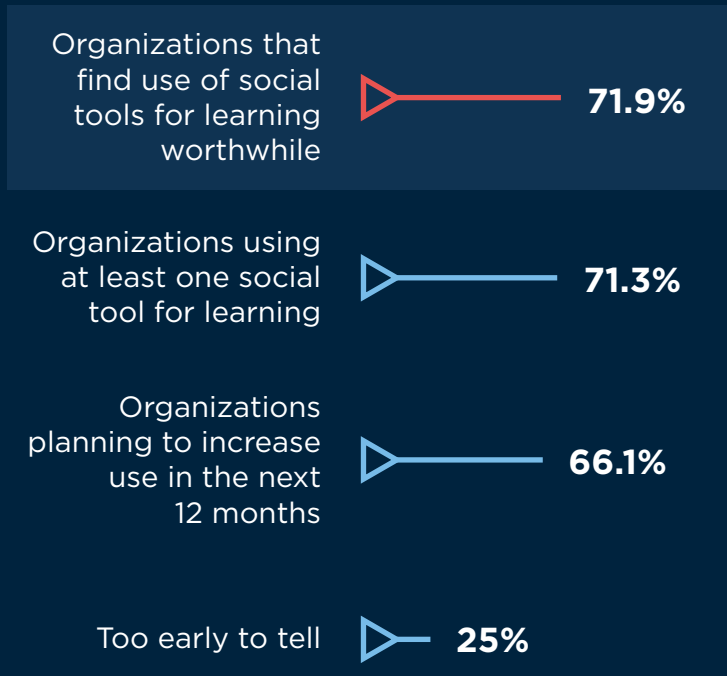
## Who Responded?

The Social Tools for Learning Survey was open from January 31, 2018 to February 14, 2018. There were 825 responses. Respondents were allowed to skip many questions if they so chose. The bulk of respondents—58%—identified themselves as working in the corporate sector, with the remaining respondents spread fairly equally among nonprofit, government, and education.

*What is your primary work sector?*



*Yea or nay?*



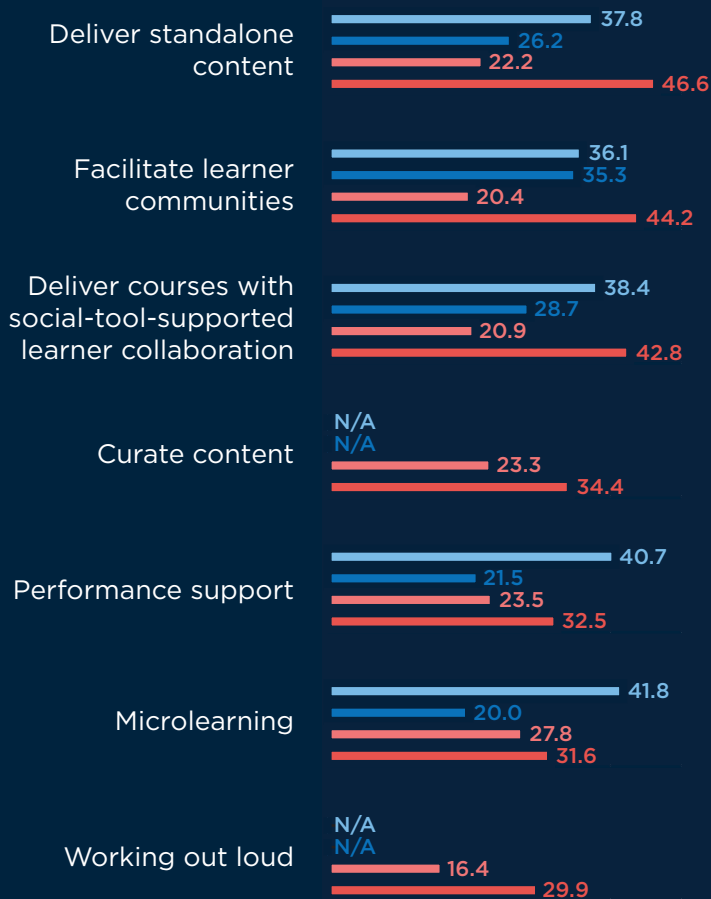
## Social Tools Are Proving a Popular Means of Supporting Learning

Nearly three-quarters (71.3%) of respondents said their organizations are using at least one social tool either formally or informally. Two-thirds (66.1%) said they intend to increase use in the coming 12 months. A similar number (71.9%) said they felt the use was worthwhile, a significant increase from past surveys, while 25% said it was still too early to tell.

*Note: Due to rounding, some figures may total just above or just below 100%.*

## What stage is your organization in?

- % Researching 2011
- % Use 2011
- % Researching 2018
- % Use 2018



# Current State

## Shift: From “Research” to “Actual Use”

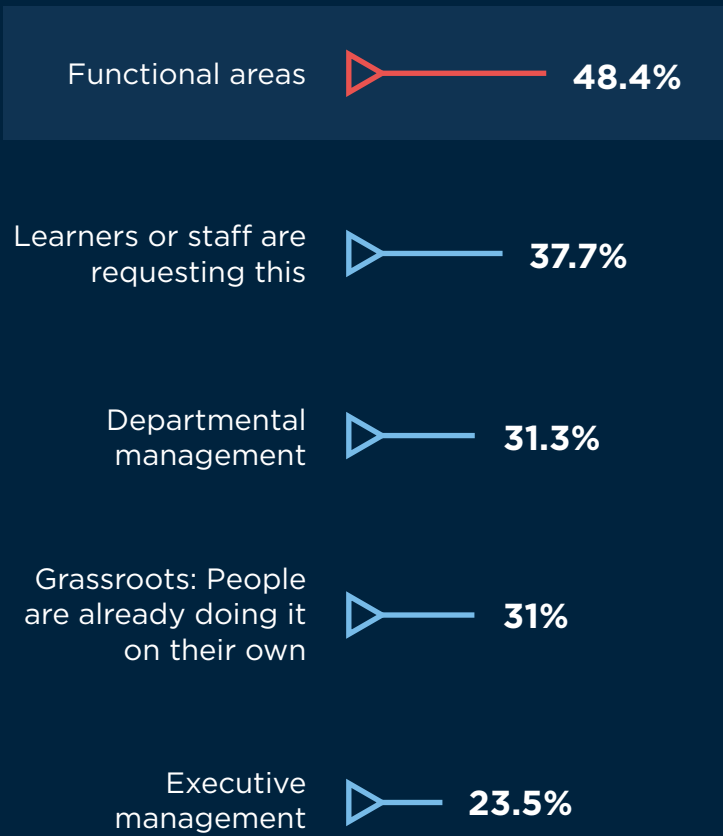
Just under half of all organizations make some use of social tools for learning. As with past surveys, social tools are most often used in organizations to deliver courses with learner collaboration activities, to facilitate learner communities, and to deliver standalone learning content. Use of social tools for performance support and microlearning has increased somewhat, by about 10% for each category, but remain among the least popular approaches. Interestingly, a new item surveyed—use of social tools for curating content—came in ahead of use for performance support and microlearning.

A significant change from past surveys is the shift from interest in using social tools to actual use. In 2011, “Researching” showed up as the highest area of response in every category surveyed. Use now exceeds “Researching” in every category. Across the board, between 24.2% and 30.8% of respondents reported “No Plans.”

## What About Informal Use?

Workers making informal use of social tools tracked closely with formal use in each category, with the exception of more—52.3%—informally participating in learner communities. When asked about worker informal use, the average response to “I don’t know” was 26.9%.

*If your organization plans to incorporate social tools into its learning solutions, who and/or what in your organization is driving this?*

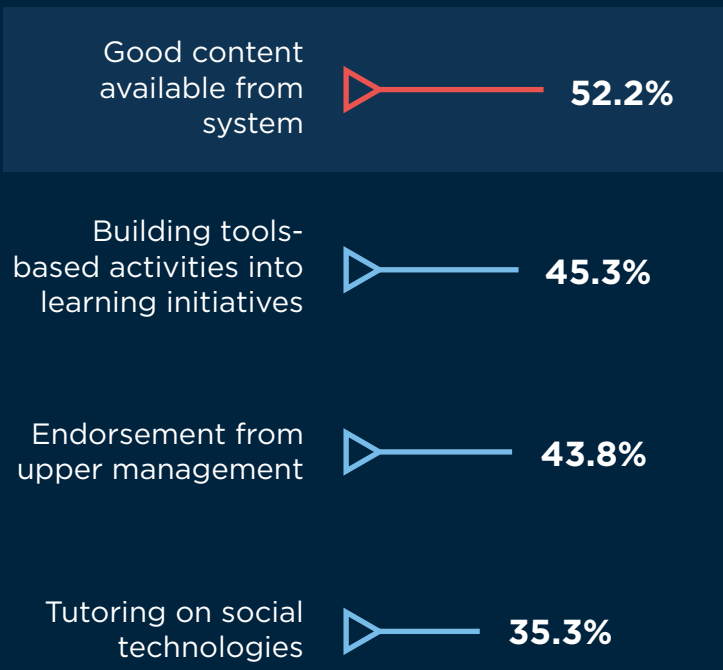


## Drivers and Encouragers

### What Supports Use?

The clear leading organizational driver for use of social tools was functional areas (sales, L&D, engineering, etc.) followed by the learners themselves via outright requests or through grassroots activities: A third of respondents said use of social tools was driven by learners already using the tools on their own. The driver with the least force was executive management, followed closely by social tools being implemented elsewhere: It appears that often what happens within functional areas stays there.

*What things were most useful in getting people in your organization to embrace social tools for learning?*



In terms of encouraging social tool use good content is king, followed by incorporating social tool use into learning initiatives. One respondent spoke to the importance of helping users with the tools: “The people who know how to use the tools expect the employees to figure out how to use the social tools on their own. Their use is by trial and error and often staff get frustrated.” While upper management was not considered among the most important drivers, support from upper management was seen as important in encouraging use of social tools. Rewards for participation mattered least.







## Learning Is Social


This survey sought to explore the use of social tools, not the broader idea of social learning. But we know that many day-to-day job tasks involve talking with others, accessing work done by others, and looking for something done by others. Social tools are the vehicle by which we can support and extend these conversations and move away from pushing content and into facilitating discussions, and help learners connect beyond traditional boundaries like classroom walls, organizational silos, and geographical locations.

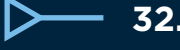
## Beliefs: Organizations

Younger workers will demand we provide social tools-based approaches to performance support  **65.9%**

Using social tools will allow us to attract more and/or better talent  **58.1%**

If we don't embrace social tools, our organization will not be able to remain competitive  **55.1%**

The popularity of approaches such as curation and working out loud/showing work has increased interest in using social tools  **45.3%**

Workers are actively requesting activities using social tools  **32.1%**

## Attitudes

### Beliefs: Organizations

Organizations view the use of social tools as a means of attracting talent and remaining competitive. Use is partly in response to demand from users and the belief that younger workers will have expectations that social tools will be part of work. Almost half (45.3%) of respondents said that new approaches—curating and working out loud—have increased interest in using social tools.

## Concerns: Organizations

2011 ■  
2018 ■

We do not know how to measure social-tools-based learning interactions

Year	Percentage
2011	66.2%
2018	64.2%

We are concerned about legal, confidentiality, and/or regulatory issues that social tools may create

Year	Percentage
2011	64.7%
2018	64.5%

Learners in my organization do not have the necessary equipment/software to create and share content

Year	Percentage
2011	46.9%
2018	48.1%

Learners in my organization do not have the skills to create and share content

Year	Percentage
2011	37.3%
2018	36.1%

## Concerns: Organizations

As far as organizations are concerned, a number of things have remained remarkably constant over time. It appears they continue to struggle with helping learners access and use social tools and approaches, with identifying ways of measuring interactions, and with addressing/resolving concerns about legal and regulatory issues.

### Concerns: Individual



**39.1%**

I don't know how to implement these approaches

I think the approaches are so new that early adoption is bound to be risky



**28.4%**

My time is better spent on other initiatives



**24.5%**

I'm barely able to keep up with old tools

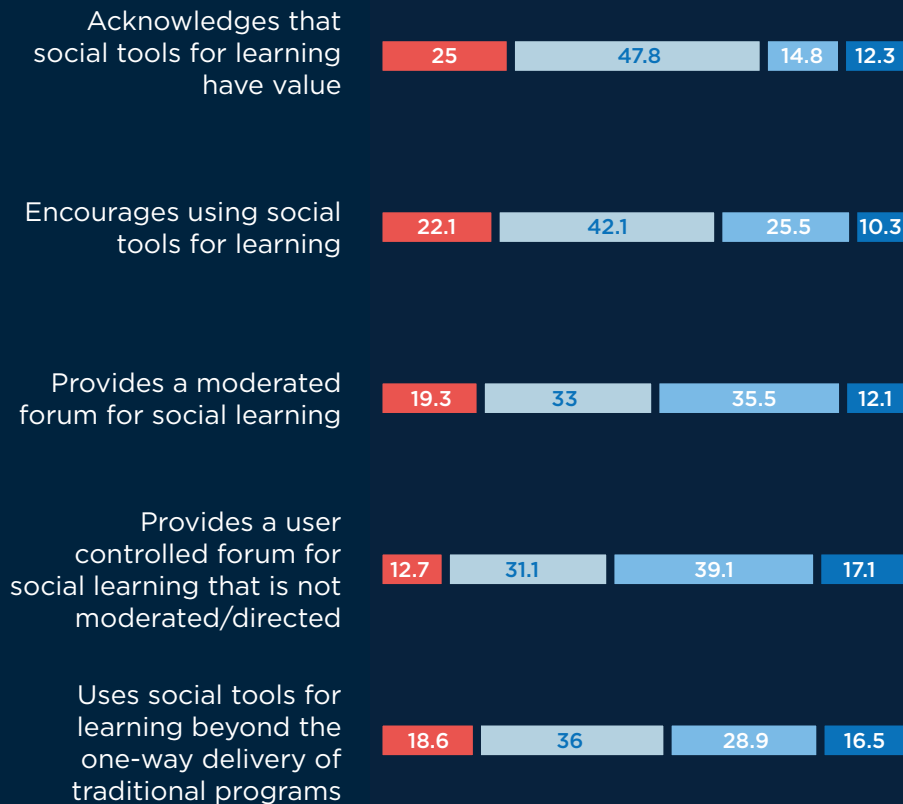
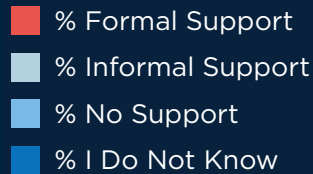


**23.1%**

### Concerns: Individual Respondents

Regarding their personal beliefs, more than a third of respondents—39.1%—said, “I don’t know how to implement these approaches,” and nearly a quarter—23.1%—feel they are barely able to keep up with new tools. It’s notable that individuals said personally they thought their time would be better spent elsewhere—later in the survey they indicated that the efforts were viewed as worthwhile by the organization, and there were plans to increase them in the coming year.

## Organizational Support



## Organizational Support

Organizations are generally supportive of using social tools for learning, particularly via informal means, and even encourage such use (combined 64.2%). They are less supportive of forums devoted explicitly to social learning. It seems worth noting that in all categories, between 10.3% and 17.1% of respondents said they didn't know the status of the organization's perception and preparedness.

*More than a quarter (28.9%) of respondents said there was no support for using social tools for learning beyond the one-way delivery of traditional learning programs.*

One commented: “[There are] too many old school ideas about what eLearning is really all about. Mostly they’re trying to take classroom, boring materials and make them electronic.”

The background of the slide features a dark blue gradient with several social media icons in lighter shades of blue and green. These icons include a question mark, a headset, an envelope, a heart, and a speech bubble, all arranged in a scattered pattern.

## “It Depends”

Use of social tools—or most any other approach—may not happen in a blanket fashion across an organization. The types of work, and the different employees who perform it, may dictate what can happen when. Prison guards, for instance, are usually not allowed to carry any device during the workday; people working in road construction may not be able to do more than share a quick photo now and then. A busy hospital nurse may have “computer time” during a shift only to update patient records and such. One respondent spoke to this:

*“Our employee base is very diverse; their work responsibilities range from close supervision of traumatized children or individual therapy (leaving little to no time to utilize tools) to recruiting foster/adoptive families (lots of time on social media); this has led to pockets of great success and pockets of limited success. It also challenges us in how to manage overtime for hourly employees—what time are they paid for and what is not paid.”*



*What is (or will be) your approach to measuring success?*



## Measurement

As with earlier surveys, there continue to be challenges in measuring the success of social tools use. The most popular answer by far (65%) was “We’ll ask users to evaluate its value to them.” Nearly equally, but considerably further behind, were “We’ll test the users’ knowledge, understanding, or decision-making skill,” “We’ll look at their job performance,” and “We’ll examine our organizational and/or business results.”

When asked about measuring the success of social tools use, nearly a quarter (22.3%) of respondents said, “I don’t know.”

# Value Creation

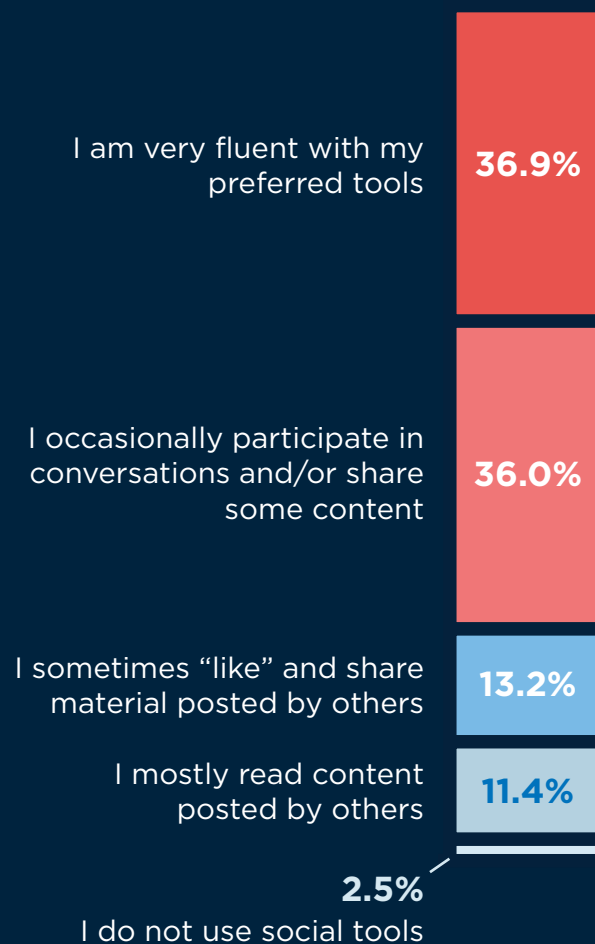
A challenge in measuring outcomes of social tool use is that it is not available in some one-off algorithm: A comment *here* and a like *there* and a photo *over there* does not necessarily equal improved performance. Etienne Wenger, Beverly Trayner, and Maarten de Laat offer a framework for assessing the value of interactions from immediate value (having fun, being engaged in conversation) across to looking at whether skills are being acquired, tools being reused, connections not just being made but also leveraged. Finally, the framework asks whether there is some reflection on organizational and personal performance, and, ultimately, some new strategy or bigger change.

The authors offer extensive ideas for getting these measures—starting with questions useful for employee self-reporting—in their white paper [\*Promoting and assessing value creation in communities and networks: a conceptual framework\*](#).

IMMEDIATE VALUE	POTENTIAL VALUE	APPLIED VALUE	REALIZED VALUE	REFRAMING VALUE
Level of participation	Skills acquired	Implementation of advice	Personal performance	Change in strategy
Quality of interaction	Inspiration	Innovation in practice	Organizational performance	New metrics
Level of engagement	Social connections	Reuse of products	Organizational reputation	New expectations
Having fun	Tools and documents	Use of social connections		Institutional changes
Level of reflection	New views of learning	New learning approaches		

Chart from *Promoting and assessing value creation in communities and networks: a conceptual framework*, by Etienne Wenger, Beverly Trayner, and Maarten de Laat. Used with permission.

What kind of social tools user are you?



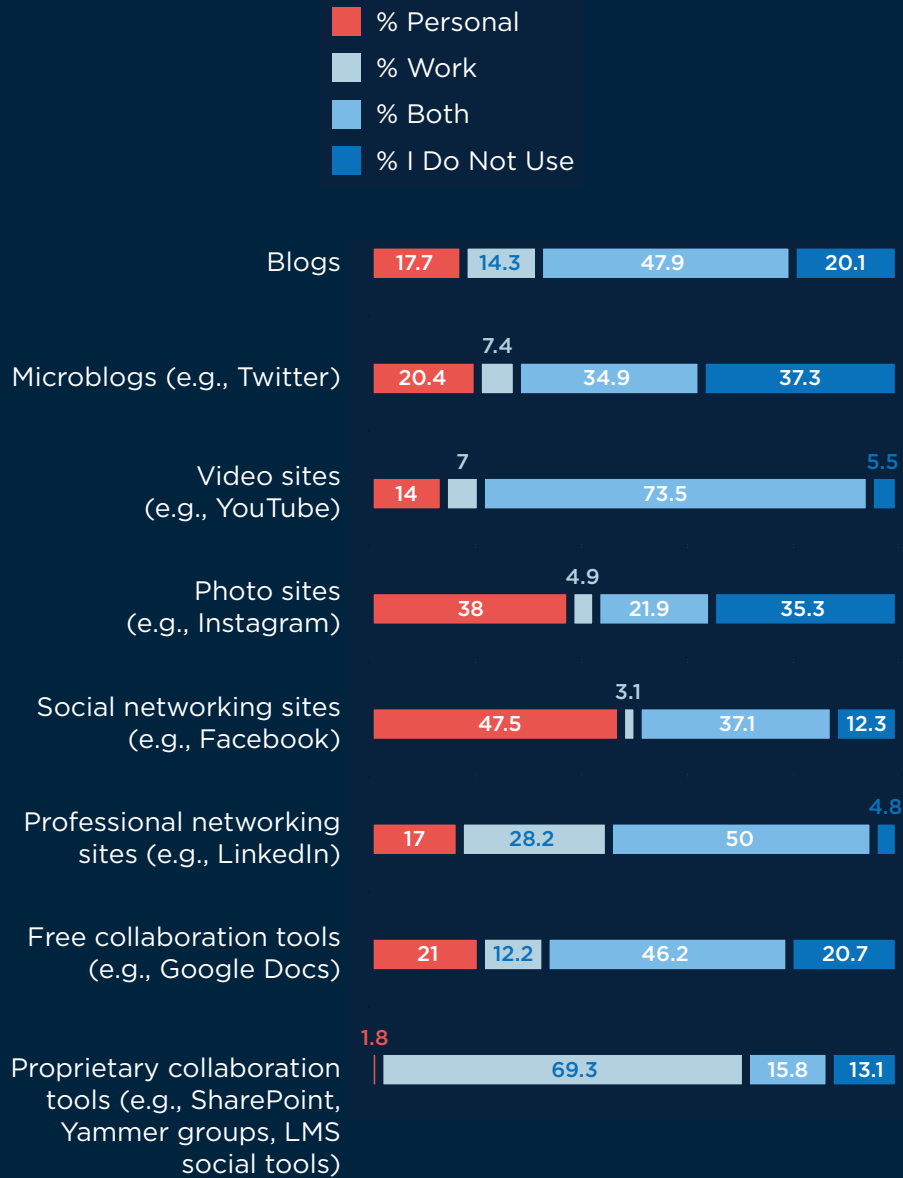
## Tools: You and Your Organization

Respondents were asked to rate their own use of their preferred social tools on a scale from “I do not use” to “I am very fluent.” Better than a third of respondents (36.9%) said they were fluent with their preferred tools, engaging in conversations, creating content, and exploring unusual or innovative uses of tools.

*Half of the respondents reported more casual use of tools, from liking and sharing content to sometimes engaging or participating.*

A little over 10 percent (11.4%) preferred to read content posted by others, while 2.5% of respondents said they do not use any social tools.

Either at work or at home, indicate your use of the following. Where tools cross over or combine categories, select multiple answers as appropriate.



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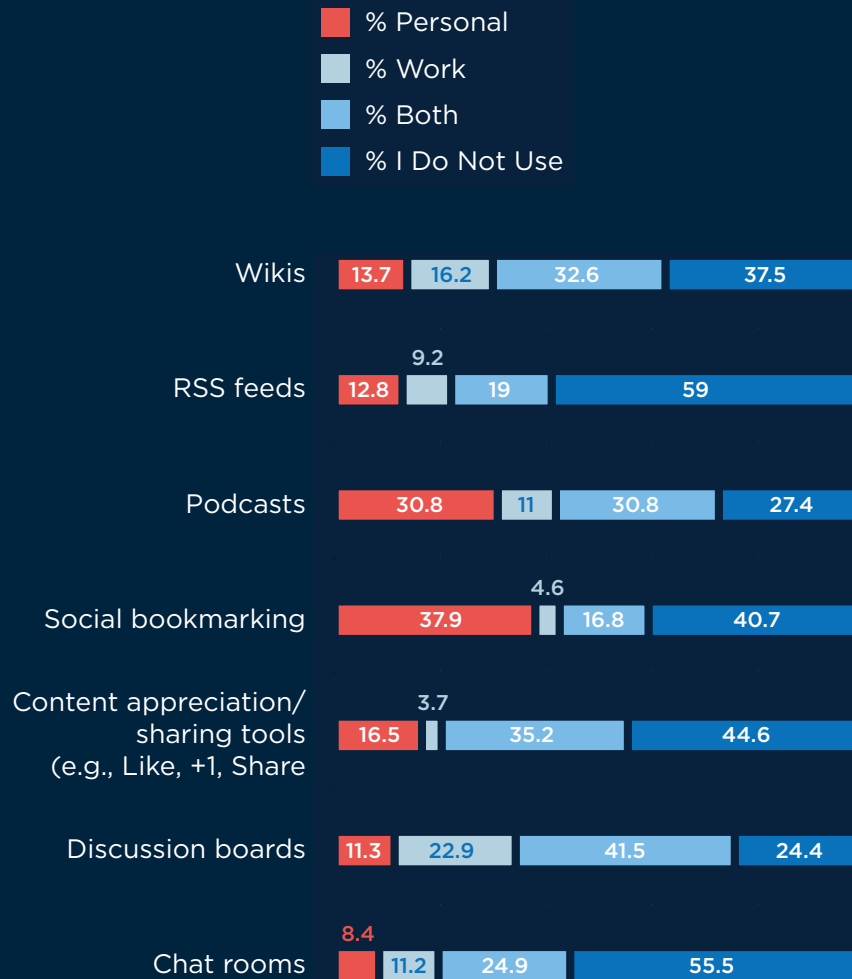
*Social tools proved popular with respondents: A whopping 95.2% use professional networking tools like LinkedIn; 94.5% use video tools like YouTube or Vimeo.*

Video sites were popular at both work and home, as indicated by 73.5% of respondents. To compare this to other data, 31.7% of respondents to The eLearning Guild's 2017 report, [\*Using Video for Learning\*](#), said their organizations sourced video from curated public content found on public sites like YouTube and Vimeo.

*"I created a job doing YouTube-based video tutorials, it has been very beneficial for our organization."*

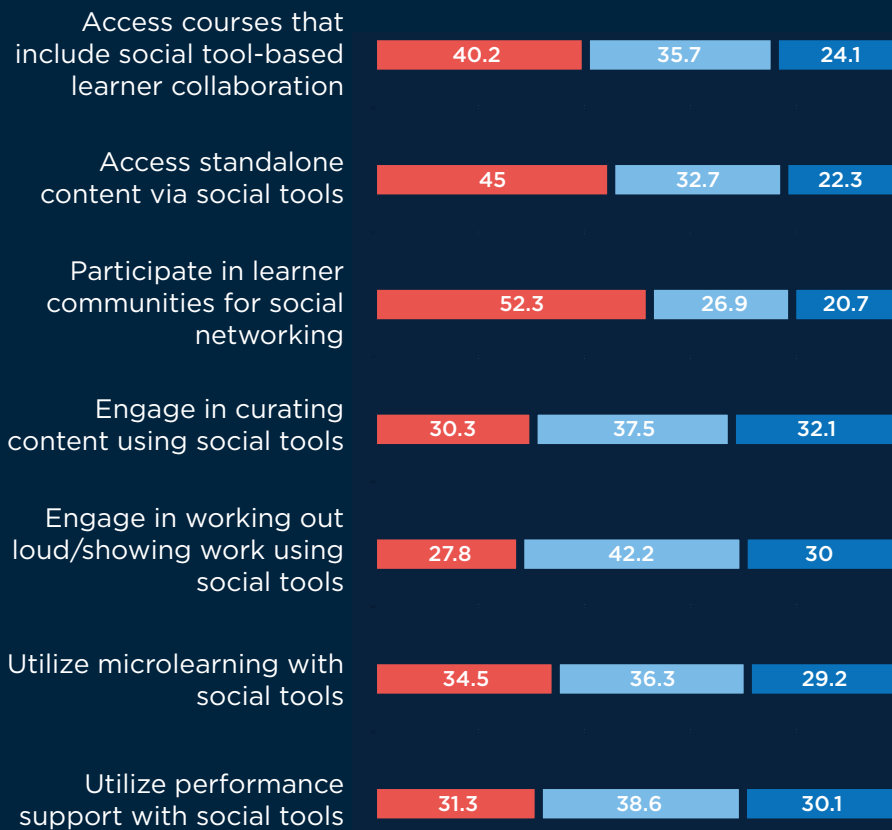
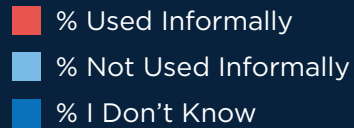
Either at work or at home, indicate your use of the following. Where tools cross over or combine categories, select multiple answers as appropriate.

(Continued from previous page)



Blogs took a distant (47.9%) second on the list of tools preferred for use at both home and work. In terms of their preferred personal use, social networking (e.g., Facebook), photo sharing (e.g., Instagram), and social bookmarking (e.g., Pinterest) led the way. Work-only preferences were proprietary, internal-only tools like Sharepoint or LMS-based tools (69.3%), and professional social networking sites like LinkedIn. While it would be expected that enterprise/proprietary tools receive heavier use at work, it's a bit surprising that bookmarking tools like Pinterest and Diigo, photo tools like Instagram, and podcasts get considerably more use at home than at work. Even if organizations are blocking use of public tools, podcasts can be created internally, arguably more easily than videos.

### Is your audience using social tools informally?



### Tools: What About the Audience?

Respondents indicated a good deal of informal use of social tools for learning: More than half of survey respondents said learners participate informally in social networking communities. Across categories, one-fifth to nearly one-quarter of respondents said they don't know whether workers are making informal use of social-tool supported opportunities.



*What tools are most preferred  
by your target learners?*



**50.0% - 59.9%**

Video sites



**40.0% - 49.9%**

Social networking  
tools



**30.0% - 39.9%**

Professional  
networking tools  
Free  
collaboration tools



**20.0% - 29.9%**

Blogs  
Microblogs  
Photo sites  
Proprietary tools  
Podcasts  
Discussion boards



**10.0% - 19.9%**

Content  
appreciation  
Wikis  
Chat rooms



**< 10.0%**

Bookmarking  
tools  
RSS feeds

## Video Rules

Respondents said video sites and social networking sites like Facebook were most preferred among their users. Professional networking sites, free collaboration tools like Google Docs, proprietary tools such as those in SharePoint or an LMS, and discussion boards came next. Between 20% and 29.9% of users liked photo sites such as Instagram, blogs, microblogs like Twitter, and podcasts. Other tools were less used, but it seems worth noting that since the 2011 survey, collaboration tools like Google Docs may have replaced more traditional wikis, as the functionality and uses are similar.

When asked what social tools their target audience preferred more than a quarter of respondents—26.5%—said “I don’t know.”



## Mix it Up: One Size Does Not Fit All

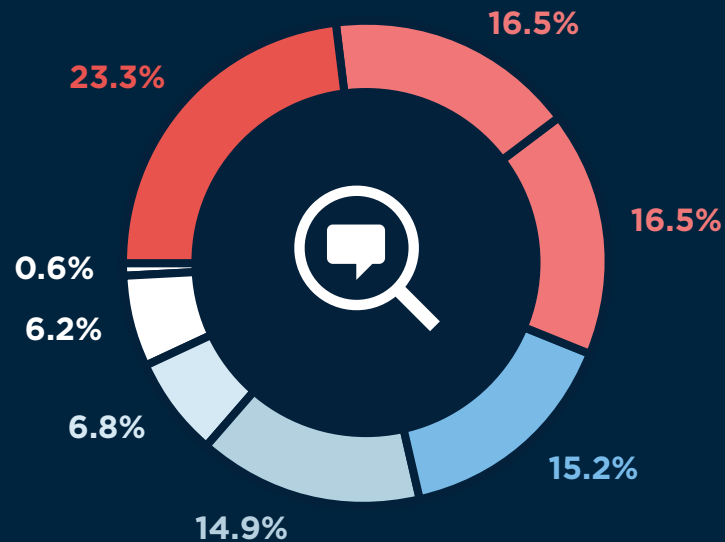
Several respondents emphasized the need to offer a variety of tools:

*“We have various SharePoint sites. Different organizations within the business use their site in different ways. Some use it mainly for sharing content, while others have sharing of content and discussion boards, chat groups to join, etc... making it more like social media sites people use outside of work.”*

*“Different strokes for different folks holds very true these days. Must use multi-platforms to stay in touch with users.”*

*“It’s a matter of providing learning solutions using the most ‘traveled’ avenues. Where do your learners spend the most time? If you are there too they are most likely to use your services.”*

What is your organization's policy regarding posting of employee-generated content?



- 23.3%** Communications are monitored on a random or periodic basis, and can be edited or deleted
- 16.5%** Communications are not monitored, but everyone agrees to conform to stated standards
- 16.5%** We don't have a policy
- 15.2%** Each communication is monitored before it is posted
- 14.9%** I don't know
- 6.8%** Communications are not monitored
- 6.2%** Communications are not monitored, but they can be edited or deleted based on complaints
- 0.6%** Communications are not monitored, but are rated by other users

## Policy

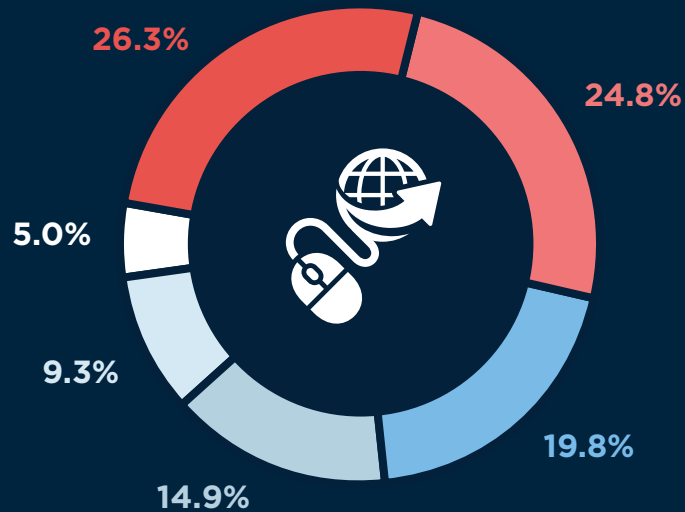
### Do Organizations Monitor Employee Communications?

As far as user-generated content is concerned, nearly half of organizations do not monitor communications\*, although there are some constraints: in some organizations users agree to abide by stated standards; in others, complaints can trigger deletion. Another 23% of organizations do some monitoring. 16.5% of organizations do not have a policy. Consistent with 2011 findings, in 2018 15% (in 2011, 14.4%) of organizations monitor each communication before it is posted.

Some respondents offered narrative comments saying the nature of the work sometimes dictated monitoring of user-generated content. One respondent working in a manufacturing environment noted the necessity of information being absolutely correct during a new product launch; another pointed out that it is not unusual in online communications for opinion to be offered as fact, sometimes triggering the need for monitoring, correcting, or deleting content offered by workers.

\*Note that the number of organizations not monitoring communications may be higher, as 14.9% of respondents said they don't know the organization's policy on this.

Can you access external sites?



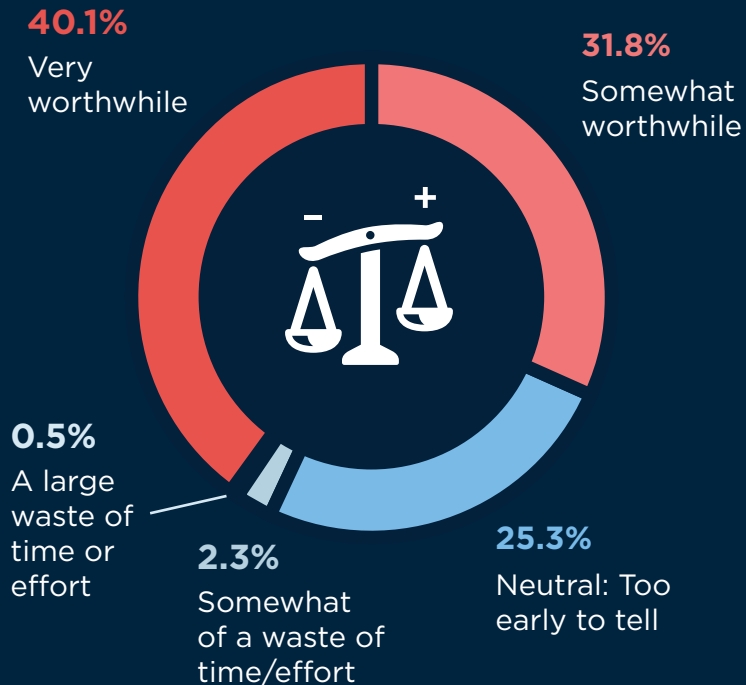
- 26.3%** My organization encourages me to access social tools
- 24.8%** My organization is not actively interested in whether I access social tools
- 19.8%** I am only able to access approved external social tools
- 14.9%** My organization would prefer I not access external social tools, but I am able to do so
- 9.3%** The corporate firewall prevents me from accessing external social tools
- 5.0%** I am not interested in accessing social tools from work

## Workers Unleashed

Nearly all (95%) respondents indicated interest in accessing external social tools from work, and it appears, for the most part, that they are able to access what they want. Almost as many (91%) reported no issues with access being blocked, up from earlier surveys. A quarter (26%) said the organization encourages access; a similar amount (25%) said their organizations were not actively interested in whether they accessed external social tools. Twenty percent reported being able to access only approved sites, a number consistent with past surveys.

*“Our mistake was in not making sure that IT understood the tools.”*

Indicate your beliefs about your learning solutions with integrated social tools.



**71.9%**

of respondents found their efforts with social tools for learning “Very” or “Somewhat” worthwhile.

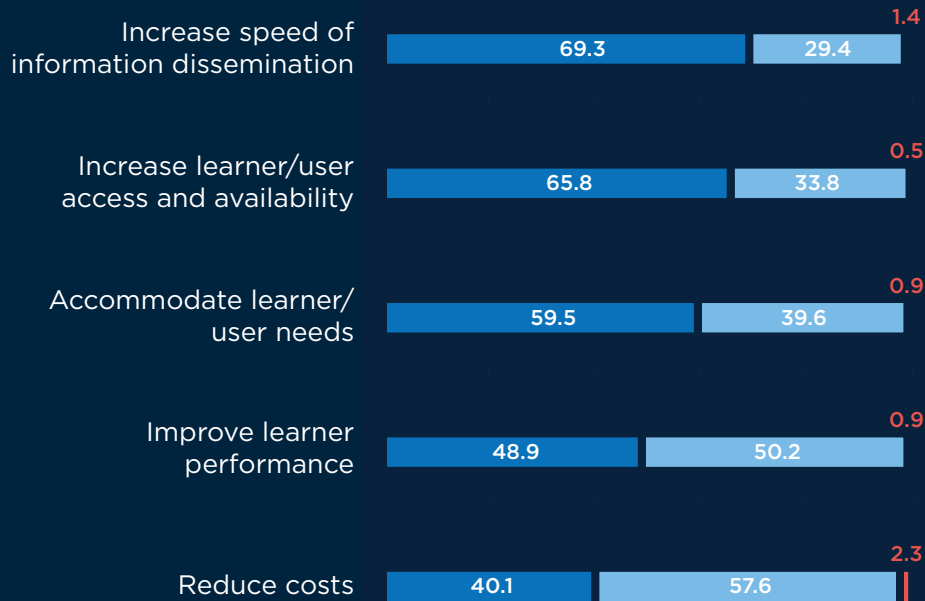
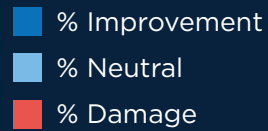
## Results and Future Plans

### Efforts with Social Tools for Learning Are Worthwhile

Almost three-quarters (71.9%) of respondents found their efforts with social tools for learning “Very” or “Somewhat” worthwhile, with another 25.3% saying it was too early to tell. Fewer than 3% of respondents said they felt efforts with social tools had been a waste of time/effort.

*“I am using social tools for subjects because books cannot provide the level of content coverage we need.”*

### What's the impact?



Use of social tools was judged to be particularly helpful in speeding dissemination of information, increasing learner access, and accommodating learner needs.

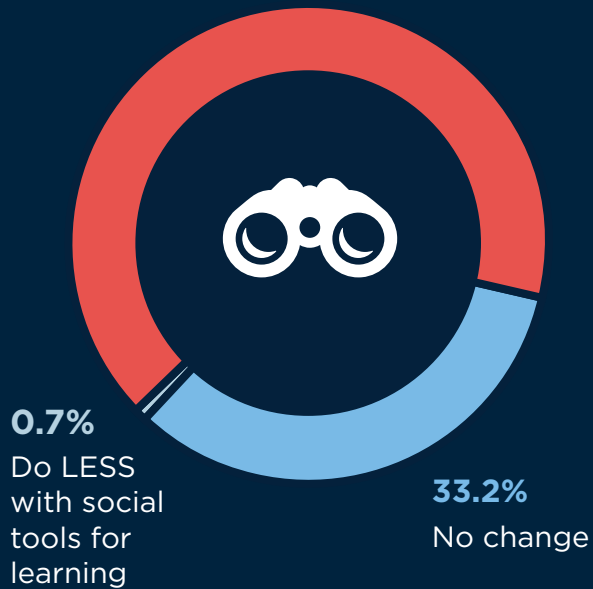
*Almost half—48.9%—said use of social tools had improved learner performance.*



*What are your plans for the next 12 months?*

**66.1%**

Do **MORE** with social tools for learning



## Future State

### Plans?

Respondents overwhelmingly find the use of social tools to be worthwhile. In addition to outright learning efforts, such use is seen as important to recruitment and meeting expectations of learners. Two-thirds of respondents say they plan to do more with social tools for learning in the next year. Fewer than 1% plan to do less.

# Conclusions

## Organizations Support and Even Encourage the Use of Social Tools for learning

Compared to past data collected organizations have moved from researching to implementing. Most organizations agree that using social tools for learning has value. Respondents say that efforts at using social tools for learning are worthwhile. Two-thirds of respondents plan to do more with social tools for learning in the coming year.

## Use Has Surpassed Interest; Trust is Up

There's been a considerable shift from researching, as shown in past surveys, to actual use in 2018. Compared to past data, trust is up, with fewer issues with sites being blocked, an increase in organizations encouraging use of external tools, and fewer instances of organizations monitoring employee-generated content.

## Benefits and Hindrances

The chief benefits reported by organizations were the increased ability to disseminate information quickly and increased access for users.

Unlike other learning technologies, which often run up against barriers like lack of management support, cost, or time, difficulties with using social tools for learning largely centered around not knowing how to go about implementing them and not knowing how to measure success.

## “I Don’t Know”

Another thing that has remained constant over the years is a certain lack of awareness of what is going on organization-wide. Across the 2018 survey, the instances of “I don’t know” were striking: When asked about informal use of social tools by workers, the average response to “I don’t know” was 26.9%.

A similar amount (26.5%) did not know their target audience’s preferred tool. Fifteen percent of respondents said they did not know their organization’s policy on employee-generated content. And when asked how they will measure the success of social tools use, nearly a quarter (22.3% of respondents ) said “I don’t know.”

# Strategy

When offered the chance to say more about the use of social tools for learning, several respondents spoke about lack of strategy:

- » “Workers are overwhelmed with all the choices, and this adds one more tool to overburden them. There seems to be a lack of strategy in the implementation and support of tools in general, complicating the efforts.”
- » “Where it fails is when people treat it as the ‘next big thing’ and try to use it for everything all the time.”
- » “We have implemented some social tools to distribute information and documents, but it got out of control quickly, was poorly implemented, and now nobody can find anything. In our learning systems where we have used smaller deployment for specialized content we have had better luck.”

## Strategy: Questions to Ask Before Starting

- » What problem am I trying to solve? How can this support business goals? Do we want to reinforce training information? Increase time to competence?


Offer a place for performers to share their experiences and solutions? Reduce complaints, rework, calls back for additional training? Provide a space for learners to stay connected as they work to implement new learning? 2018 survey data says use of social tools proved especially valuable in speeding dissemination of content and providing learners access to information. Would that tie to any of your business goals?

- » What are reasonable expectations? What does success look like?
- » What tool(s) are best suited for this? What is amenable to both the learners and the organization?
- » Plan: How will you launch and sustain initiatives? Communicate instructions to participants? Drive participation? As noted earlier, the top encourager of use is good content. How will you support users to help them provide fresh, solid, useful content?
- » Who is available to help seed content, and if necessary make sure information is correct or help keep conversations on track? One respondent said, “Availability of subject matter experts to respond on social media is critical.”

You can find an [exhaustive list](#) of suggestions regarding strategy from Dave Wilkins and Kevin Jones.

# Action Items


## ➤ Action Item: Regulatory and Legal Concerns


 Use existing communication policies. Most companies of any size have guidelines in place regarding what can be discussed, by whom, and where. Can they be applied to worker use of social tools as well?


 Beware of all-or-nothing thinking. Certainly everything isn't appropriate for broadcasting out to the world; tools can be internal-only if need be. Perhaps conversations about patent research and patient information need to stay completely private, but what topics or interest areas lend themselves to freer, more open discussion, inside or outside of company walls? As with all conversations, there are some things one might share just with one's supervisor, or with the work team, or work unit, or sitewide, or companywide, or to customers, clients, or patients, or to the public.

## ➤ Action Item: The Way to Start Is to ... Start

More than a third (39.1%) of respondents said "I don't know how to implement these approaches." Many others reported concerns that users do not possess the skills to use the tools. Look for things that can give early, perhaps even easy, wins that will help you learn what to do if and when the organization wants to go bigger with use of social tools. A few suggestions for killing two birds with one stone, so to speak:

 First get clear on what you're trying to do: See tips above on "strategy"

 While a third of respondents said they were fluent users of their preferred social tools, others reported more casual use. It's important for those working to support use of tools to develop fluency with a few. If you want to develop more skill, look at [Jane Hart's tips](#).

 Start small: Create a community to support a single training effort like a leadership academy or customer service certification. You might have a community or groups

tool in your LMS or might choose something like LinkedIn or Facebook. Work with facilitators to help seed content and generate energy and discussion, especially in the early days.



Look at an ever-present issue like onboarding. Create a space for new hires to communicate, feel welcomed, connect with some people they'll need to know (like the workplace benefits representative), and ask questions. Be sure someone is in place to respond.



Offer informal mentoring. Ask for volunteer mentors for short- or long- term projects and problems. Look for ways to help learners connect across the organization.



Offer a contest or challenge: A leadership book reading fest, photos of safety dos/don'ts, identifying features of a new product, etc.



Offer “drip-feed” training: a tiny bit of information every day or so to keep learners updated or reminded of information and past training activities.



Support a live event: Host a backchannel with comments, ideas, and photos from an organizational event. Consider capturing information important to those onsite as well as those who are not attending. Twitter or a similar tool is excellent for this.



Get in the habit of linking rather than attaching. Direct people to specific sites, places, conversations, documents, images, etc. Help them see tools as a resource.



Pick some tools you like and become fluent with those. It is difficult to envision unusual uses for tools if you aren't familiar with them. Seeing how other users leverage them can be a big help.



Don't assume your users don't have skills. Find out what tools your audience prefers. What skills are they using with them? Are they texting from phones? Uploading photos to Facebook? Commenting on YouTube videos? Help them move those skills to new uses, and build on what they already know.

Some material adapted from [Jane Hart](#).



# References

Bozarth, Jane. "[Nuts and Bolts: Assessing the Value of Online Interactions](#)." *Learning Solutions*. 2 October 2012.

Wenger, Etienne, Beverly Trayner, and Maarten de Laat. [Promoting and assessing value creation in communities and networks: a conceptual framework](#). 2011.

# Resources

Below are just a few of the resources on social tools available from The eLearning Guild. Resources include research reports, eBooks, case studies, videos, online recordings, online events, and *Learning Solutions* articles.

## Articles

**Betts, Ben.** “[Social Is Not an Option](#).” *Learning Solutions*. 15 August 2010.

**Bozarth, Jane.** “[Nuts and Bolts: Social Media for Learning](#).” *Learning Solutions*. 3 October 2011.

**Bozarth, Jane.** “[Nuts and Bolts: Building Community](#).” *Learning Solutions*. 4 February 2014.

**Ganci, Joe.** “[Toolkit: Add Social Networking to Your eLearning](#).” *Learning Solutions*. 22 January 2018.

**Hogle, Pamela S.** “[Managers Can Support—Not Create—Social Learning Communities](#).” *Learning Solutions*. 15 November 2017.

**Miguel, Marie.** “[Using Social Media in eLearning](#).” *Learning Solutions*. 23 May 2017.

## Research Reports

**Betts, Ben.** [Social Learning: Answers to Eight Crucial Questions](#). Santa Rosa, California: The eLearning Guild, 2011.

**Bozarth, Jane.** [Social Media for Learning](#). Santa Rosa, California: The eLearning Guild, 2011.

**Hogle, Pamela S.** [The State of Microlearning](#). Santa Rosa, California: The eLearning Guild, 2018.

## Online Event Archive

**The eLearning Guild.** Collaborative, Social, and Informal Learning: Where Do Learning Professionals Fit? Online Forum. 18 - 19 November 2015.

**The eLearning Guild.** Collaborative and Social Learning: Best Practices for Learning with Others. 15 - 16 August 2013.

## About the Author



Jane Bozarth, PhD

*Director of Research, The eLearning Guild*

Jane Bozarth, The eLearning Guild's director of research, has spent more than two decades in the learning and development industry in a practice spanning classroom training, online instruction, eLearning design, and program management. She worked for many years in assorted agencies in North Carolina state government, including several years as training director for the North Carolina Department of Justice and, from 2003 to 2018, as the state's eLearning coordinator. Her abiding interest is in sharing tacit knowledge across organizations and disciplines: The topic of her dissertation was an investigation of social learning in a community of practice. Jane, who holds a PhD, is the author of many books, including *Social Media for Trainers*; *Show Your Work: The Payoffs and How-Tos of Working Out Loud*; and *Better than Bullet Points*. Her "Nuts and Bolts" column appears monthly in [Learning Solutions](#).

## About The eLearning Guild



Founded in 2002, The eLearning Guild is the oldest and most trusted source of information, networking, and community for eLearning professionals. As a member-driven organization, The eLearning Guild is built upon a core belief: Together we are better. The Guild community is made up of a network of learning professionals who work in corporate, government, and academic settings, all exploring solutions to their unique challenges.

Our members enjoy hundreds of eLearning resources every year that help them stay up to date on best practices and new techniques in L&D. We also offer paid content packages that enhance free membership. Membership includes benefits such as access to online events, discounts on our face-to-face conferences, research, eBooks, white papers, *Learning Solutions*, and more.

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