Facebook in higher education promotes social but not academic engagement

Lisa Wise
Ben Williams
Jason Skues
• Good students tend to be engaged with their studies
  (and sometimes other good students)

• But does promoting “engagement” create good students?
Student engagement
<table>
<thead>
<tr>
<th>Overall (N=390)</th>
<th>Mean time spent using Facebook per day (SD = 62.36)</th>
<th>Mean number of logins per day (SD = 5.99)</th>
<th>Mean number of Facebook “friends” (SD = 229.68)</th>
<th>Mean number of Facebook Groups joined (SD = 212.41)</th>
<th>Mean number of photos posted (SD = 368.86)</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.72 mins</td>
<td>4.83 times</td>
<td>352.70</td>
<td>66.33</td>
<td>283.18</td>
<td></td>
</tr>
</tbody>
</table>
Students that are likely to study hard deliberately restrict their use of facebook

<table>
<thead>
<tr>
<th></th>
<th>Conscientiousness</th>
<th></th>
<th>Neuroticism</th>
<th></th>
<th>Extroversion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low M (SD)</td>
<td>High M (SD)</td>
<td>Low M (SD)</td>
<td>High M (SD)</td>
<td>Low M (SD)</td>
<td>High M (SD)</td>
</tr>
<tr>
<td>Time spent using Facebook per day</td>
<td>82.17 (78.04)</td>
<td>55.42 (48.77)</td>
<td>59.13 (57.14)</td>
<td>82.20 (81.77)</td>
<td>67.57 (64.97)</td>
<td>73.05 (74.50)</td>
</tr>
<tr>
<td>Number of Facebook Friends</td>
<td>393.31 (261.46)</td>
<td>282.52 (182.14)</td>
<td>365.09 (238.40)</td>
<td>363.73 (241.95)</td>
<td>279.71 (242.37)</td>
<td>441.22 (227.34)</td>
</tr>
<tr>
<td>Number of Facebook Groups</td>
<td>105.55 (246.29)</td>
<td>36.93 (79.60)</td>
<td>24.32 (57.87)</td>
<td>111.59 (331.56)</td>
<td>42.43 (83.46)</td>
<td>118.49 (355.42)</td>
</tr>
<tr>
<td>Number of Photos</td>
<td>294.15 (327.24)</td>
<td>237.75 (384.74)</td>
<td>300.64 (425.03)</td>
<td>259.38 (273.17)</td>
<td>161.09 (215.55)</td>
<td>385.07 (362.27)</td>
</tr>
</tbody>
</table>
Swinburne Lilydale Campus

Exams are almost over...Good luck to students still completing exams!

Share · 22 November at 15:05

17 people like this.

View all 9 comments

Swinburne Lilydale Campus Hi Charissa, if you applied for special consideration and ‘deferred’ your exam, then you should check your student email to see if you have been sent through your letter that advises of the date. Otherwise you can go up to Level 3 LAM buidling and talk to Students + Programs.

24 November at 15:32
Swinburne Stalkerspace

Community

Wall

Swinburne Stalkerspace · Everyone (Top posts)

Share:  Post  Photo

Write something...

Swinburne Stalkerspace
Union elections are this week, make sure you vote! Swinburne's student life cannot improve without your input

Like · Comment · Share · 27 September at 02:43

Alex Corr likes this.

View all 7 comments

Swinburne Stalkerspace simply saying you want more parking does not achieve anything. if it was easy to do, it would have already happened. but in combination of lack of funds to support the motion and land available, it becomes a difficult task. almost every yea...

See more
6 October at 23:27 · Like

Denny Thomas True. The issue was raised many times. When we give orientation to students, we tell them the long parking spots, tricks like swapping with your mate etc. Given the land constraints, it is a very difficult issue. We are trying for more flexible options for students.

6 October at 23:40 · Like · £5 1
To the people who do statistics....is it just me or does the indian lecturer with the strong accent looks and sounds identical to the indian school principle in the tv show GLEE? Does anyone else agree? haha

to the hot girl in the library at prahran your really hot but can you shut your mouth for 5 seconds!

To the guy who drives the Nissan Gtr r34 and uses Wakefield street as a test trak......... relax mate

To the girl with the pink feather pen in the psych lecture this arvo - your pen is distracting me from listening to the lecturer! =P

To the girl with the pink feather pen in the psych lecture this arvo - your pen is distracting me from listening to the lecturer! =P
Collaborative  Intense  Passive  Independent

diverted student cohort

Social Engagement above norm

below norm

end of first year

Academic Engagement

adapted from Coates, 2006
TARGET:
high on academic and social engagement, but also high on academic performance
Social Media

LMS

Information Repository of the Internet

Social Media
Conclusions

• Facebook is a great medium for social interaction, but has a limited role in promoting student engagement

• LMS defines institutional boundaries in cyberspace
  – clarifies institutional role
  – leaves the problematic elements of uncontrolled interpersonal interactions beyond the campus boundary

• Biggest lesson from Facebook is that LMS interfaces should be way more user-friendly!!
FACEBOOK
• social interaction
• broadcast personal information
• filtering by person rather than content
• focus on individuals and groups

TWITTER
• microblogging
• brief, topical posts
• short format encourages conciseness
• hash-tags promote meta-awareness of audience and content