Teacher participation in Facebook and student engagement in Learning

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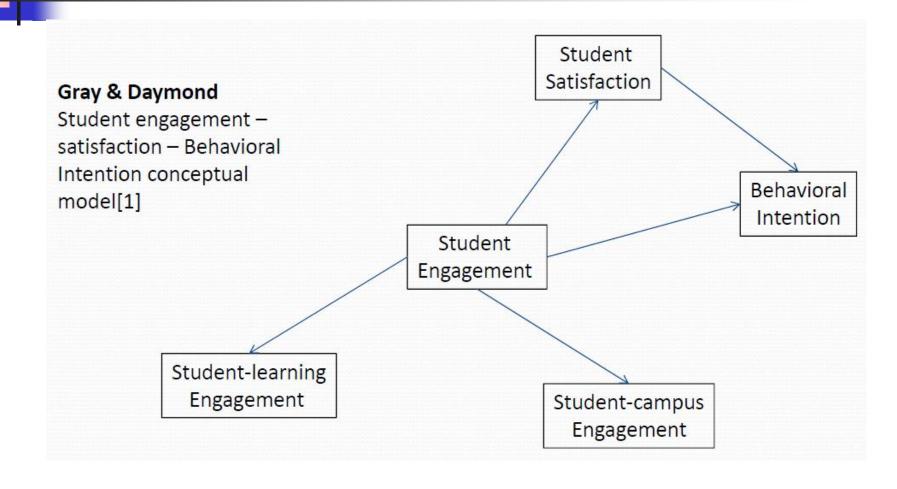
Background of study

- Facebook, an online social network service, is widely adopted by people all round the world nowadays [8].
- Students are increasingly relying on Facebook in communicating and interacting with friends and classmates [7].
- Facebook is becoming part of their lives as they may spend hours in there [9].

Student learning "blackbox"

- Due to the impact of ICT, there are significant demographic change in student behavior
- Student learning behavior is like a 'blackbox'
- The challenges facing a teacher are:
 - How much we know our students?
 - How can we encourage our students to learning?

Past studies – student engagement in learning





The purpose of the study is to examine the relationship between the teacher participation on Facebook and student engagement in learning.

Research methodologies

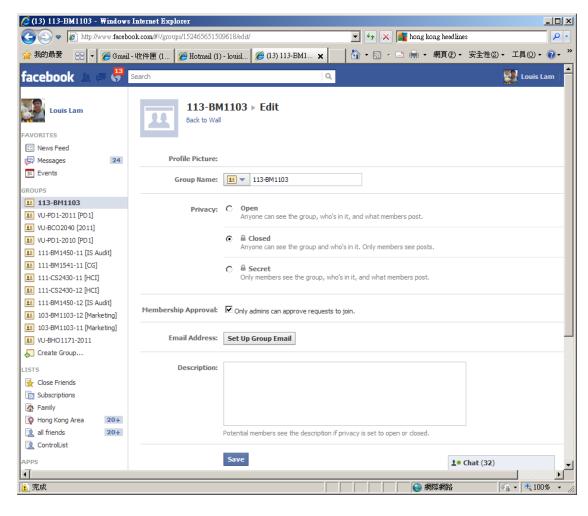
- Sample size
 - 99 hi-diploma students of different disciplinary including
 - Digital animation and creative media
 - Computer game development
 - Corporate Management and Business Information Systems
 - Network and Mobile computing
- Sampling method
 - Convenient sampling

Research methodologies

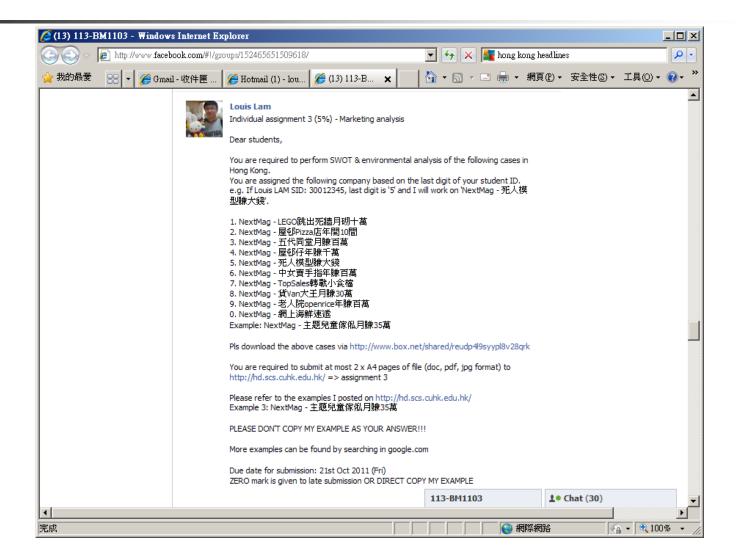
- A longitudinal study (quantitative)
 - Students are required to join the facebook.com closed study group created by the teacher
 - Students are encouraged to communicate and discuss among themselves and teacher after-class through facebook.com
 - Students submit their assignments and download the course materials via the online learning platform MOODLE
- Testing instrument
 - An student satisfaction questionnaire (SSQ) contains closeended questions (Likert 7-Scales) and open-ended questions

Facebook – group settings

- Instructor creates the group
- Students join the group directly with/without adding instructor as friend
- Closed group is created
- They are required to join the group in the beginning of the course
- One group is created for each course



Facebook – course announcement



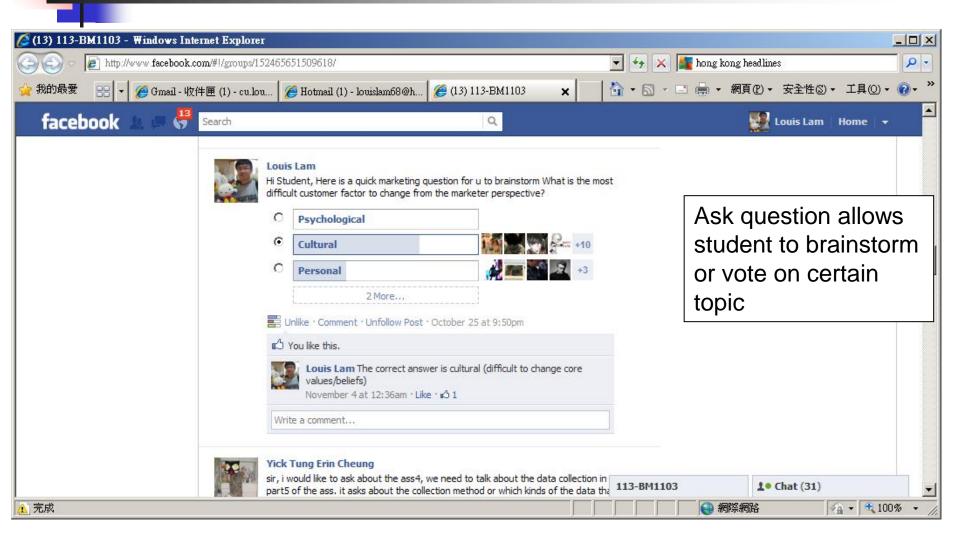
Facebook - Sharing of information



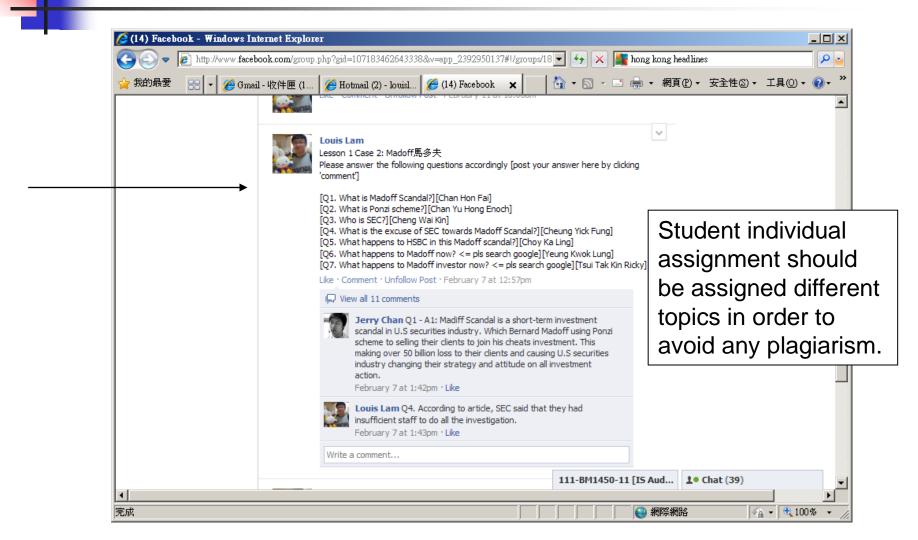
Facebook – student Q&A using group wall



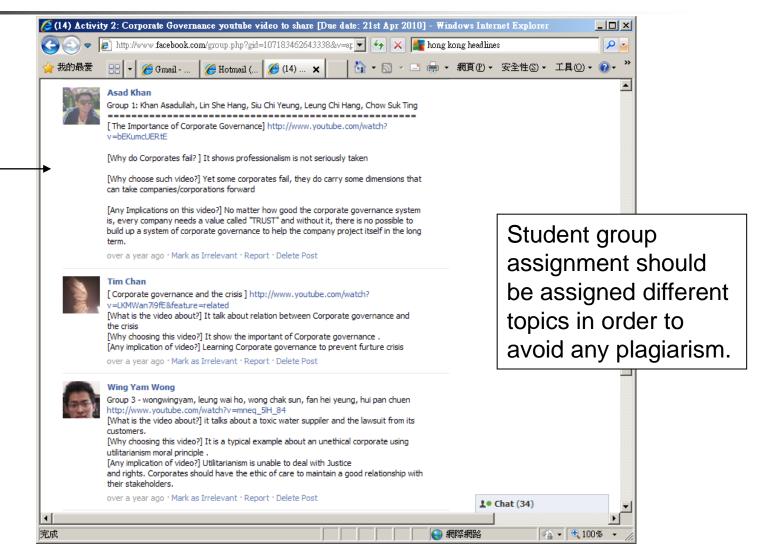
Facebook – Ask question feature



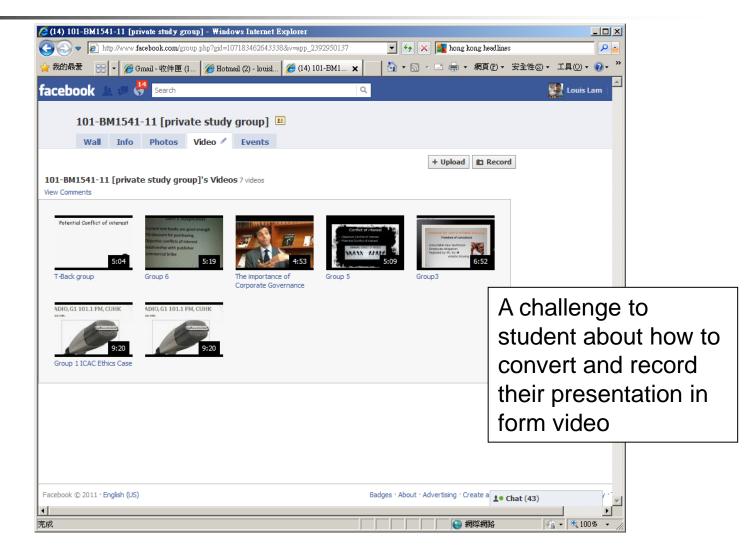
Facebook – student submission [individual assignment]



Facebook – student submission [group assignment]



Facebook – video feature [group assignment – online presentation]

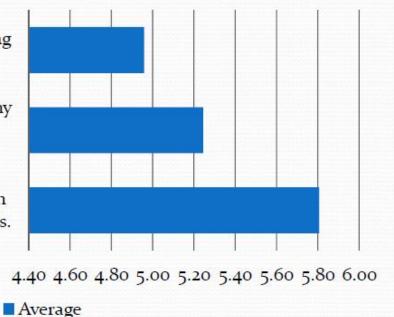




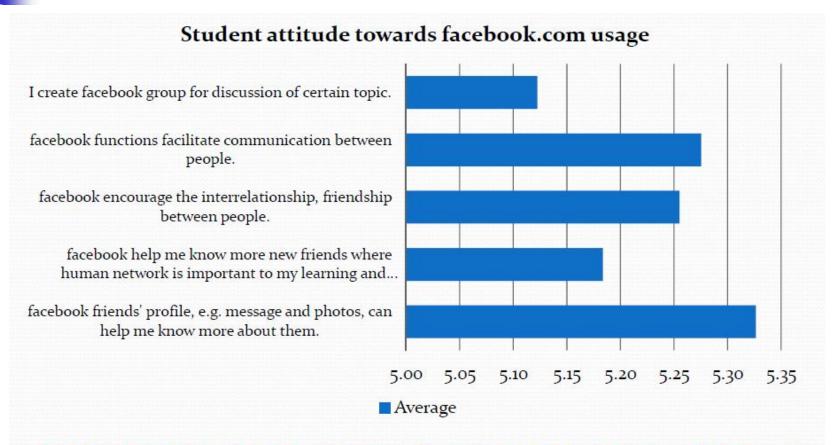
I use facebook frequently in knowing more about friends.

I use facebook frequently in sharing my information, e.g. experience and photos.

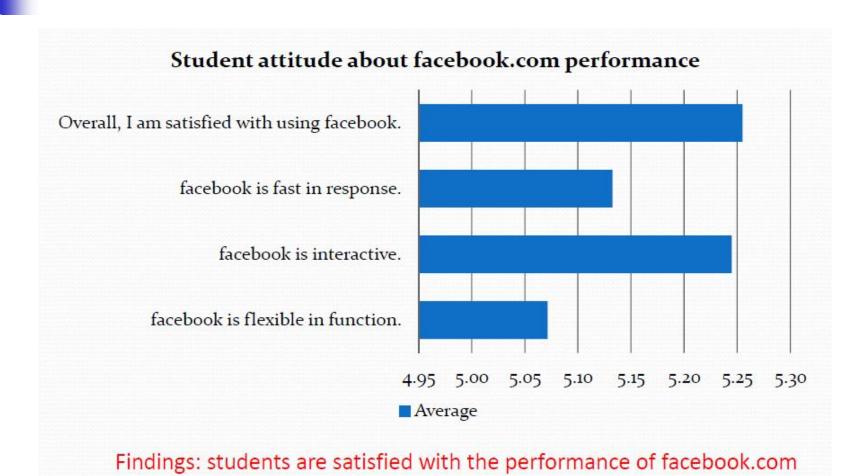
I use facebook frequently in communicating with friends.

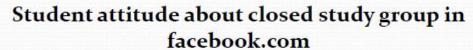


Findings: students tend to use facebook.com frequently as communication



Findings: students show positive attitude on the online social networking service



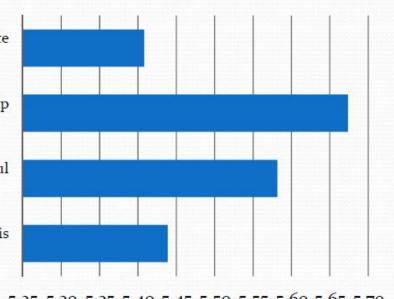


The facebook group created by instructor is private and I think there is no security issue.

The facebook group created by instructor can help share course info easily.

The facebook group created by instructor is useful for communication and discussion than email.

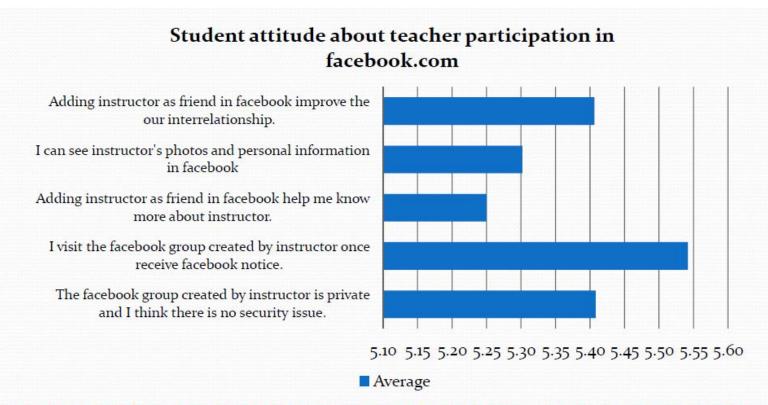
The facebook group created by instructor is informative and updated.



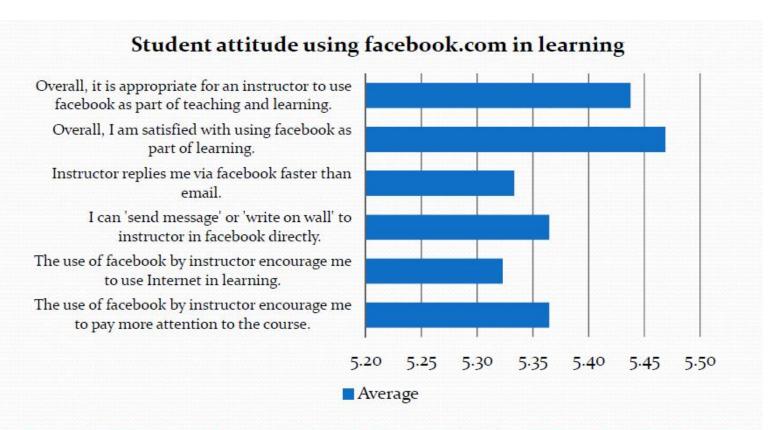
5.25 5.30 5.35 5.40 5.45 5.50 5.55 5.60 5.65 5.70

Average

Findings: students agree with the teacher share course info, communication & discussion using facebook group.



Findings: students are alerted to facebook notice by teacher. They also agree teacher participation in facebook improve their interrelationship



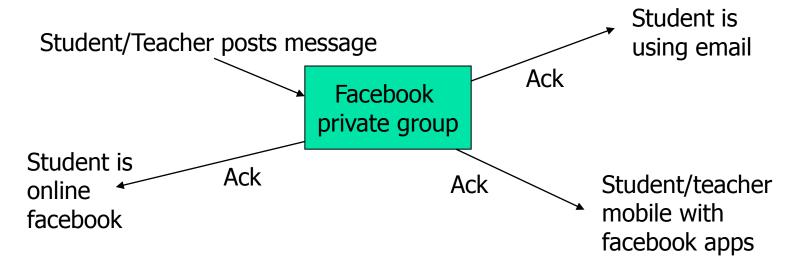
Findings: students are satisfied with facebook as part of learning and also pay more attention to the course

Discussion

- This study evidenced from student perception that teacher participation on facebook.com is beneficial to student engagement learning.
- The implications are
 - No matter what kinds of platform, it is regarded as useful if it can improve student learning engagement, student satisfaction and likely learning success.
 - Using facebook does not mean that we have to give up Moodle/webCT, but they have to be used together so as to compensate the weaknesses of each other.



- Benefits of facebook
 - Quick communications among students and teachers using facebook than email or Moodle.





- Limitations of facebook
 - It does not provide systematic functions for marking and organizing student assignments like Moodle and WebCT
 - Additional efforts are required to coordinate and manage student assignments on facebook
 - Facebook and Moodle/WebCT are suggested to use together

Conclusion

- Comparing facebook.com & Moodle/webCT, though they are two platforms serving different purposes, the fact is students spend much time on facebook.com rather than Moodle/webCT.
- If a teacher can understand their students and participate in facebook, it can somehow motivate their engagement in learning and hence their satisfaction in learning and the likely their learning success.
- Fail to understand your students results in generation gap, communication problems and learning barriers.

Conclusion

It is necessary for institution staffs, especially the teachers, be more openminded, sensitive, enthusiastic in understanding their students.

If a teacher is able to understand their students, he/she can communicate with them.

Contact

- If you have any enquiries, please kindly contact me by email or phone.
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Thank you

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