



# Deaf STEM Community Alliance

## Frequency of Posts



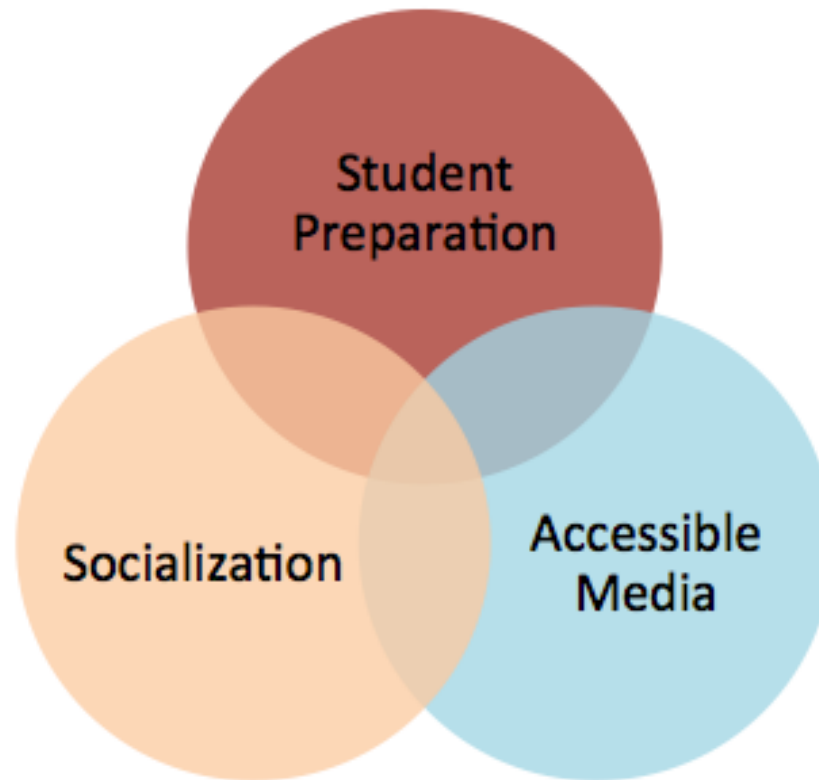
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ERN Conference, Washington D.C.  
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# Challenges Addressed by the Alliance

- Need to add more STEM graduates
- Broaden participation of underrepresented groups in STEM, especially those with disabilities, and, in particular, those who are deaf or hard-of-hearing
- Create more cohesive cyber learning resources for students, faculty, and support service providers



# Barriers to Success in STEM



# Goals and Objectives

Goal - Build a model virtual academic community that will increase graduation rates of D/HH STEM majors in postsecondary education in the long term

Objectives -

- 1) Document and disseminate a description of the process of creating the VAC to create a scalable model that could be adopted by others
- 2) Increase GPAs and retention rates of D/HH students in STEM majors



# Socialization

This is an example of a post within the private community.

+1's



Post



Additional comments



# Hypotheses

- H1: The posts that receive the most activity will have been posted on a Tuesday, Friday, Saturday or Sunday.
- H2: The posts that receive the most activity have been posted at 9:00am or 12:00 noon Eastern Time



# Hypotheses

- H3: The posts with the most activity will have between three and ten Plus 1s and/or comments
- H4: Posting days and times will not be different for students, tutors, mentors, or staff.



# Why?

- Importance of providing access to mentors and adult role models for students with disabilities
- Students with disabilities has a higher percentages of unemployment rates and lower earnings
- Participate in academic opportunities / careers by interacting with others with similar interests
- Adaptive technology allows anybody to participate online





# Research Studies

- Posts valuable to the audience (Ford, 2014a)
  - Minimum: 3X per week
  - Maximum: 10x per week
  - Quality content vs. quantity
- Post lifespan (Ford, 2014b)
  - 3 hours
  - Friday, Saturday, and Sunday
- Tuesday – most successful day for viral content (Rowe, 2014)
  - Share at 9:00am to 12:00 noon



# Methods

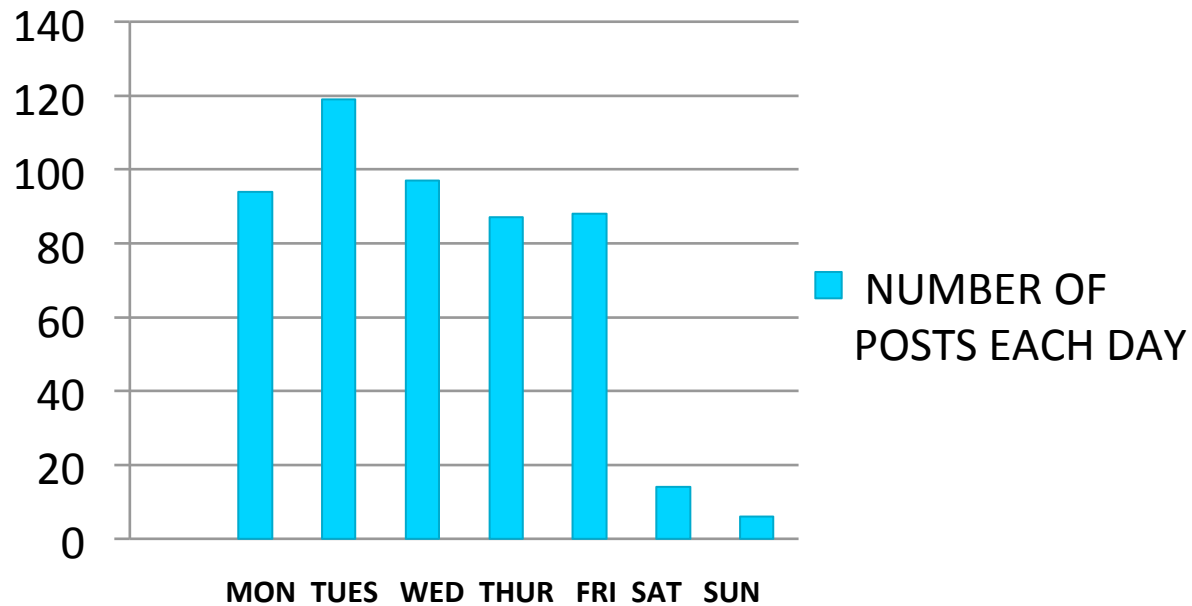
- Descriptive Statistics
- Collecting data
  - February 2013-February 2015
  - Record the day, time, and category
  - Document who post, commented and plus 1
- Analyzing data



# Findings

➔ H1

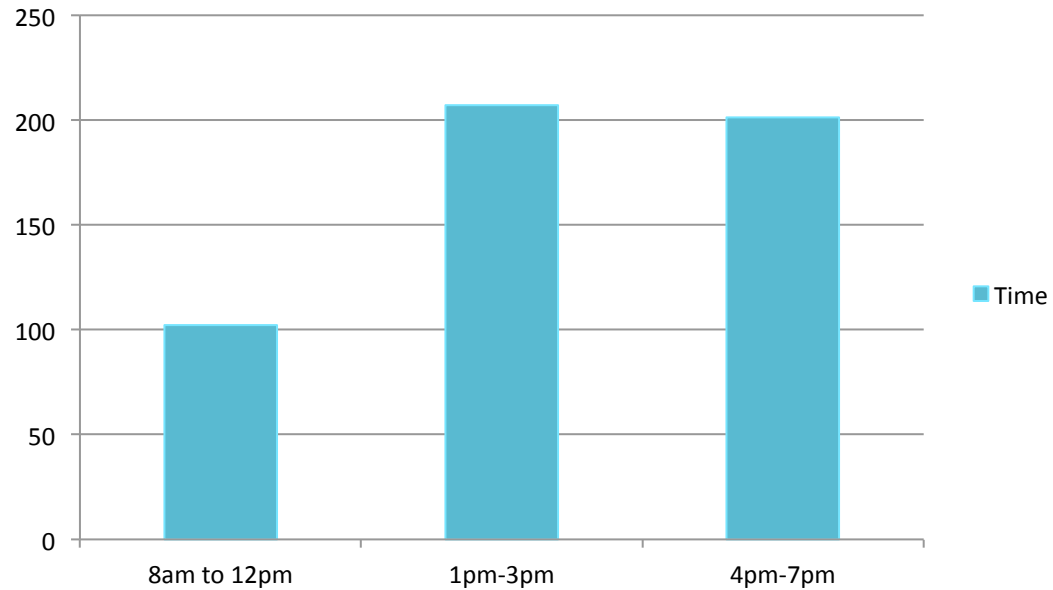
## Numbers of Posts Each Day



# Findings

## ➤ H2

**Post Time Frequency**



# Findings

## ➔ H3

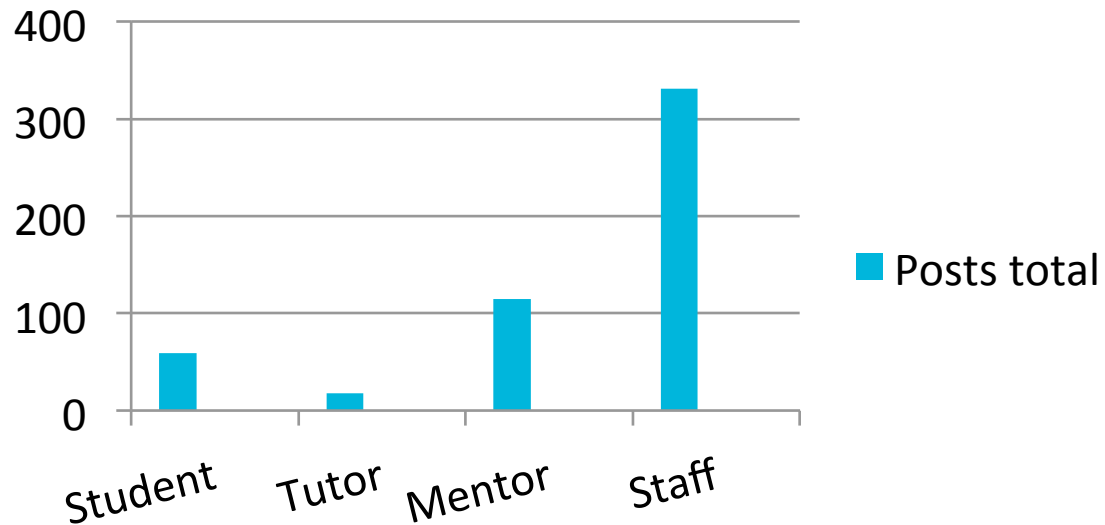
Post Title	Total of Posts Activity	Plus 1s	Comments
Meme Monday	24	23	66
Fall Schedule	12	13	8
MotionSavvy	10	31	83
New Student	10	63	9
Happy Friday	10	58	10
NASA	9	15	28
Newsletter	7	9	4
ImagineRIT	6	1	7
Caroline Solomon	6	24	11
Next Big Idea	5	10	7
3D-Printing	3	2	1



# Findings

## ➔ H4

### Community Involvement Total



# Discussion

- Need to increase students' and tutors' involvement
- Statistics
- Even number of students, mentors, tutors and staff
- Successful posting time
  - 1pm-3pm
  - Tuesdays



# Future Research Questions

- What are the topics that encourage the most activity?
- Are there any other effective times for posting?
- Additional analysis of posts that are the most interesting to students
- Do different groups respond to different posts?





# References

- Ford, M. (2014, July 28). How often should you post on Twitter and other social media networks. Red Website Design Blog. Retrieved 9/19/14 from <http://blog.red-website-design.co.uk/2014/07/28/how-often-you-should-post-on-twitter-and-other-social-media-networks/>
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- Rowe, J. (2014, May 30). The secret formula for the perfect viral share. Gryffin. Retrieved 9/19/14 from <http://www.gryffin.com/secret-formula-perfect-viral-share-infographic>



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