

AN ASSESSMENT OF MARKETING STUDENTS' PERCEPTIONS OF TWITTER IN THE CLASSROOM

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Abstract

The onset of social media has created multiple opportunities for the utilization of such technology in a college classroom setting (Junco, Heiberger & Loken, 2011). From a pedagogical perspective and as a result of its interactive nature, the use of social media by academic instructors may potentially allow for greater student motivation, participation and interest in the course (Junco, Heiberger & Loken, 2011; Rinaldo, Tapp and Lavarie, 2011). The present study uses an extended form of the Technology Acceptance Model (TAM) to explore students' attitudes and perceptions of the use of Twitter as a pedagogical tool in the context of a marketing course. A micro-blogging social media website, Twitter has recently been an increasingly popular educational tool amongst marketing instructors (Tuten and Marks 2012). Initial results of a structural equation model support the roles of perceived usefulness and perceived ease of use in shaping student's attitudes towards Twitter.

References Available upon Request