6-1-2013

Facebook in an Academic Environment: Advancing Practice from Information-Sharing to Collaboration and Innovation (ICI)

Matt Glowatz
University College Dublin, Ireland, matt.glowatz@ucd.ie

Orna O'Brien
University College Dublin, Ireland, orna.obrien@ucd.ie

Follow this and additional works at: http://aisel.aisnet.org/bled2013

Facebook in an Academic Environment: Advancing Practice from Information-Sharing to Collaboration and Innovation (ICI)

Matt Glowatz
University College Dublin, Ireland
matt.glowatz@ucd.ie

Orna O'Brien
University College Dublin, Ireland
orna.obrien@ucd.ie

Abstract

This paper addresses the scarcity of research regarding academic uses of Social Networking Sites (SNS) by demonstrating how a SNS, in this case FB (FB), can engage students academically and help develop synergistic knowledge. The research primary research questions were:

- *Can Facebook be used as a learning tool to academically engage student?*
- *Can Facebook as an eLearning tool improve students' learning experience?*

Building Pollara and Zhu's (2011) observations that students believe online collaboration assists learning, this paper demonstrates synergistic knowledge development by students as a result of incorporating FB into higher education. Data was collected using student surveys, archival FB information and interviews. This study's findings support Junco's (2012) observation that some FB usage can be advantageous to students. The benefits here to using FB in teaching and learning also included the development of educational micro-communities as suggested by Bosch (2009). In this study, FB stimulated critical thinking and engagement in academic debate regarding the module material. Students also engaged beyond just information-sharing, demonstrating high levels of student collaboration and synergistic knowledge development, and ultimately theoretical innovation with the module concepts.

Keywords: Facebook, Higher Education, Knowledge, Learning

1   Introduction

There is a scarcity of research regarding the possible academic uses of Social Networking Sites (SNSs), such as Facebook (FB). Much research focuses on the social or information student use. This paper demonstrates how a SNS, in this case FB, can help increase a

student's academic engagement and develop synergistic knowledge. Engagement is understood as the effort and time a student invests in educational activities in or out of class, which are empirically related to college outcomes (Kuh, 2009). Engagement encompasses various aspects including interactions with faculty, involvement in co-curricular activities and peer interaction.

Building Pollara and Zhu's (2011) observations that students believe online collaboration assists learning, this paper demonstrates synergistic knowledge development by students as a result of FB use on UCD's 'Business Information Systems Management' module during one semester. Data was collected using student surveys, archival FB information and interviews with students. This student group are a less researched cohort regarding SNS usage: they are post-experience, part-time postgraduates. This study's findings support Junco's (2012) observation that some FB usage can be academically advantageous to students. The benefits here to using FB in teaching and learning also included the development of educational micro-communities as suggested by Bosch (2009). In our study, FB stimulated critical thinking and engagement in academic debate regarding the module material. The evidence here suggests that this SNS can allow for student engagement in a way that traditional educational environment cannot. This module promoted student engagement beyond just information-sharing, such as making lecture notes and complimentary readings available through Blackboard, demonstrating high levels of student collaboration and synergistic knowledge development, such as encouraging students to discuss module topics and to collaborate on group exercises online via Facebook's group. This research also provides an insight into post-experience, postgraduate usage of SNSs. The two major research questions were:

- Can FB be used as a learning tool to academically engage student?
- Can FB as an eLearning tool improve students' learning experience?

2   Social Networking Sites for Academic Purposes

A Social Networking Site (SNS) is a

> ....web-based services that allow individuals to: (1) Construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connection and those made by others within the system (Boyd and Ellison, 2008: 211)

SNSs function primarily as a communication tool, however, also a social tool. The term social network describes how a community of online users communicate regarding a topic of mutual interest utilising applications such as Twitter, LinkedIn, FB and Xing.

One of the most dominant SNS, FB, has approximately 900 million active users (FB Company, 2012) and was created for university students. After its expansion outside of higher education the 25-34 year old demographic has experienced most growth with an increase of 181% and the 35 and older age group increased 98% (Lipsman, 2007 cited by Kirshner and Karpinski, 2010:1239). Already these statistics are dated and FB has become more prolific. FB allows the user to create a profile and provide personal information regarding interests,

upload photos, update the user's status and post events. Users can also join group pages based on interests and activities. Much of the research to date has focused on the use of FB amongst younger students (e.g. Kolek and Saunders (2008) or Junco (2012)), however, little research has been completed on its uses for part-time students who are – in many cases – older.

Hung and Yuen (2010:703) recognise learning

> »…as a social construct that is explained by students' sense of classroom community and their active participation in classroom community of practice.«

There is limited research regarding the use of FB for academic learning purposes. Although intended for social uses, SNSs are transitioning into areas of life, including student learning. This classroom community can be an online community as well as more traditional teaching environments. Indeed, social networking might be considered as 'the practice of explaining knowledge by making connections with individuals of similar interests (Gunawardene, *et al.*, cited Hung and Yuen, 2010:705). Rather than suggesting the online as an alternative approach, Yuen and Hung (2010) suggest that social networking tools are best implemented as a supplement to face-to-face communities or virtual communities with local ties. They suggest that a SNS allows students to network outside of the classroom and such extended interaction can also lead to additional learning opportunities and/or enhance participation in the classroom. Yuen and Hung (2010) found that a student's positive learning experiences with the use of social network were highly related to information-sharing and the interactional function of technology.

Rovai (2007) suggests that in addition to the benefits of being able to reflect on the course content, some disadvantages of online discussions include the large numbers of postings to navigate, the possibility of misunderstanding or propensity for some student to dominate discussions. Kirscherner, *et al.*, (2010:1244) found that there was a 'significant negative relationship between FB and academic performance', outlining that FB users in their studies had lower GPAs and reported spending fewer hours a week studying than the average FB user. They assumed that students use FB while concurrently studying or engaged with other activities – the negative relationship may suggest a 'deleterious effect' of trying to study and use FB at the same time (Kirscherner, *et al.*,2010:1244).

2.1 Student Engagement Online

Generally, research reviews student engagement in offline environments and there has been modest inquiry of the potential of social media, and specifically social networking sites, in academic engagement. Research suggests that a high student engagement in a programme can increase students' psychosocial development and specifically academic success, including critical thinking skills (Junco, 2012; Pascarella and Terenzini, 2005). Engagement was defined by Astin (1984 cited by Junco, 2012: 163) as the 'amount of physical and psychological energy that the student devotes to the academic experience'. Astin suggested that the amount a student learns and develops associated with a programme of study is directly related to the quantity and quality of student engagement. Thus, the effectiveness of any academic practice is related directly to the capacity of that practice to develop academic engagement. Kuh (2009) suggests engagement is conceptualised to include different factors including involvement with co-curricular activities, peer interaction, interactions with faculty members and investment in the academic experience of college. Engagement can be in-class

or out of class engagement in activities with are educationally relevant and both are important to student success.

From the research conducted to date, Heiberger and Harper (2008) and HERI (2007) found that FB is positively related to student engagement. FB attempts to be a platform for engaging young people and was originally set up for student usage (Junco, 2012). Junco found that there is both a positive and negative relationship to engagement and that FB specific activities are related to engagement. Junco (2012) found that FB activities were a stronger predictor of student engagement, class preparation and time spent on co-curricular activities than time on FB. Junco (2012:164) drew upon Astin's five tenet's of engagement to research student use and FB involvement:

1) *Engagement refers to the investment of physical and psychological energy*: Students spend a great deal of psychological energy using FB, checking FB and engaging in a variety of FB activities.
2) *Engagement occurs along a continuum*: Some students use FB a great deal, while others do not. Furthermore, there is variability in the types of FB activities in which students engage.
3) *Engagement has quantitative and qualitative features*: This tenet was strongly supported by the student study as it relates to time spent on FB. Some activities were predictive of engagement and others were not e.g. commenting on content was an activity which engaged the user in interactions with others.
4) *The amount of student learning and development associated with an educational programme is directly related to the quality and quantity of student engagement in that programme*. The module predicting time spent in co-curricular activities showed the both time spent on FB or RSVP'ing to events were positive predictors.
5) *The effectiveness of any educational practice is directly related to that practice to increase student engagement*: While this study found both positive and negative predictors, it is possible that faculty and administrators could develop educational practices that include FB in ways that maximise both engagement and academic benefits.

   (Adapted from Junco, 2012:164)

In reviewing Junco's research, the nature of engagement needs to be further defined. Many of the engaging activities which Junco outlined would be considered to be information-sharing, e.g. checking up on friends or rsvping to events. This paper asserts that FB can be used as an academic tool and engagement can transcend beyond information sharing to student collaboration and innovation. While FB presents an opportunity to allow share information, it might encourage collaborative student activities where students learn from each other, engaging in synergistic knowledge development (SKD). SKD is defined as a process 'by which a group constructively integrates diverse perspectives of individual group members' (Mu and Gnyawali, 2003:690). This relates to higher-order knowledge and also collective knowledge development, where by the individual level representation of the information environment, in this case online, is brought together to develop a collective representation through discussion, sharing and integration of different individuals perspectives (Mu and Gnwawayli, 2003). It suggests that older students engage in more constructive discussion (Fritschner, 2000 cited by Mu and Gynawali, 2003).

The experience of using FB on the module 'Business Information Systems Management' is now provided. These findings suggest that FB has the potential to be used as an academic tool which encourages student engagement and higher order learning.

3 Case Study: FB integration for communicating, collaborating and innovating as part of a postgraduate distance learning module

3.1 Context

This case study focuses on the 'Business Information Systems Management' (BISM) module forming part of a distance learning Masters in Management (Part-Time) programme at the Michael Smurfit Graduate Business School, University College Dublin. The programme is designed for non-business graduates unable to complete a Masters programme on a full-time basis. Students are working full-time and the average age of the cohort was 30. There were 32 students in this class. The programme is delivered on a distance learning basis, where students generally attend one weekend of classes in each month during Students reside throughout the country, with two based in Germany and Slovenia. This 7.5 ECTS module is primarily delivered online incorporating 4 seminar hours of lecturer-student face-to-face interaction. Students attended two classes on campus at the start and midway through the module. All other module content was delivered using Blackboard which is UCD's eLearning suite.

This module discusses the concepts and specific skills related to information and communication technology (ICT), electronic business, online marketing and Web2.0/Social Networking. It evaluates ICT & eBusiness opportunities and investigate its implications on different industry sectors. Students are also required to evaluate ICT & eBusiness opportunities and investigate its implications on organisations competing in different industry sectors.

The module was assessed using 3 components:

1) 20% for individual participation: students were invited to discuss the module concepts using Blackboard and/or FB for the duration of the semester. A discussion page was set up on Blackboard and a FB group page was set up for the module where students could discuss the module concepts and provide and share examples from the current business environment of the course content.

2) 30% for a Group Industry Impact Report: This group project involved the preparation of a examining how the introduction of ICT (particularly, the Internet and Social Media) has influenced the evolution of a chosen industry. Students had to prepare a written report and deliver a presentation on this report.

3) 50% for a Learning Journal: Students had to complete a learning journal outlining their learning during the module and their insights into the module concepts.

3.2 Aims and Objectives

The aim of this module was to incorporate innovative SNS initiatives – in particular a dedicated FB group for students taking this module – to support students' academic engagement and develop synergistic knowledge. More specifically the objectives were

1. To integrate supplementary SNS tools as part of delivering an online distance learning module enhancing the students' learning experience.
2. To introduce a new assessment component (online contribution through eLearning tools) complimenting existing assessments (group presentation and written end-of semester learning journal). This will raise awareness of different student-centric learning opportunities.
3. To develop student critical thinking skills through the introduction of processes (dedicated FB group page) requiring students to evaluate and objectively comment on content created by peers.
4. To encourage students collaborate and innovate with both peers and the module co-ordinator utilising SNS,

3.3 Implementation

A FB group was implemented for students encouraging them to communicate, collaborate and innovate. 31 students (n=31) representing 97% of the entire class joined the dedicated FB group entiteld "MIS4002D_2012". The group was setup as a secret group with the following attributes (Figure 1):

- The group's administrator (in this case the module co-ordinator) has the exclusive right to approve new members

- Only group members are allowed to create new content, contribute to and view existing content

- Only members see the group, subscribed members and and members' posts

Figure 1: MIS2004D FB group attributes

3.4 Methodology

A survey instrument was used for primary data collection tool for this study. It was administered to 32 students (n=32) on 2nd May 2012. Students had two weeks to respond anonymously with 15 students responded (n=15) by 16th May 2012. There were 14 questions which examined the uses of FB and the students' experience of it. Questions were a mix of open-ended, closed-ended and rating scale (which used a modified Likert scale). A copy of the survey is included in Appendix One. SurveyMonkey (http://www.surveymonkey.com) was used to distribute the survey online as it was convenient and used for other programme evaluations so the students were familiar with it. Two student semi-structured interviews were also conducted to gain a better insight into the students' experience of FB for this module. Descriptive statistics were used to summarise the survey's quantitative data. The survey also provided students with the opportunity to answer open-ended survey questions and the results of these were prepared using content analysis.

4 Summary of Findings

A number of themes emerged from this research, including the use of FB to enhance learning and the experience of using FB for assessment purposes, the opportunity to develop critical thinking skills.

4.1 Research Objective 1: Integrating SNS to enhance student learning

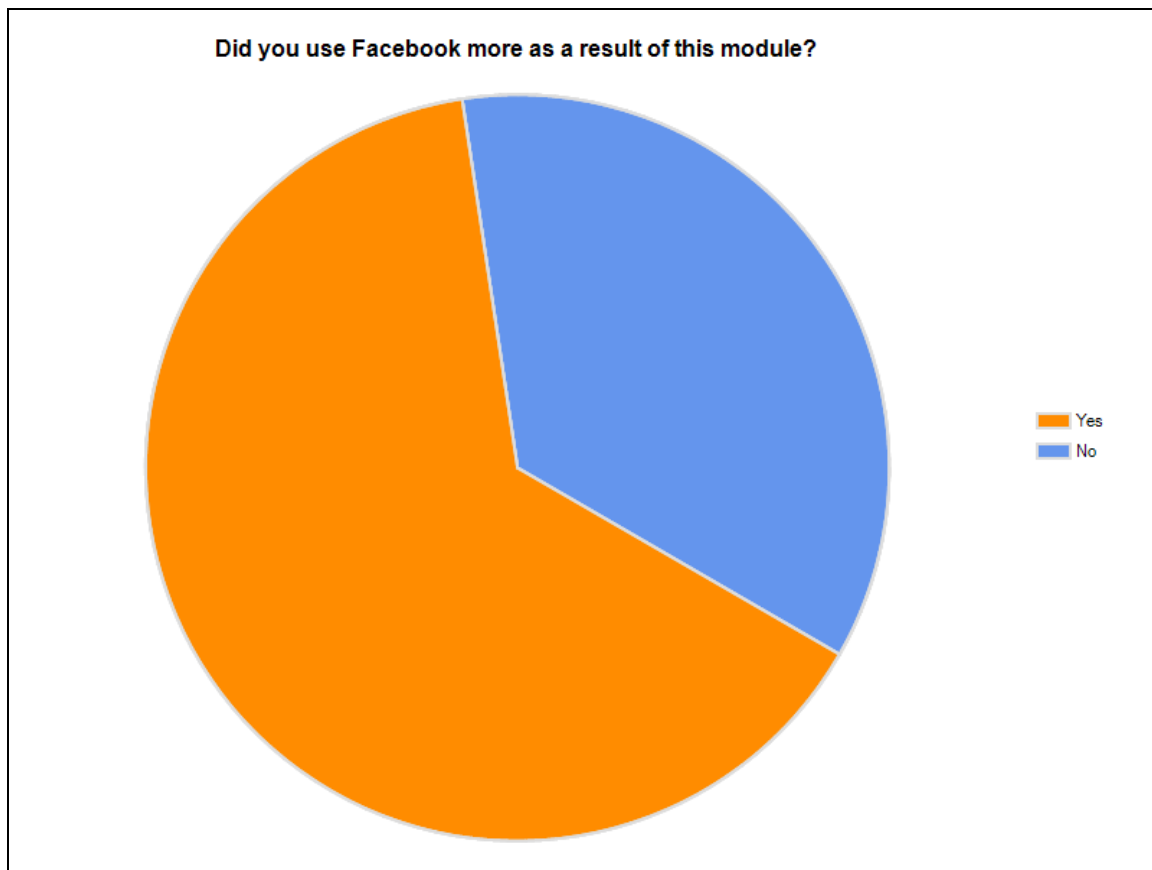Students stated that they used FB more due to this module (Figure 2).

Figure 2: Increased FB Usage for Module

One student even stated that they joined FB specifically to contribute to this page. The BISM FB page appears to provide an impetus to students to use FB more generally, as indicated by the following student quote:

> *'...wouldn't always check my [FB] account everyday but felt I had to due to this module'.*

A small number of students highlighted that this was not always positive as FB could be a distraction from their other studies, as suggested by the following response:

> *'That's not always a good thing, for time spent looking up articles and taking part in conversations the proportion of marks was not high enough'.*

FB was overwhelmingly used as the main application for participation purposes compared to Blackboard.

From the survey, 92.9% of students preferred using FB (Figure 3). This was surprising as Blackboard had been used since orientation with the students and they were familiar with it over a period of 18 months prior to this module. The functionality of FB appeared to be more user friendly than Blackboard.
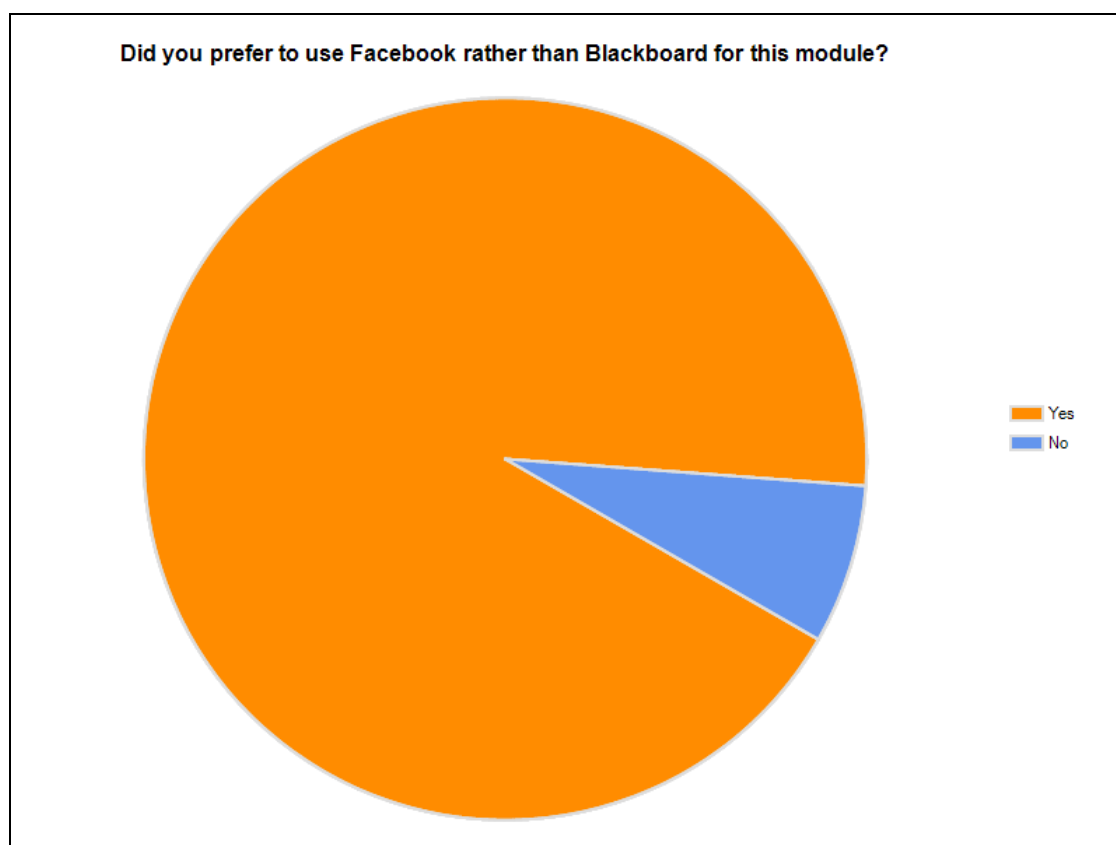

Figure 3: FB versus Blackboard use

FB was described as *'more convenient'* and '*more user friendly'*. Students highlighted that as FB was '*more image based'* it was more visually stimulating. Students also found the discussion flowed more freely using FB as students could post easily and start a new discussion with ease. During an interview, one student highlighted that you '*do not need to be in study mode'* to engage with the module, highlighting that with his Smartphone he could log on at any time to check the discussion and post material. As this student confided *'I read it [the FB BISM page] everyday'* and anywhere.

4.2 Research Objective 2: Introducing a new SNS driven assessement component to raise awareness of student-centric learning opportunities

Though it is hypothetical, students were also asked, as part of the survey, if they would have used FB had marks not been awarded for participation. As highlighted in Figure 3 below, 64.3% indicated that they would have used FB regardless of the mode of assessment. During an interview, one student highlighted that initially the 20% for participation encouraged FB usage but as the module progressed, usage was more interest driven, checking FB particularly ' *if someone commented on what you commented on or what you working on'.*
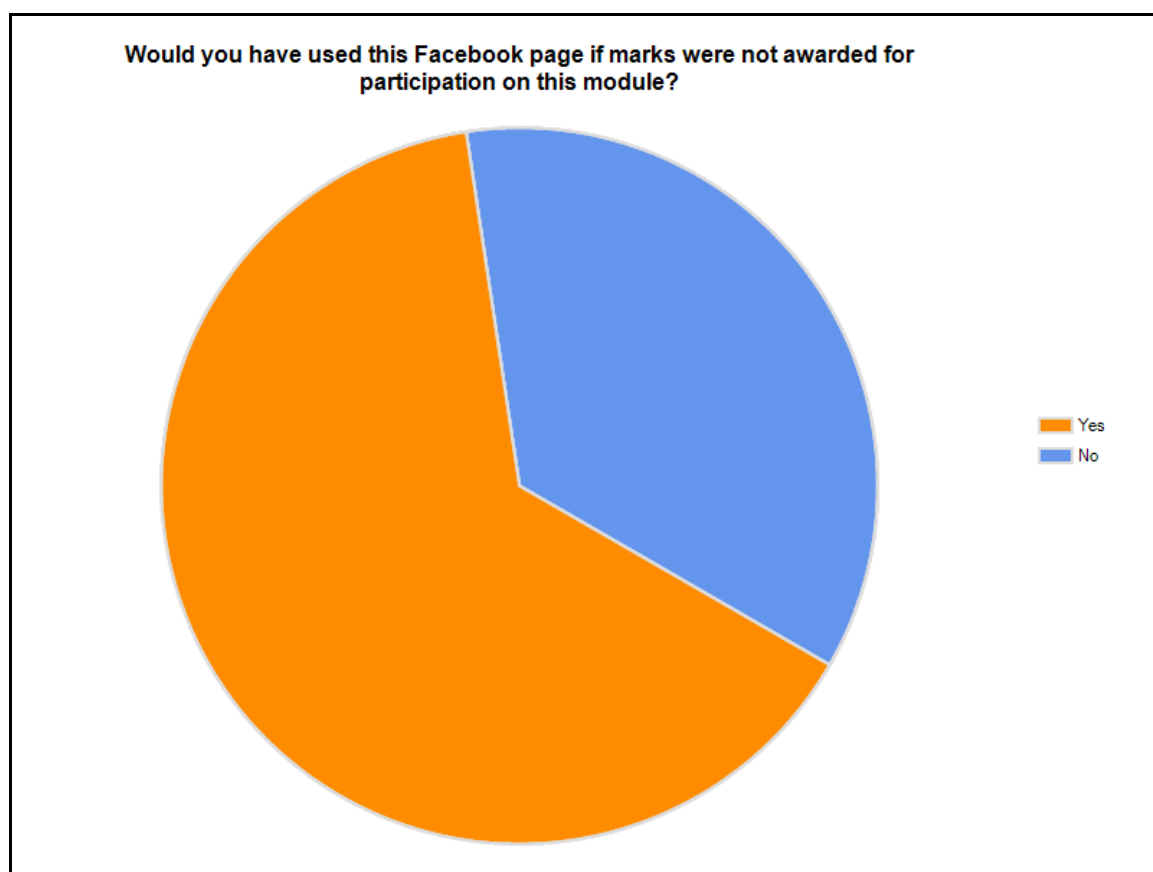

Figure 4: FB Usage & Module Grading

4.3 Research Objective 3: To develop student critical thinking skills developing student-centric learning opportunities

The students appeared to benefit from their use of FB on the modules, with 92.3% of the students highlighted that their learning benefitted from the use of FB as illustrated in Figure 5 below. Some of the advantages which students highlighted that '*the discussions on articles enhanced knowledge about the subject area*', they found they were more likely to try new technology such as 'Twitter' and were made aware of academic material that they would not of received otherwise. The access to other resources via posting updates was listed by a number of students as a key benefit. However, one student believed some students posted for

'*the sake of it*' and getting participation marks, rather than carefully selecting articles. Another student highlighted during the interview that they read more widely during to the nature of the posts and that they actually '*read more than they had commented on*'.
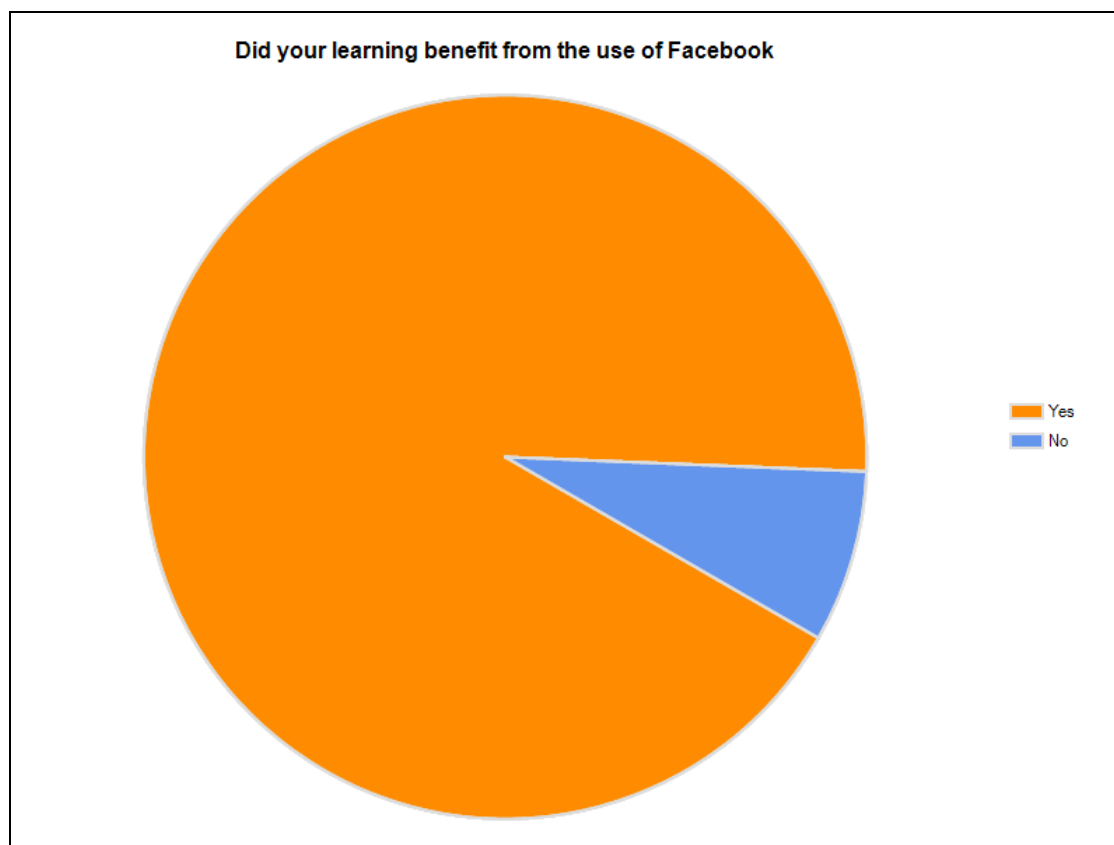

Figure 5: FB & Student Learning

The relationship between how students perceived FB usage for this module and their learning was best chapter by the following student quote:

> '*allowed a distance learning course to become much more personal - the FB page became a de facto online classroom*'.

One student highlighted that the breadth and scope of content they encountered using the FB BISM page was thought to be more than what could have been covered in a 'traditional classroom' environment. FB appeared to facilitate a wider discussion on course material than a traditional session might allow. It highlighted that FB allowed or the momentum of learning to continue outside of the classroom, especially given the delivery model of this programme.

What impact had Facebook on your learning for this module?

Increased student productivity (Increased engagement, group communica...

No impact

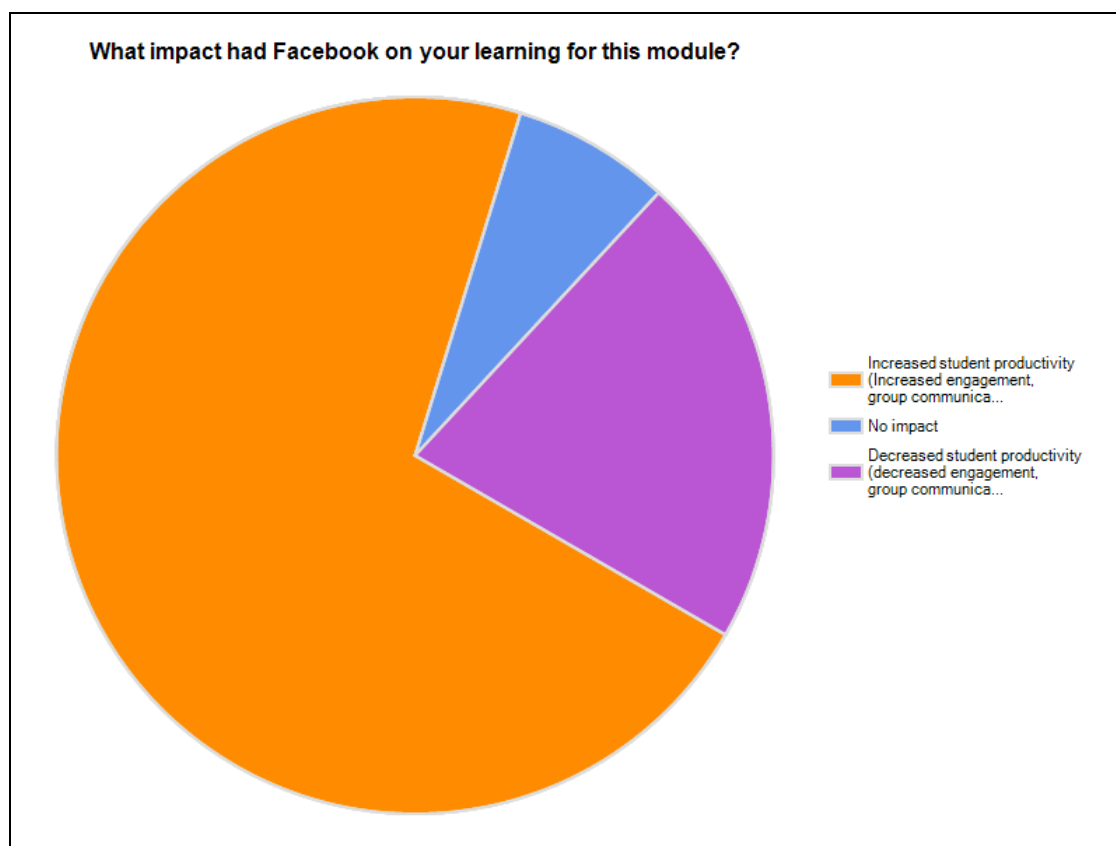Decreased student productivity (decreased engagement, group communica...

Figure 6: Impact of FB on Learning

As illustrated in Figure 6, 71.4% students believed that the use of FB increased student productivity. Productivity here means increased group communication and increased individual. 21.4% of students found that FB decreased student productivity. Some of the reasons the students highlighted included a need for more structured posting amongst the group.

> 'Often a frustrating experience to look up the group site and realize that again a new topic stream or random article was posted, which somebody had found. Classmates started posting high quantities of links and posts, because engagement was being graded'.

> 'The open-ended requirement for contribution on FB was overwhelming. I would have preferred a set goal (e.g. word count or page count in papers)'.

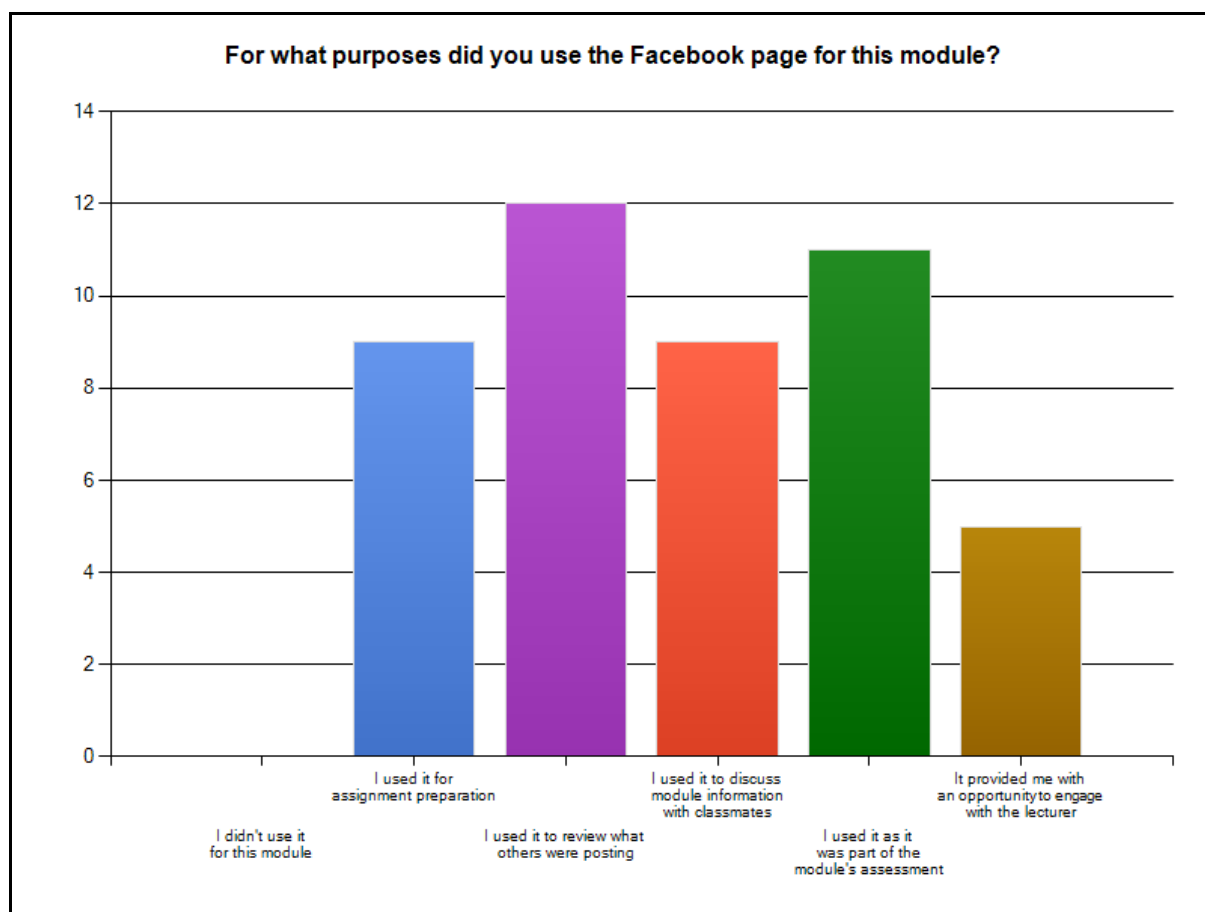**For what purposes did you use the Facebook page for this module?**

Figure 7: Categories of FB Usage

As per Figure 7, students engaged with FB in a number of academic fashions. The most popular use of FB was the ability to review what classmates were posting. 85.7% of students used FB to review the academic postings of other students. As one student said *'it was very useful for highlighting interesting articles that other class mates and the lecturer posted.'* In the context of this study, students were posting relevant discussions or examples which discussed the module content.

The second most popular reason was the fact it was used for the module's assessment. 78.6% used it to prepare for an assignment or as a means to participate in discussion which was assessed. An interesting and less expected use for FB was for the preparation of assignments (64.3% used FB for assignment preparation). Students used FB to share academic resources and communicate regarding their group assignment. Some groups used it as a forum to arrange group meetings or to check in on assignment preparation. The lack of document sharing tools on FB was recognised as an impediment to its use for students and meant FB was not the single technological solution for academic engagement. Students reverted to email or Google+ to prepare assignments.

4.4 Research Objective 4: Utilising SNS tools for communication, collaboration and innovation

A number of the studies discussed above highlight the use of FB for social purposes. Many of the studies do not review the potential of FB for academic purposes. The FB page for this module appeared to generate academic activity as outlined by Figure 7 above and Figure 8 below.

Figure 8: Using innovative FB groups for student engagement

Figure 9: Using innovative FB groups for student engagement

While students did use FB to share academic information, it also was a tool to collaborate and innovate. A number of groups used FB to share academic resources and prepare for their group assignment as shown in Figures 8, 9 and 10. The collaboration generated discussion and engagement also assisted students to think about, evaluate and critically analyse the module's key themes and concepts.

Figure 10: Using innovative FB groups for project collaboration

The innovation process allows students to introduce new ideas, methods or processes building on an existing infrastructure with the main purpose of managing existing tasks and processes more efficiently. Feedback from one interview indicates that students indeed used the FB infrastructure (groups, chat, file sharing) to innovate the learning process:

> "Communication lead to collaboration which in some cases lead directly to innovation. We identified dedicated group pages for this module's and programme's projects and assignment components".

Drawing on this findings, the authors propose the following **innovative social infrastructure for better learning model** based on communication, collaboration and innovation (Figure 11). This model acknowledges that SNSs, such as FB, can elicit more than just communication and information sharing between students. It can provide a medium for academic engagement and a forum to demonstrate higher order thinking skills. It allows

student to collaborate in an easy-accessible online environment. The accessibility of this environment can be used to stimulate critical thinking and innovation amongst the student body in a way which the time constraints of the traditional environment does not facilitate. This is particularly useful tool for part-time and distance learning students.
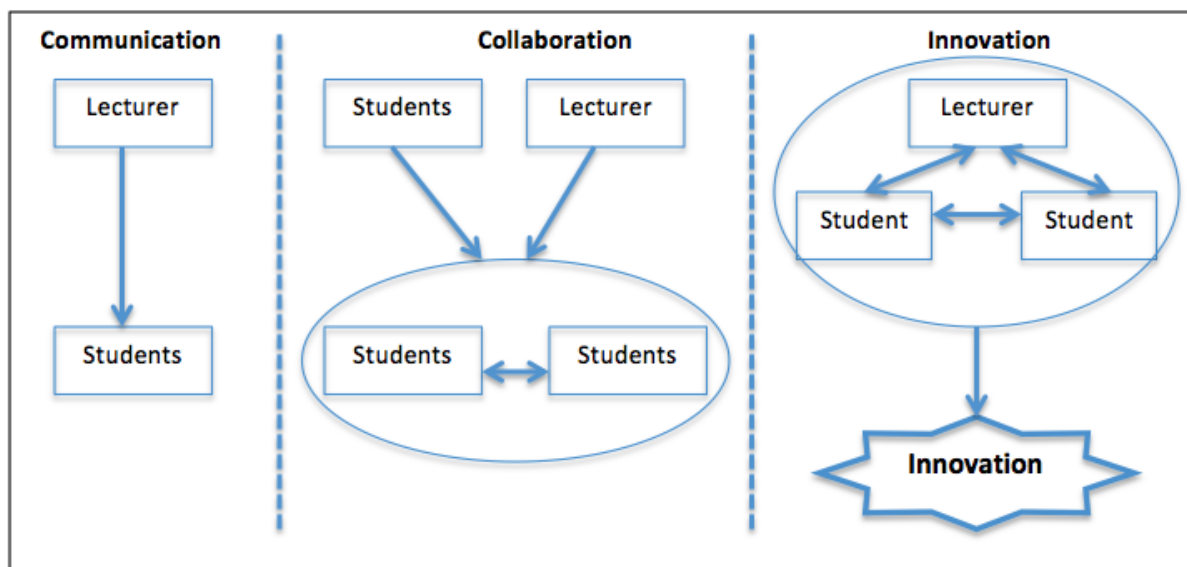

Figure 11: Glowatz & O'Brien's »innovative social infrastructure for better learning" model

5   Conclusion & Future Research

The evidence from this research suggests that FB can be utilised as an effective learning tool to academically engage students. Yuen and Hung (2010:716) suggest that *'as a supplementary learning tool, social networking holds promise for enhancing students'* sense of classroom community which contributes to their classroom CoP in and out of the classroom. This case study's findings show that a SNS, particularly FB, can be used in higher education to improve the students' learning experience incorporating Glowatz & O'Brien's innovative social infrastructure for better learning model based in effective and efficient lecturer <-> student communication, collaboration and innovation principles. However, careful consideration is required before implementing SNS for academic purposes until further research emerges. While FB emerged as a successful method in this environment, its transferability to other programmes within the higher education sector has not been thoroughly researched yet.

As this research focuses on a narrow cohort of part-time mature distance learning students, we recommend that further research should be undertaken to overcome any limitations in our study:

- Conduct similar research for other cohorts in the higher education sector, such as full-time undergraduate or postgraduate students.
- How to gather further evidence of synergistic knowledge development using SNS

- Can the proposed social infrastructure for better learning model be applied to non-MIS modules?
- Can the innovative social infrastructure for better learning model to be applied across the higher education sector?

References

Arthur, C. (2011): 'Has FB peaked? New drop in UK users', The Guardian (13th June) http://www.guardian.co.uk/technology/2011/jun/13/has-FB-peaked-drop-uk-users

Astin, A. (1984): 'Student involvement: a developmental theory for higher education', *Journal of College Student Personnel,* 25(4): 297-308

Bosch, T (2009): 'Using online social networking for teaching and learning: FB use at the University of Cape Town', *Communicator,* 35 (2), pp 185-200

Boyd, D. M and Ellison, N.B. (2008): 'Social Networking Sites: Definition, history and scholarship', *Journal of Computer- Mediated Communication,* 13: 210-230

FB Company (2012), "About", www.FB.com/press/info.php?statistics, accessed 7th August 2012.

Junco, R. (2012): 'The relationship between frequency of FB use, participation in FB activities and student engagement', *Computers and Education,* 58: 162-171

Kirschner, P.A. and A.C. Karpinski (2010): 'FB and academic performance', *Computers in Human Behaviour,* 1237-1245.

Kolek, E.A. and Saunders, D. (2008): 'Online disclosure: An empirical examination of undergraduate FB profiles', *NASPA Journal,* 45 (1): 1-25

Kuh, G.D. (2009): 'What student affairs professionals need to know about student engagement', *Journal of College Student Development*, 50 (6), 683-706

Pollara, P and Zhu, J. (2011): 'Social Networking and Education: Using FB as an Edusocial Space', *In Proceedings of Social for Information Technology & Teacher International Conference 2011*, pp 3330-3338, Chesapeake, VA: AACE

Rovia, A.P. (2007): 'Facilitating online discussions effectively', *The Internet and Higher Education,* Vol 10: 1: 77-88

Appendix One
Online Survey Instrument Used

Issued on 2nd of May and again on 16th May 2012

N=15

1. End of Semester Evaluation

1. **This evaluation form is an opportunity to provide feedback on the modules studied this semester. When completing this evaluation, we would ask that you bear in mind the University Dignity and Respect Policy,**

**(http://www.ucd.ie/equality/policieslegislation/dignity_respect_policy.pdf)
Thank   You.**

Please state "Yes" in the box below to Indicate that you have read the above information.

○   This evaluation form is an opportunity to provide feedback on the modules studied this semester. When completing this evaluation, we would ask that you bear in   mind   the   University   Dignity   and   Respect   Policy, (http://www.ucd.ie/equality/policieslegislation/dignity_respect_policy.pdf) Thank You. Please state "Yes" in the box below to Indicate that you have read the above information.

In particular, we are interested in the use of Facebook on this module and how it may have impacted on your learning. Please address the following questions regarding your use of Facebook on this module.

◉   Yes

◉   No

2. Name and Student Number:

[   ]

Name and Student Number:

3. Which category below includes your age?

○   21-29

○   30-39

○   40-49

○   50-59

○   60 or older

1. Study Guide and Text

	Strongly Agree	Agree	Disagree	Strongly disagree
The study guide was a good self-learning road map.	◉	○	○	○
The module advise on Blackboard and the study guide was sufficiently	○	○	○	◉

	Strongly Agree	Agree	Disagree	Strongly disagree
detailed				
The online focus of the module was well structured.	○	◉	○	○
Information on the assignment was sufficiently detailed.	◉	○	○	○
The additional resources on Blackboard were useful.	○	◉	○	○
The online participation through Facebook was useful.	○	○	○	○
I was well supported through my online learning.	◉	○	○	○

Any   other

comments [   ]

2. On average, how many times did you check your Facebook account for the BISM group page?

○ None

○ Monthly

○ Weekly

○ Once a day

○ More than once a day

3. Did you use Facebook more as a result of this module?

○ Yes

○ No

Any comment [   ]

4. For what purposes did you use the Facebook page for this module?

☐ I didn't use it for this module

☐ I used it for assignment preparation

☐ I used it to review what others were posting

☐ I used it to discuss module information with classmates

☐ I used it as it was part of the module's assessment

☐ It provided me with an opportunity to engage with the lecturer

Please provide an example of when you used this page. [   ]

5. Say whether you agree or disagree with each of the following statements

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
Using Facebook for this module influenced my academic performance but distracted me from my studies.	○	○	○	○
I would like more modules to make use of Social Networking Sites.	○	○	◉	○
Using Social Networking Sites helps to engage me more with my studies.	○	◉	○	○
I found the module more enjoyable because it used Facebook.	○	◉	○	○
I find using Facebook for this module was convenient.	○	○	○	○

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
Facebook is for personal use -I dislike its use for academic purposes.	○	○	○	○
I found Facebook allowed me to think and/or discuss module concepts which I would not of otherwise.	○	○	○	○
It helped me to collaborate with my classmates more.	○	◉	○	○

6. Did you prefer to use Facebook rather than Blackboard for this module?

○ Yes

○ No

If yes, why? [   ]

7. Did Facebook provide you to engage with the module material in a different way than traditional means (i.e. classroom discussion)?

○ Yes

○ No

If yes, how? [   ]

8. Would you have used this Facebook page if marks were not awarded for participation on this module?

○ Yes

○ No

9. Did your learning benefit from the use of Facebook

○ Yes

○ No

If yes, please give an example.

10. What impact had Facebook on your learning for this module?

○ Increased student productivity (Increased engagement, group communication)

○ No impact

○ Decreased student productivity (decreased engagement, group communication)

Why?

11. Would you continue to use the Facebook page for this module and continue your discussions?

○ Yes

○ No

If yes, why?

12. What Social Networking Applications would beneift your learning experience at University?

☐ Facebook

☐ Twitter

☐ Blogs

☐ Wikis

☐ Youtube

☐ Linkedin

Other   (please specify)

13. Overall Evaluation

	Strongly Agree	Agree	Disagree	Strongly disagree
Having completed this module, I have a good understanding of this module.	○	○	○	⦿
The overall experience of this module was good.	⦿	○	○	○
I would	○	○	⦿	○

	Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
recommend this module to another student.				

Any other comments

14. Have you any other comments on this module?

Any other comments

Thank you for answering this survey