



JOJAPS

eISSN 2504-8457



Journal Online Jaringan Pengajian Seni Bina (JOJAPS)

The Integration of Facebook in Teaching and Learning

Isham Shah Hassan^a, Zanariah Kassim^a, Norzalina Yusop^{a*}

^aPort Dickson Polytechnic, Km 14, Jln Pantai 71050 SiRusa, N.Sembilan, Malaysia

Abstract

Facebook, a social media web application, is a part of million student lives. Students use Facebook for communicating with friends and playing games. Since they use Facebook frequently and comfortably, we may exploit this entertainment-oriented site as an edutainment tool. Although there are many tools available for eLearning, Facebook seems to be one of the most effective tools because students generally respond to discussions quickly and are comfortable enough in their "space" to share their information and opinions. By using Facebook in learning, the role of students can therefore shift from only receiving knowledge to both searching and sharing their knowledge. Moreover, interactions with teachers can become more instant since teachers and students can respond quickly via Facebook. It is worthy to realize, however, that teachers cannot use Facebook as a single teaching and learning tool. Facebook still lacks features such as file submission and file sharing to support the complete learning process. This paper presents the approach and the experience in using Facebook for architectural students in Port Dickson Polytechnic for both informal and formal learning. In the formal courses, Facebook is used for discussion, sharing video and document links. We found that students actively and quickly participated in both asking and answering a lecturer's questions. In addition, students also shared their new knowledge even after the classes have ended and grades were assigned. As a result, Facebook has an excellent potential to serve as a lifelong learning channel for lecturers and students in polytechnic.

© 2012 Published by JOJAPS Limited.

Key-word: - facebook, e-learning, innovative teaching, social media and learning tool

* Isham Shah Hassan. Tel.: +0133395710 ; fax: 066622026

E-mail address: ishamnurul1@hotmail.com

1. Introduction

On daily basis millions of people access Facebook to connect with their family and friends, searching information and playing games. Many students spend more time on socializing with their friends through Facebook. Students have less time on self-studying on books or academic web sites. To get the benefits from Facebook instead of being against the usage of Facebook, teachers can creatively employ them as tools for supporting students' continuous learning activities. In this article, the authors present the usage of Facebook in formal education, such as using Facebook in formal courses in polytechnic, and in informal education, such as using Facebook for learning AutoCAD, advising students, requesting students to send their assignment, reminding students about their tests and quizzes and giving knowledge about heritage building. Through this article also we will also present advantages and disadvantages of using Facebook for learning and teaching. Nowadays Facebook has been increasingly popular worldwide. Mark Mahaney reported that Facebook had passed Google in terms of time spent online (Sterling 2010). Mahaney noted that in August 2010, Facebook, for the first time took the top spot with 41.1 billion minutes followed by Google with 39.8 billion minutes (Sterling 2010). Facebook is the number one social network site which has 704,130,980 user accounts on June 24, 2011 (Socialbakers.com 2011). 50% of Facebook active users log on to Facebook in any given day (Facebook.com 2011a). 80 million new users registered in the first 3 months of the 2011. Nearly 30% of the new account registrations have been made by users in the age group of 18–24 years, representing people who are in colleges and universities worldwide. This age group constantly remains the strongest one on Facebook and at this moment represents over 210 million Facebook users overall (Socialbakers.com, 2011). In Malaysia there are about 13.3 million or 45.5 per cent of the total population in the country are Facebook users and this puts Malaysia on the 8th spot in Asia and 21st place in the world (Borneo Post 2013). From the total figure, those aged between 18 and 24 were the highest users, contributing 34.5 per cent followed by those aged 25–34 years (29.5 per cent) and 13–17 years (16.3 per cent) (Borneo Post 2013). From the data presented above we can conclude that Facebook can be a potential tool for learning and teaching that can be used to reach this group of young people, many of which are in Malaysia polytechnics, colleges and universities. This statistic tells us that today's teenagers are being exposed to Facebook. The usage of such social media has indirectly affected their (teenagers) way of communicating and lifestyle. For this matter it is also essential to understand the advantages and disadvantages as well as how to appropriately use Facebook for learning and teaching. For the remaining of the paper, we organize the paper as following for the first part discusses Facebook in teaching and learning. Then, the next part presents the usage of Facebook in both formal and informal education. Then, in part three, we present both advantages and disadvantages of using Facebook for teaching and learning. Finally, this article will conclude in the final section.

2. Facebook in Teaching and Learning

In this part of the article we consider related work in using Facebook in teaching and learning. One of the most interesting article that discusses how a teacher can use Facebook is "Facebook for Educator", which suggests 7 ways to educators which school's policy about Facebook, developing guidelines for Facebook in teaching and learning, safety and privacy settings on Facebook, promoting good citizenship in the digital world, using Facebook's page and group features to communicate with students, embrace the learning styles of 21st century students and use Facebook as a professional development resource (Phillips et al. 2011). This research provides the advantages and disadvantages of using Facebook for learning and teaching.

3. The Purpose of the Research

This research offers a new approach in architectural education, through a medium other than the traditional methods used in polytechnic. Nowadays Facebook is the latest tool in teaching and learning. This article shows upon how Facebook can be used in helping architectural students to learn, communicate and obtaining information. This research wants to see upon how Facebook is helping students to communicate with lecturers and classmates while learning digital modelling class. This research also wants to see upon how Facebook can be source of information

for architectural heritage class. The purposes of this research are as follow to identify the interest of the student in finding information need using Facebook, to study the effect of integrating Facebook in the learning process, to get the student perceptions in searching information using Facebook and to study the effect of integrating Facebook in architectural students learning process.

4. Facebook in Education

In this article, we describe how we use Facebook in both formal and informal education. For formal education it being referred to official modules that students can register in Port Dickson Polytechnic. Whereas for informal education here refers to learning outside class and even learning outside Port Dickson Polytechnic campus. In this paper, we give examples of learning inside and outside classroom through using Facebook to communicate in a class, sending assignment, to share information in a class, and using Facebook to ask and questions about how create digital model utilizing AutoCAD. For digital modelling class students received instruction for tutorials and quizzes using CiDOS (Curriculum Information Document Online System). To create more interest to the students, communication during the ongoing class using Facebook. They also are to communicate with classmates and lecturer using Facebook. CiDOS is a system being designed in polytechnic for storing notes, quizzes and tutorials for all the modules being offered in polytechnic.



Figure 1 Sample upon how instruction for creating jpeg being given to students via Facebook

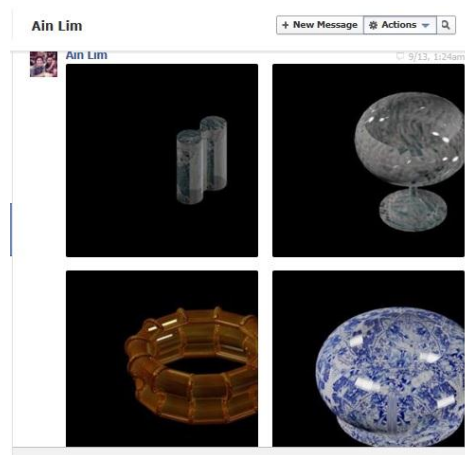


Figure 2 Sample upon how students submitting tutorial via Facebook for 3D modelling class



Figure 3 Sample upon how reminder being given to students for digital modelling class

5. Research Design

This research consists of communicating activity and obtaining information activity. Through this study, researchers want to see the students' perception on using Facebook in teaching and learning. Research has been made on students of diploma architecture Jun session 2014 from two (2) classes in Port Dickson Polytechnic. Research duration is for eight (8) weeks involving sixty students (60) as research samples. In this research, twenty eight students (28) from digital modelling class received instructions from instructor using Facebook as media and thirty two students (32) are obtaining information for measured drawing class from the information being posted to the Facebook. Questionnaire used as an instrument to get the students' perception after the learning process is over.

6. Findings

The findings consists 60 responses. The percentage of types of respondents is about 58% is male while 42% is female. The finding shows that 65% have used Facebook for teaching and learning for only 0-6 months, 21% have used for 6-12 months, 12% have used 1-2 years, and only 2% have used it for more than 2 years. This finding implies that the majority of people have just started to use Facebook for teaching and learning. The finding also shows that 78% have used face book for posting status, 83% have used Facebook for replying comments, 63% have used Facebook for sharing web link, 70% have used Facebook for sharing picture, 63% have used Facebook for sharing documents, 43% have used Facebook for sharing videos, 15% have used Facebook for creating events, and 8% have used Facebook for other purposes. This finding implies that most of respondents have used Facebook for sharing resources which include documents and pictures.

7. Advantages and Disadvantages of Using Facebook for Teaching and Learning

In this part we would like to investigate about advantages and disadvantages of using Facebook for teaching and learning. The first question is in the term of advantages of using Facebook for teaching and learning which include 1) Interaction, 2) Comfort ability, 3) Easy to use, 4) Sharing status and 5) Participation. The degree of an opinion is divided into 5 scales: strongly agree, agree, neutral, disagree and strongly disagree. A pilot test was carried with 30 students from Port Dickson Polytechnic. The reliabilities coefficient of the instrument to see perception is 0.863. Data from this pilot test not being used for the final analysis. From the finding we can conclude that the distinguished advantages of using Facebook for teaching and learning include convenience, easy to use, and instance interaction as shown. Each aspect of the findings has the mean more than 4.0. The aspect which has the highest mean is comfort ability in using Facebook for getting information. This finding shows that the students in digital modeling class and measured drawing class agree that Facebook is a good supplementary tool in teaching and learning. Lecturer in Port Dickson Polytechnic should take the opportunity in using Facebook for teaching and learning.

Table 1 Respondents perception on the advantages of Facebook in teaching and learning

	N	MINIMUM	MAXIMUM	MEAN	STD DEVIATION
Interaction	60	2	5	4.27	.798
Comfort ability	60	2	5	4.46	.664
Easy to use	60	2	5	4.10	.724
Sharing	60	2	5	4.31	.696
Participation	60	2	5	4.04	.689
Valid (N) List wise	60				

In this part we are concentrating on the term of disadvantages of using Facebook as a tool for teaching and learning. The term are time consumption, difficulty in finding, difficulty in keeping info, too open to public and disturbing personal space. The degree of opinion is divided into 5 scales which are strongly agree, agree, neutral, disagree and strongly disagree. From Table 2, we can conclude that the many respondents do not agree about many disadvantages of using Facebook for teaching and learning as the mean for each disadvantage is about 3.0 (neutral). The only disadvantage where the respondents are agreeing upon is the aspect where the Facebook is too open to the public.

Table 2 Respondents perception on the disadvantages of Facebook in teaching and learning

	N	MINIMUM	MAXIMUM	MEAN	STD DEVIATION
Time Consumption	60	2	5	2.77	1.098
Difficulty in Finding	60	1	5	2.86	1.134
Difficulty in Keeping	60	1	5	2.98	1.128
Too Open	60	2	5	3.31	1.266
Disturbing	60	2	5	2.94	1.069
Valid (N) List wise	60				

Conclusion

In this article, we have shown an approach and shared the experiences of using Facebook as a tool for teaching and learning. This study shows that many students quickly respond to teachers' posts, sending tutorial on time and they also shared useful information. The result of the survey that most respondents agree that the advantages of Facebook are easy interaction, comfort in getting information, easy to use and easy to share information while most people view the only disadvantages is too open to public. In the future, we consider studying the effect of utilizing Facebook in teaching and learning using quasi experimental approach. We also would like to study what features may increase user engagement with CiDOS by integrating with Facebook in Port Dickson Polytechnic

References

- Block, G. (2009). News | SDSU | Classrooms in a Twitter. Retrieved Oct 26, 2013, from <http://newscenter.sdsu.edu/360/news.aspx?s=71580>
- Borneo Post. (2013). Malaysian Facebook Statistics – Borneo Post. Retrieved Oct 24 2013, from <http://www.borneopost.com/facebook-statistics/malaysia>
- Facebook for Educators. (2011). Sample Policies – Facebook for Educators. Retrieved Oct 25 2013, from <http://facebookforeducators.org/sample-policies>
- Facebook.com. (2011a). Facebook Statistics. Retrieved Oct 24, 2013, from <https://www.facebook.com/press/info.php?statistics>
- Facebook.com. (2011). Facebook Safety. Retrieved Oct 26, 2013, from <https://www.facebook.com/fbsafety>
- Facebook.com. (2011). Facebook and Privacy. Retrieved Oct 26, 2013, from <https://www.facebook.com/fbprivacy?sk=wall>
- Phillips, L. F., Baird, Derek, & Fogg, B. (2011). Facebook for Educators. Retrieved from <http://facebookforeducators.org/wp-content/uploads/2011/05/Facebook-for-Educators.Oct-15.pdf>
- Socialbakers.com. (2011a). Facebook Statistics by country - Socialbakers. Retrieved June 24 2011, from <http://www.socialbakers.com/facebook-statistics/>
- Socialbakers.com. (2011b). Facebook gains 80 million new accounts in the firstquarter of 2011 - Socialbakers. Retrieved Oct 24, 2013, from <http://www.socialbakers.com/blog/143-facebookgains-80-million-new-accounts-in-the-first-quarter-of-2011/>