

# Use of Facebook as Course Delivery Media

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## Abstract

The 21st century continues to usher in technological advances that change the nature of communication, socialization, and private versus public information. One such changes is the prominence that social networking web sites currently enjoy, especially among the younger generations. Social networking has been defined as online spaces that allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others. While there are numerous types and variations of social networking web sites, the most widely used is Facebook. Online social networking sites such as Facebook is extremely popular as indicated by the numbers of members and visits to the sites. It allows students to connect with users with similar interests, build and maintain relationships with friends, and feel more connected with their campus. The foremost criticisms of online social networking are that students may open themselves to public scrutiny of their online personas. This study is aimed at educators working with students within schools, colleges, universities, work based learning, formal and informal learning settings. It looks at the way in which Facebook can be used as a tool to: support subject teaching across the curriculum, supports out of school hours learning, encourage informal social learning, enable easy communication between students, teachers and parents; and support the development of digital citizenship skills. The project aims to be practical and hands on. Innovative uses of Facebook are being developed all of the time and, as such, a Facebook page for educators to share their experiences and recommendations on course delivering methods would be very useful.

**Keywords:** Social media, Facebook, course delivery, education.

## 1. IMPORTANT INFORMATION

In the last twenty years, social networking sites have been rapidly developed and on a regular basis, the features of these sites are attracting innumerable people and they even have

significant impact on redefining the meaning of the personal portal during its evolution.

Social media and networking has enabled us to stay connected at all times and without the limitation of any geographical boundaries. It is the cheapest and fastest method of transferring or sharing information with friends, relatives,

colleagues, or other interest group members that are spread widely all over the globe.

Social Networking sites have great power and impact on the society. They attract millions of people to get involved within those sites. YouTube is an avenue where people can go and watch videos on just about anything and everything. YouTube has everything from how to videos to television clips, movie previews, and news events. Wiki is an information site that links ideas and topics together with keywords; but be forewarned the information is not always correct. Skype is a tool used to make video calls much like using a telephone and a webcam. LinkedIn is a website much like Facebook that allows professionals to network and get to know other like-minded professionals from around the world. Flickr is a website created by Yahoo for people to create photo albums and then share them with friends and family. Digg is a social news website that offers 24 hour social news and events, so if someone wants to know what is going on in the news or media, this is the place to go. Twitter is a site for people to share what they are doing at every moment of the day, these blurbs of information are called tweets, and an example might be person X wants to let the world know that he or she is having a cup of coffee at 7 a.m. With Twitter, they can do it. Facebook is currently considered as the most popular platform for online social networking among university students. The special function of Facebook compared to other SN sites is that Facebook allows outside developers to design and personalize their profile and perform different tasks as they preferred.

Some advantages of using SNS (Social Networking Sites) are: they facilitate open communication, leading to enhanced information discovery and delivery. People use the SNS as media to share and gather the information and idea among people they know or those they don't know. The information exchanged and integrated has a positive impact on the social network. The second possible advantage is that they allow employees to discuss ideas, post news, ask questions and share links. Social networking sites are not only used for fun, they also have effective impact on education.

The advent of social media has enhanced the educational process for learners and made it possible for most universities and colleges to offer a form of learning to the students known as e-learning. With the new forms of social

media, the idea of e-learning has become popular, and has changed the way we learn and teach. Using social networking in the classroom can help students to see how it does not have to just be for entertainment purposes, but can also be very educational. It can help students to be more connected in and out of their classroom, building respectful relationships that thrive on a common goal rather than on competition for a good grade. It can also help students to be more connected to the teacher in and out of the classroom.

Using social media such as Facebook is also a handy tool for teachers. Since so many students in High School and college are now Facebook natives, it makes sense to use the social network to connect with students and offer them a new way to learn and access learning content by creating fictitious profiles or fan pages, conducting surveys or opinion polls, creating a group specific to peer course/class, tap into information about specific topics, teaching students to differentiate real news from hype and hysteria.

Facebook is a vital tool for teaching and learning in the 21st century and for making education more social. It is already being widely used in colleges and universities across the USA and globally, but it has the potential to be a game changer for teachers, schools and the classrooms. Facebook tools such as Timeline, Groups and Graph Search have the potential to revolutionize the way homework is planned, completed and reported on. It can also be a great tool for teachers' professional development, providing a safe space for teachers to share their expertise and professional practice within and beyond the walls of the classroom.

## 2. REVIEW OF LITRATURE

Recent studies suggest that students' preferences for particular social media applications over others follow class-based patterns of taste and distinction. In terms of social networking, for example, Hargittai (2008) shows that US College student' preferences for an application such as Facebook as opposed to MySpace appear to be patterned consistently along lines of social class and educational background.

There has been a long-standing tendency in education for digital technologies to eventually fall short of the exaggerated expectations that initially surrounded them—what can be

described as a cycle of 'hype, hope and disappointment' (Gouseti, 2010). A number of recent studies show a surprising lack of sophisticated or advanced use of social media applications amongst university students (Waycott et al., 2010; Lee & McLoughlin, 2010). At best, many students' engagement can be said to lead to what Crook (2008) terms a 'low bandwidth exchange' of information and knowledge.

Many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express 'learner voice'. As (Mason & Rennie, 2007) reason, 'shared community spaces and inter-group communications are a massive part of what excites young people and therefore should contribute to their persistence and motivation to learn'. US college studies show that social media environments are no more socially integrated than offline contexts. For example, race has been found to remain the overriding predictor of whether college students are Facebook 'friends' or not (Mayer & Puller, 2008). Using social media to reach students will benefit higher education by increasing enrolment and having a broader student population, since students in different age groups will be able to access course materials anywhere and anytime (Lowenthal, 2010).

Many of the controversies and tensions concerning the use of social media in higher education have little to do with the technology itself. Instead, these issues are driven by personal belief and opinion about 'the essentially ethical question [of] what counts' as worthwhile learning and worthwhile education (Standish, 2008). Studies have found that students in an educationally structured social networking environment can be guided to join learning communities quickly and access course material (King et al., 2009).

Educators in nursing and pharmacology have used Twitter to help students to critically evaluate the information and sources of the stories, form opinions, and then apply what they have learned to nursing practice (Thames, 2009). Blogs, micro-blogs or open-source group blogs such as 'wikis' can be used to pass along links and references between classes, update students on course logistics and give students a platform to share their thoughts and scholarship with colleagues and educators (Johnson et al., 2010).

Educators have a choice. They can allow students to develop social networking skills on their own or play a significant role in exposing them to the educational benefits these sites provide, using technologies that simultaneously protect student privacy and promote safe navigation (Brady, 2010). Some schools are seeing the need to open up their classrooms and are opting for new social networking programs geared towards schools with secure sites that only students, parents and school personnel can log into (O'Hanlon, 2007) .

The question has always been asked, if we give students the ability to use social networking sites during school will they use them for academic purposes? A survey of 9-17 year-olds found that 50% of those surveyed talked "specifically about their school work when they text-message by cell phone, or use their computers to instant-message, blog, or visit social-connection sites, such as Facebook (Gewertz, 2007).

### 3. RESEARCH METHODOLOGY

In recent years, students, particularly at a personal level, communicate and interact more continuously through social networks than by the blended learning platform that supports the learning process.

Therefore, given the motivation of students to the use of social networks, this project explores and identifies the educational potential of social networking (Facebook), through applications, resources and activities that could support teaching and learning, with the aim of obtaining a more proactive, participatory and interactive for students.

Since the objective of this study was to examine the educational potential of Facebook, the study began by exploring and using most applications of this social network. By using these applications, some useful tabs have been created, which are related to education and course delivery such as discussion board, exams, lecture notes, slides shows, events calendar, announcements, syllabus, assignments, and instructor's information, etc.

Discussion Board: Forum application has been used to create the discussion board where students can communicate with each other and with the instructor easily. In this way, they can send instant message and whenever someone replies to the post on Forum, notification will be

automatically received in the globe icon on top of the Facebook page.

Instructor's Information: This tab has been created by the "Html iFrame" app through "Google Drive". Microsoft Office files are uploaded on "Google Drive" and then "Google Docs" forms are embedded on Facebook page using a static "HTML iFrame" tab.

Exams: Students are able to take an online exam on Facebook page by clicking "Exams tab". This tab has been created through "Google Drive" that grades itself; the tab was created by following steps;

#### Step 1: Getting Started

Go to Google Documents

Click on Create

Click on Form

#### Step 2: Setting up the Exam

Give the name of Exam/Quiz

Write any directions or information in the 2nd box that will help students answer the questions.

The first question is to be Name. So for the question title type name and question type should be text. In the Help Text, put First Name and Last Name.

Put a checkmark in "Make this Required"

Click Done

#### Step 3: Creating Exam

Click on the Sample Question2

Click on the pencil

Enter any question.

Enter any directions or instructions which students may need in Help Text area.

Change the Question Type to whatever is needed.

Enter any choices.

Checkmark "Make this a required question"

Click Done

#### Step 4: Adding Questions

Click on the "Add Item" menu again

Click on "Multiple Choice" , " Paragraph Text", "Checkbox" or " Choose from a list"

Just as in step 3, question and choices will be entered

Click Done

Add a new blank page

Repeat above every question:

After creating exam questions on Google Drive, the form is embedded in Google Docs on Facebook page using a static HTML iFrame tab. This enables the display of external HTML content that is hosted outside of Facebook directly within the Facebook page.

Grading the Quiz/Exam:

In this step automatic grading is set up by using Google Drive's spreadsheet, which is explained as a sample of a particular quiz. Timestamp is in Column A, and Name is in Column B, then exam answers should begin in Column C, assuming that Columns C, D, E and F contain answers. In other words, there are questions on this quiz that will be graded.

In Column G, Row 1, put the text Correct Points

In Column H, Row 1, put the text Grade

Next, grading of the answers is set up. Because the quiz/exam was taken for the first time and all the correct answers are put in, and then again as Perfect Student who has all correct answers, the user now can set up the formula in the spreadsheet that will compare the Perfect Student answer with the correct answers. When others take the quiz/exam, the formula will simply be copied to the other rows to grade the quiz. The Perfect Student answers should be in Row 3 of the spreadsheet.

Column F in this example is Correct Points.

In Column G, Row 3 put the following formula:

$$=(IF(B3=\$B\$2,1,0)+IF(C3=\$C\$2,1,0)+IF(D3=\$D\$2,1,0)+IF(E3=\$E\$2,1,0) +IF(F3=\$F\$2,1,0))$$

Lecture Notes: This tab was created by the "Html iFrame" app through "Google Drive" as well. Microsoft Office files uploaded on "Google Drive" and then "Google Docs" form embedded on Facebook page using a static "HTML iFrame" tab.

Events Calendar: This tab is created by using the Events Calendar application. This tab has an advantage over blackboard in that students do

not need to click the syllabus to see the class schedule whenever it is needed. Events Calendar allows the teachers to create and maintain a list of events displayed in a monthly calendar format on their class page's tab.

Assignments, Slides Shows, Syllabus: These tabs were created by "Html iFrame" app through "Google Drive" as well. Microsoft Office files uploaded on "Google Drive" and then "Google Docs" form embedded on Facebook page using a static "HTML iFrame" tab.

#### Privacy:

After creating all tabs on the page, the next step is privacy. Thinking about privacy, this question was asked:

1. Who can find the particular page and use it effectively?

The page should not be seen or used by everyone, so the account and the information shared should be protected. According to this research, the best solution to this question is unpublished the page which is created. Now nobody can see page but page should be seeing by students.

2. Who can see page?

As an administrator or instructor, users should be chosen who can the see page. Steps are following by;

Edit Page

Edit Settings

Admin Roles

Add another admin as a Insights Analyst\*

\* Instructors will add a student as an Insights Analyst by typing the e-mail address so that they can see which admin (instructor) created a post or comment and view insights.

## 4. FINDINGS

The enhancements to information systems education is identified or repeated here. DO NOT repeat the abstract or portions of it.

### Data Collection

The purpose of the data collection is to explore the attitudes of college students toward using Facebook in order to determine if and how this could be a fruitful educational intervention. A

search through the literature on the educational use of social media did not identify a comprehensive instrument. Thus, a list of survey items intended to provide a comprehensive overview of students' perceptions of social media, including how much they use it, how they use it, and their likelihood of participating in class-related social media outlets was developed (See Appendix 1).

The data collected was designed in a form that is easy to organize in order to analyze it. Before collecting the data, the planning survey was considered and the following steps were applied:

Who should be asked?

Determine the purpose

Decide what is being measured.

Consider the audience (Education level, Familiarity with survey)

Start with non-threatening questions

Use plain language - Be brief.

Ask only one question at a time (Avoid questions that confuse the respondent into not knowing how to answer.)

There are five main survey methods to collect data: online, telephone, face to face, hand out, electronic. Each method has advantages and disadvantages. Students have encouraged participating in survey through hand-out and online survey method which is created by Google Drive.

Face to face surveys associated with hand out survey method offer significant advantages in terms of the amount and complexity of the data that can be collected. Researchers has the opportunity to ask more questions, longer questions, more detailed questions, more open-ended questions, and more complicated or technical questions. Face-to-face surveys also offer advantages in terms of data quality. More than any other survey delivery mode, a face-to-face survey allows researchers a high degree of control over the data collection process and environment.

Online surveys are faster, simpler, and cheaper. However, lower costs are not so straightforward in practice, as they are strongly interconnected to errors. Because response rate comparisons to other survey modes are usually not favorable for online surveys, efforts to achieve a higher response rate (e.g., with traditional solicitation methods) may

substantially increase costs. Questions with long lists of answer choices can be used to provide immediate coding of answers to certain questions that are usually asked in an open-ended fashion in paper questionnaires.

**Data Analysis**

Table 1: Statistical Result of Survey

Question Number	Z-Test and P Value	Confidence Interval	
		Lower Limit	Upper Limit
Question 4	Z=10.28 and P<.0001	0.84	0.91
Question 6	Z=7.31 and P<.0001	0.83	0.87
Question 7	Z=8.97 and P<.0001	0.89	0.97
Question 8	Z=3.97 and P<.0001	0.88	0.95
Question 10	Z=5.6 and P<.0001	0.82	0.89
Question 11	Z=4.24 and P<.0001	0.84	0.88
Question 14	Z=4.5 and P<.0001	0.86	0.93
Question 15	Z=11.6 and P<.0001	0.91	0.99
Question 16	Z=7.12 and P<.0001	0.90	0.97
Question 17	Z=5.91 and P<.0001	0.84	0.92

Data was analyzed by using MS Excel and statistical analyses were also done through MS Excel. The results of the data analysis which is called "Hypothesis Test", displayed in Table 1, contain the question numbers of the survey, p value associated with z test and confidence interval with lower and upper limit.

\*p Value is the hypothesized value of population proportion in the null hypothesis.

\*z Test is any statistical test for which the distribution of the test statistic under the null hypothesis can be approximated by a normal distribution.

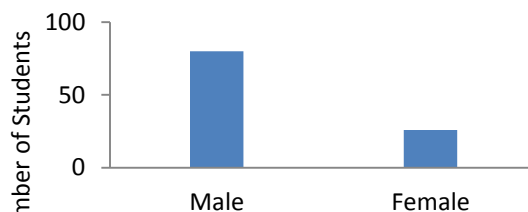


Figure 1: Gender of Respondents

Figure 1 represents the students' gender. Out of 106 participants, female respondents constitute 25% of the whole sample, whereas male respondents make up the remaining 75%. This result shows that the survey was taken more by males.

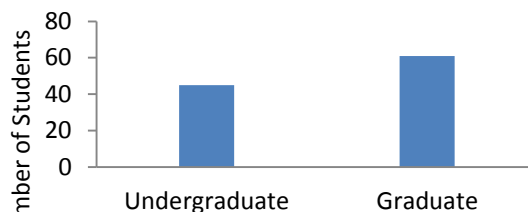


Figure 2: Current Status

Figure 2 represents the number of student's current status. Out of 106 participants, 58% are graduate students, and 42% are undergraduate students.

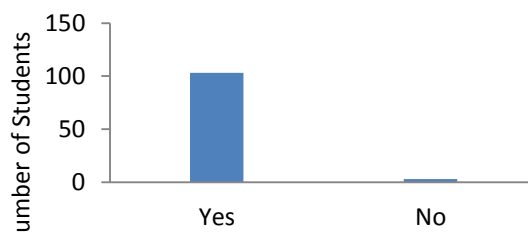


Figure 3: Taking Online Course

Figure 3 represents the students who have taken an online course. As we can see in the figure 3, even though 3% of students have not taken an online course, most of students have taken an online course (97%) during their undergraduate or graduate program.



Figure 4: Type of Course

Figure 4 represents the students' preference for taking courses online or face-to-face. Out of 106 participants, 51% of students prefer taking a face-to-face course, 28% of students prefer taking an online course, and 21% of students had no preference.

A binomial test for Figure 4 shows that:  $z=10.28$  and  $p<.0001$  (see Table 1). The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident that confidence interval limits are between 84 % and 91%, means the selected population agrees that they prefer online course.

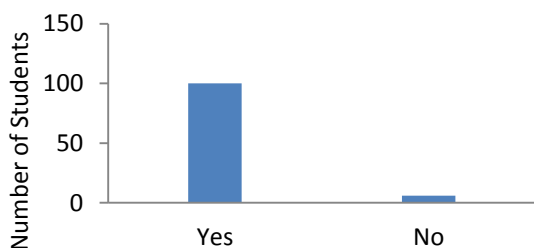


Figure 5: Online Course

Figure 5 represents the students' plan to take an online course in the future. 94% of students are willing to take an online course in the future and the rest of the students have no interest in taking an online course.

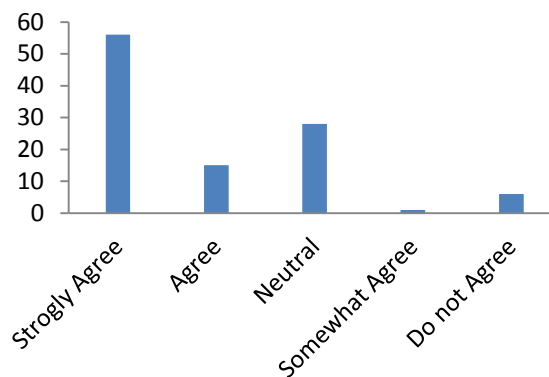


Figure 6: Effectiveness of Online Course

Figure 6 shows the number of students who think an online course is more convenient by classifying level of agreement. 53% of students strongly agree that an online course is convenient whereas 6% of students do not agree that an online course is convenient at all.

A binomial test for Figure 6 shows that:  $z=7.31$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 83 % and 87%, means the selected population agrees that they use online course more conveniently.

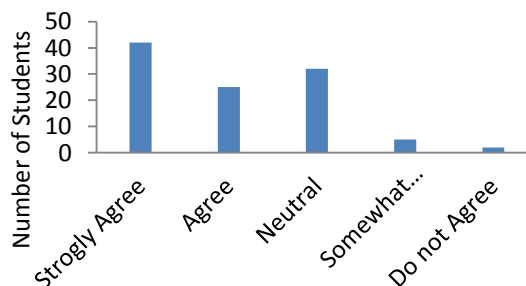


Figure 7: Online Course Pace

Figure 7 represents students in online course who can work at their own pace by classifying level of agreement. Forty percent of participants strongly think that they can study online at their own pace whereas a small number of participants do not feel same working in online course.

A binomial test for the Figure 7 shows that:  $z=8.97$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 89 % and 97%, means the selected population proportion agrees that they can work in online course by themselves.

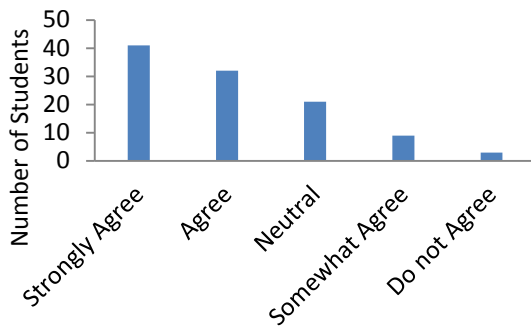


Figure 8: Online Course Satisfaction

Figure 8 represents the online course satisfaction. Although 12% of participants were not satisfied with online course, 71% of participants satisfied with online course.

A binomial test for the Figure 8 shows that:  $z=3.97$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident; confidence interval limits are between 88 % and 95%, means the selected population proportion agrees that they think online course is satisfied.

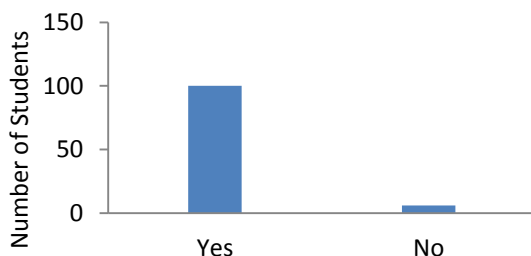


Figure 9: Using Social Media

Figure 9 shows that the number of students who are using social media. As we can see in the

Figure 9, most of participants like to use social media in different ways.

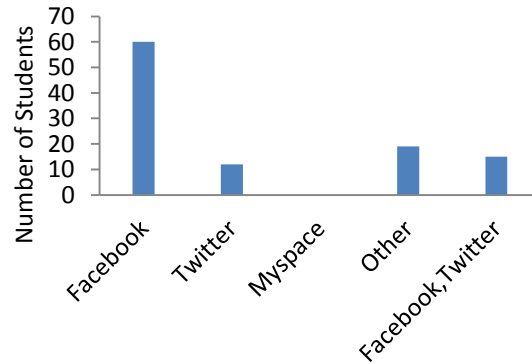


Figure 10: Type of Social Media

Figure 10 represents the number of students who are using specific social media. 57% of participants use Facebook, 14% of participants use both Facebook and Twitter, and 11% of participants use only Twitter and rest of participants use other social media.

A binomial test for the Figure 10 shows that:  $z=5.6$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident; confidence interval limits are between 82 % and 89%, means the selected population proportion agrees that they like to use Facebook.

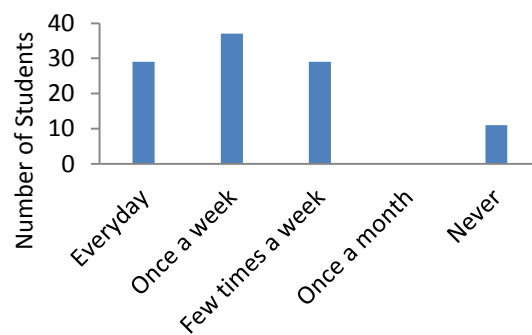


Figure 11: Usage of Social Media

Figure 11 represents the frequency of using social media. The result shows that 35% of students use social media once a week, 27% of participants use every day or few times a week.



A binomial test for the Figure 11 shows that:  $z=4.24$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 84 % and 88%, means the selected population proportion agrees that they use the social media every day.

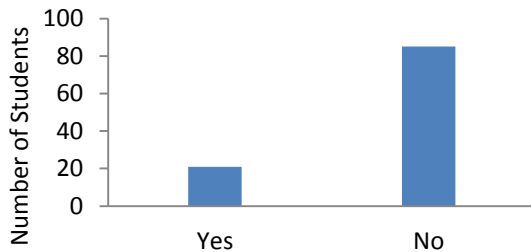


Figure 12: Social Media in Education

Figure 12 represents the use of social media for education purpose. The result shows that most of the participants (80%) never used the social media for education purposes, only small amount of participants (20%) use the social media for education purposes.

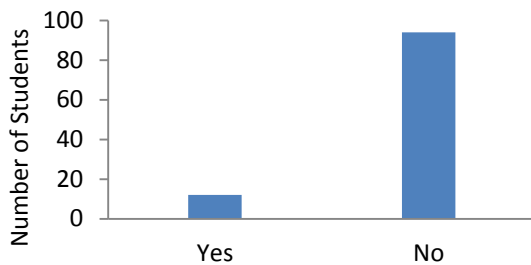


Figure 13: Social Media for Course Delivery

Figure 13 represents the use of social media as a course delivery method by students or their instructors. As we can see in the Figure 13, 89% of students or their instructors never used Facebook or other social media as a course delivery method.

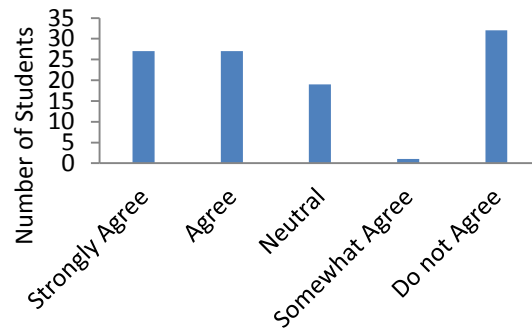


Figure 14: Communicating on Social Media

Figure 14 represents the number of students who are thinking that communicating on social media with classmates and instructors would be easier than Blackboard. 30% of participants do not think that communicating on social media would be easier than Blackboard but 51% of participants are willing to communicate with their classmates or instructors on social media.

A binomial test for the Figure 14 shows that:  $z=4.5$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 86 % and 93%, means the selected population proportion agrees that they can communicate with their classmate or instructors on social media easier than Blackboard.

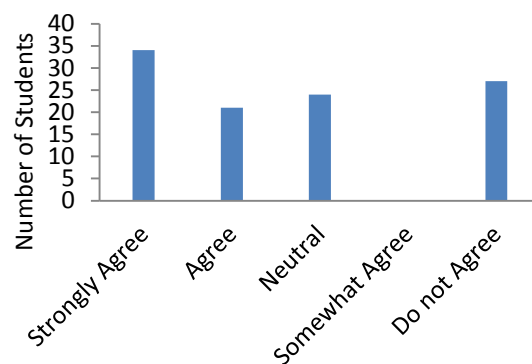


Figure 15: Visiting Course Page on Facebook

Figure 15 represents the number of students who prefer to visit course page on Facebook. The result shows that 52% of participants will prefer to use Facebook for course page because

they like to use social media in their education and 25% of participants do not think to use more frequently Facebook course page.

A binomial test for the Figure 15 shows that:  $z=11.6$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident; confidence interval limits are between 91 % and 99%, means the selected population proportion agrees that they will visit course page on Facebook.

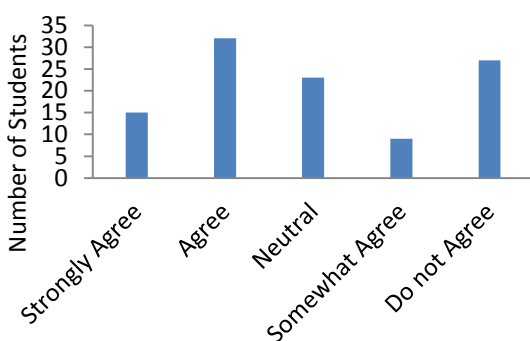


Figure 16: Course Materials on Facebook

Figure 16 represents the number of students who are thinking that having course on Facebook is advantageous over Blackboard by classifying level of agreement. 44% of participants agree that course materials on Facebook has more advantageous because they are thinking to use Facebook for course page more than Blackboard and 25% of participants agree that Facebook do not have advantageous over Blackboard.

A binomial test for the Figure 16 shows that:  $z=7.12$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 90 % and 97%, means the selected population proportion agrees that they think having course on Facebook is advantageous over Blackboard.

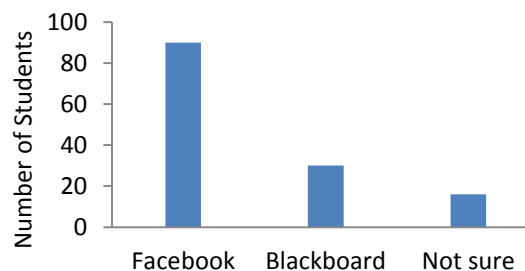


Figure 17: Preference of Facebook or Blackboard

Figure 17 represents the number of students who use Facebook or Blackboard when given the same online course's information experience. Examining the use of social media in the classroom, one thing has been clear from our observations in those studies: when given the choice of a number of social technologies to use as part of a course, students will overwhelmingly choose Facebook (66%).

A binomial test for the Figure 17 shows that:  $z=5.91$  and  $p<.0001$ . See Table 1. The small p-value indicates strong evidence against the null hypothesis, so our results support the alternative hypothesis. This supported alternative hypothesis leads us to be confident, confidence interval limits are between 84 % and 92%, where the selected population proportion agrees that they will use Facebook when given the same online course's information experience.

Almost every student in our survey gave us a variant of the same answer: all their friends/classmates are on Facebook, and it's easy to use. In other words, Facebook has the user base in order to make academic conversations useful. Also, since students are "almost" on Facebook, it's easy to see when new comments are made to a post from a class. Therefore, instructors have an opportunity to engage students using Facebook or other social media and to help them use the site for educational purpose.

\*R test is a measure of the strength of the association between the two variables.

Table 2 (see Appendix 2) indicates correlations between all questions which only was able to apply for binomial test. This correlation values vary from -1 to +1. A -1 indicates perfect negative correlation, and +1 indicates perfect positive correlation.

## 5. CONCLUSIONS

The findings obtained revealed that a course supported with Facebook provided students with a number of benefits such as increasing sharing and cooperation, strengthening communication between student to student and between student to faculty member, visualizing the content, drawing the attention and increasing the students' interest in the course, though there were students with negative thoughts about these subjects.

From this review of limited studies on Facebook as an education environment, several conclusions can be drawn. Facebook can be used as an educational environment, as it can improve classroom practices and student involvement. Various teaching and learning contexts include social learning, e-learning, environmental learning. Students use Facebook centers on communication and interaction among students, teachers, administrators and alumni. Other significant reasons include adaptation to new school programs and cultures, discovering social activities, seeking knowledge on a variety of subjects, self-representation and self-promotion, recruitment, sharing knowledge, academic purposes, and adhering to specific agendas.

As a review of these studies, then, this research offers several recommendations on using Facebook as an educational resource and environment. First, Facebook is an ideal environment for communication and interaction among students; it is an effective way for learning and teaching.

Additionally, as students seek and share knowledge on various topics, teachers can create groups, guide their students, and assist them in preparing projects and presentations in accordance with their in-class teaching. Second, educators should be highly sensitive to the negative effects of Facebook, such as inappropriate behaviors, and cyberbullying. Therefore, the ethics of Facebook use should be considered and regulated on global, national and school-based scales.

Third, educators could develop approaches and strategies to help students use their networking behavior to enhance their learning and development. Teachers also need to garner more positive attitudes towards the possibilities of using Facebook in their teaching activities.

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## Appendix 1

### Survey Questionnaire

1. What is your gender?

- Male
- Female

2. What is your current status?

- Undergraduate
- Graduate
- Faculty
- Staff
- Alumni
- Others

3. Have you ever taken an online course?

- Yes
- No

4. Which type of course do you usually prefer?

- Face to face
- Online
- No Preference

5. Would you take online course in future?

- Yes
- No

6. Online course is more convenient.

- Strongly Agree
- Agree
- Neutral
- Somewhat Agree
- Do not Agree

7. In online course, I can work on my own pace.

- Strongly Agree
- Agree
- Neutral
- Somewhat Agree

Do not Agree

8. I am very satisfied with online course.

- Strongly Agree
- Agree
- Neutral
- Somewhat Agree
- Do not Agree

9. Do you use social media?

- Yes
- No

10. What social media do you use?

- Facebook
- Twitter
- MySpace
- Other

11. How often do you use Facebook or other social media?

- Everyday
- Once a week
- Few times a week
- Once a month
- Never

12. Have you ever used Facebook or other social media for education purpose?

- Yes
- No

13. Have you or your instructor ever used Facebook or other social media as a course delivery method?

- Yes
- No

14. I think communicating with my classmates and instructors on Facebook or other social media would be easier than Blackboard.

- Strongly Agree
- Agree
- Neutral
- Somewhat Agree
- Do not Agree

15. I would visit the course page more frequently if it were on Facebook.

Strongly Agree  
 Agree  
 Neutral  
 Somewhat Agree  
 Do not Agree

16. I think having course materials on a social network like Facebook is advantageous over a traditional medium such as Blackboard.

Strongly Agree  
 Agree  
 Neutral  
 Somewhat Agree  
 Do not Agree

17. Given the same experience would you rather access an online course's information on Blackboard or Facebook?

Facebook  
 Blackboard  
 Not sure

## Appendix 2

Table 2: Pearson Correlation Coefficients

R-Test	Q-4	Q-6	Q-7	Q-8	Q-10	Q-11	Q-14	Q-15	Q-16	Q-17
Q-4	1									
Q-6	0.29	1								
Q-7	0.54	-0.45	1							
Q-8	0.35	0.97	-0.38	1						
Q-10	0.38	0.65	-0.79	-0.74	1					
Q-11	0.81	0.73	0.65	0.34	-0.71	1				
Q-14	0.22	-0.83	0.35	0.97	-0.38	0.45	1			
Q-15	0.79	0.99	0.27	0.90	-0.21	0.55	0.49	1		
Q-16	-0.88	0.48	-0.90	0.21	0.55	-0.56	0.31	0.77	1	
Q-17	0.65	0.82	-0.31	-0.76	0.54	0.35	0.97	-0.38	0.67	1