



CHALLENGES OF FACEBOOK INTEGRATION IN HIGH EDUCATION

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Abstract

Currently, the Internet has become a part of the everyday life of human beings. The way of communication between people has changed and social networks are dominating in the lives of everyone. One of the most used social networks is Facebook, but besides that it is used for communication and entertainment, Facebook can also be used for learning. Therefore, the main issue of this paper is the use of Facebook for educational approaches by students and teachers. Case studies are the challenges of integration of Facebook in High Education in the

municipality of Kumanovo in the Republic of North Macedonia in 2016. Special emphasis is devoted in usage of Facebook in schools as the main questions were whether students use Facebook to ask for help for assignments or any material, and do teachers use Facebook to post assignments and to communicate with students. To understand this, there are conducted two questionnaires, one to students and one to teachers and interviews with school principals, and finally responses of people who participated have been analyzed. The result is that by joining Facebook in education, students are more motivated to learn, Facebook helps students to learn by sharing knowledge with each other and by using Facebook at school, teachers will find it easier to inform students.

Keywords: *social network, Facebook, communication, high education, classroom*

Introduction

In consonance with Internet Society Global Internet Report, the Internet has changed the world. Open access to the Internet has revolutionized the way individuals communicate and collaborate, entrepreneurs and corporations conduct business, and governments and citizens interact. At the same time, the Internet has created an open revolutionary model for its development and governance including all stakeholders. The internet development was supported so critically in creating an open process. Fundamentally, the Internet is a “network of networks”, whose protocols are designed to allow networks to interact. At first, these networks

represented various academic, government and research communities, whose members needed to work together to develop common standards and manage shared resources (Internet Society Global Internet Report, 2014) According to Angela Devole, (Devole, 2015) adolescents nowadays spend a great deal of time devoting themselves to the technology and social networks they have, *Facebook, Instagram, Twitter* and so on. Mobile phones and all technology networks are viewed as a stand-alone world where everyone can get lost somehow from the world around them. An adolescent of our day is a teenager who advances with technology and finds it inevitable to be part of it most of the time.

According to (LENHART, 2015) Facebook is the most popular and frequently used social media platform among teens, half of teens use Instagram, and nearly as many use Snapchat.

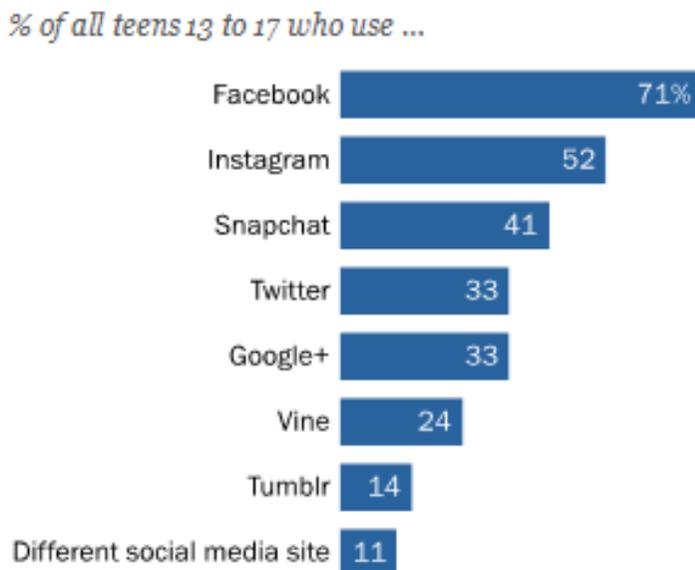


Figure 1 Percentage of teenagers who use social networks

In the recent years the integration of technology and computers in teaching and learning is increasingly becoming an integral part of the educational system. This trend has begun to expand in primary and secondary education, but is currently more pronounced at the university level. This does not mean that teaching and learning as a social process in general, tends to be replaced effectively by technology. But, on the contrary, technology can serve the educational process in different ways. Technology is ubiquitous touching almost every part of our lives, our communities, our homes. However, most schools are lagging far behind when it comes to integrating technology into classroom learning.

Facebook in teaching in agreement with Ngoyi, Siuluta, Muwamba, Banda, Hatilimab and Ngoyi, in the field of education, technology does not have a secondary role in the sole process of the transfer of knowledge especially because technology is becoming more and more integrated into the lives of students of all ages and groups. The special part of this technology is the use of Facebook as an educational tool. Being originally designed for college students in the United States in 2004, Facebook was created as a social networking website. Facebook later expanded to various areas of education. Facebook allows any user to create a profile, update it with personal information such as home address, mobile phone number, interesting religious views and also allows people to form groups and posting photos (Ngoyi, Siuluta, Muwamba, Banda, Hatilimab & Ngoyi, 2015). A Facebook is also used as an educational tool due to the fact that it is independent of time and place, so students and lecturers can send information even when they are not in the classroom or lecture amphitheater.

Some fun ways to use Facebook in your lesson plans while teaching

According to a study conducted by Philip Collie and Laura Cassidy in August 2014 (Collie & Cassidy, 2014), they surveyed several Middle School teachers from many different countries, with 3% from Wales, 1% from Scotland 2% from Northern Ireland, 7% from London, 16% from the southwest, 19% from the South East, 10% from the East, 10% from West Midlands, 7% from East Midlands, 8% from Yorkshire and Humber, 12% from northwest, 5% from northeast, 1% from British schools abroad etc.

The vast majority of teachers did not enter Facebook during class hours. Those who do usually use their mobile phones or tablets to access. This is again consistent with the finding that many schools continue to block access to this site. One of the questions was whether they tend to look at Facebook, it turned out that 17% of teachers use Facebook, but not when they are teaching in the classroom, 2% said they rarely use it during class hours and 81% use it in general when receiving notice / message (including during lessons).

Another result from the question of how often they updated their Facebook status with regard to school affairs they said 2% used more than once, 4% a few times a week, 5% about once a week, 4% about once every two weeks, 13% about once a month, and 72% used slightly more often. When it comes to status updates, passive engagement on Facebook appears, with less than a third of teachers updating their status on school affairs at least once a month. But what did teachers share on social networks like Facebook they said most teachers answered that they use social media to share completely personal news such as birthdays, family

cases, hobbies and interests, some teachers said they considered it is totally inappropriate to mention something about educational matters, especially because it could result in a disciplinary procedure because of their school policy. For those teachers who use Facebook in their teaching capacity, the most popular activities that were listed were to exchange comments on current issues or educational news, policy changes, learning ideas, and resources. Teachers also often share news items, blogs, videos, web links, and various subject-specific information. Some teachers also become very active in communicating with other colleagues using their social media accounts as a source to search for and answer questions, provide support, and share ideas with their peers.

Theory of Facebook for Educational Usage The Theory of Facebook Usage for Educational Purposes is a structural model explicating how Facebook users utilize Facebook to benefit their studies. The model is constructed by Mazman & Usluel and takes into account both technical and social dimensions of Facebook as an innovation. In their study of 606 voluntary Facebook users (around 70% of whom were in college), the model of Facebook usage for educational purposes was proposed as an integral part of a larger structural model including two more components: Facebook adoption process and Facebook users' goals. The variables affecting these two components were believed to cast light on the educational usage of Facebook. Figure 2 summarizes Mazman's and Usluel's proposed model of usage objectives and usage process, constructed based on their thorough literature review on adoption, diffusion, acceptance, usage theories, and educational potential of existing features of Facebook.

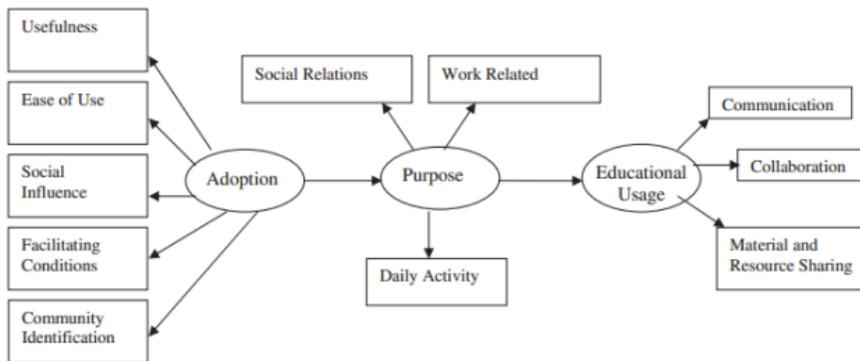


Figure 2 Purposes of using Facebook and Facebook adoption

Data was collected through an online survey enquiring about respondents' demographic details and general usage patterns of Facebook. The questionnaire also examined Facebook users' purposes and perceptions through a set of Likert-scale questions whose validity and reliability had been tested by confirmatory and explanatory factor analysis. (NGUYEN, 2017)

Facebook and Its Applications – A Case Study As stated by (Davidovitch & Belichenko, 2018) with the emergence of Facebook groups that do not require members to be "friends" or expose their lives to one another, the option of creating a "study group" with students and lecturers is on the rise, and the effects of using Facebook groups as an alternative learning management system (LMS) has become increasingly relevant. Any Facebook user can set up a Facebook group. After the group is established, the group founder can invite other Facebook users to register for the group. Groups can choose to restrict membership to specific individuals or open the group for access by anyone. Unlike other Facebook activity, a closed learning group does not appear in any user's activity records, and is published only among the members of the group.

The main uses of Facebook learning groups include posing questions about homework, test material, exams, and assignments, and sharing summaries uploaded by students. As a tool of learning, Facebook has also reached universities. The ability of higher education to utilize social media to advance professional development, expand institutional development, and increase students success is no less than revolutionary. A few decades ago, most students came from society's elite classes, but today, the student population has changed and students come from all levels of the population, increasing cultural diversity among students, and all its implications. In addition, today's students are digital natives: They have grown up into a reality with sophisticated technology, availability and intensive use of mobile and social media. Despite the development of technology and the fact that every student now has a mobile device and a laptop, teaching methods in most academic courses have retained a traditional form. The students' learning environment must be updated to include classroom teaching and home tasks that utilize the capabilities of mobile media and social media. Motivation refers to the process in which goal-oriented activities are energetic, directed, and sustained. A student's motivation was found to be a major factor in learning achievements. Other studies have explored basic questions such as how and why some students succeed in the learning process, while other students struggle to develop knowledge and cognitive resources necessary for academic success. Therefore, in designing a new learning environment that makes use of new technologies, the role of motivation must be taken into account. Researchers and educators have focused on new design projects,

curriculum reforms, and innovative technological tools to raise motivation. (Davidovitch & Belichenko, 2018)

10 WAYS TO USE FACEBOOK IN THE CLASSROOM As Kevin Hull explains, “As the most popular social networking website, especially among high school aged students, Facebook is a page that can seemingly integrate seamlessly into the curriculum by creating that sense of community and group learning possibilities.”

When you begin to see Facebook as a potential education tool, you will discover several ways to integrate this platform into your classroom. To help you begin, let’s look at ten ways to use Facebook in the classroom.

Create a Facebook group for your class First, teachers should use Facebook to create class groups. Groups on Facebook have privacy settings, so teachers can make a Facebook group for their class that is a safe place to share information online.

Document class adventures This generation loves to document every part of their lives; therefore, teachers should take advantage of the ease of documenting and sharing pictures from class activities such as field trips.

Use Facebook Live to provide additional help Facebook Live is a new feature that is immensely useful in the classroom. It is a tool that allows teachers to record videos which students may view through live streaming or later. This is a terrific way to record and share videos of difficult lessons so that students can watch and learn after school.

Teach students digital citizenship skills By encouraging students to interact online through Facebook, teachers can help students gain digital citizenship skills. They can model how to comment and share online content correctly. They can also use Facebook as a teaching tool for distinguishing between real and fake news.

Create Facebook polls Students love taking polls, so this added Facebook feature makes it easy to poll your students about simple things or class materials.

Develop fake profiles for characters Facebook can be used to research important people. Additionally, some teachers have discovered that students love the idea of creating fake profiles for the people they are studying in class.

Share educational content Since Facebook makes it extremely easy to share materials, this is the perfect place to share educational content. For instance, teachers can share videos and articles from reliable news sources related to the information they are studying in class.

Post events Students tend to sync their online calendars with Facebook. Therefore, it is helpful for students when teachers create events for their classes that will register on their calendars like exam days.

Provide links to important documents Facebook groups also allow the users to upload important files that are only accessible to the group. If a teacher has material that students need to keep up with all year, Facebook offers great online storage.

Make global connections Finally, Facebook is a wonderful way to make global connections with other teachers and students across the world. (LYNCH, 2017)

Results In the context of this topic a research was conducted about how many students and teachers use Facebook for educational issues. According to the quantitative method, there was realized a survey including two questionnaires, one receiving responses from students and the other from teachers in the secondary schools in the municipality of Kumanovo. On the other hand, based on the qualitative method, was conducted an interview attended by directors of secondary schools in the municipality of Kumanovo, Albanian language classes.

Questionnaire realized by students of secondary schools in the municipality of Kumanovo In February 2016, in the research organized for students, have participated 368 students from a total of 2740 secondary schoolers in the municipality of Kumanovo classes in Albanian language. This number includes the students from economic high school “Pero Nakov”, technical high school “Nace Bugjoni” and secondary school “Sami Frasheri”.

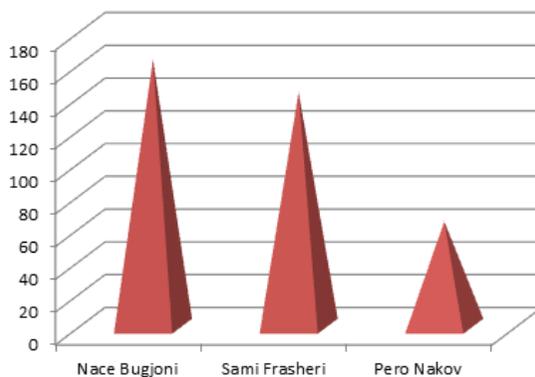


Figure 3 The number of students participated in research

Despite the fact that 60.6% of students use Facebook, 50.5% use Facebook for learning, 23.4% sometimes and 26.1% never use Facebook for educational issues

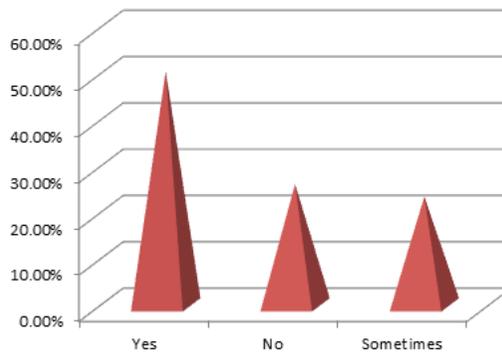


Figure 4 Percentage of how many students use Facebook to learn

As discussed above, through Facebook students can seek help for assignments that they do not understand, but in the questionnaire they said that only 40.8% require assistance for assignments on Facebook, 21.3% sometimes and 36.1% were expressed “no”, which means that they do not use Facebook to ask for help for assignments.

The use of Facebook in education can have positive and negative effect. 57.1% of students think that Facebook usage has a positive effect because:

- “Of the communication that group Facebook allows, i.e. communication with colleagues, where you can converse, to share ideas and help each other.”*
- “Because I can learn something”*
- “I think it plays a great role in the distribution of information to each student” etc.,*

and 42.9% think it has a negative effect because:

- *“I think it has a negative impact as a result of the fact that it does not develop human education but may only help students to be informed about what happens to people in their district and in the world. As well as conversations between each other”*
- *“Because students may forget their lessons from staying on Facebook”*
- *“Because it can deconcentrate you from learning and you cannot learn”.*

Using Facebook by teachers in class for educational issues can have an impact on students by creating fun time while giving away traditional methods. Whether students feel more motivated when Facebook is being used by their teachers, can be found out through students’ responses, among which 67.1% said they feel motivated and 32.9% feel demotivated.

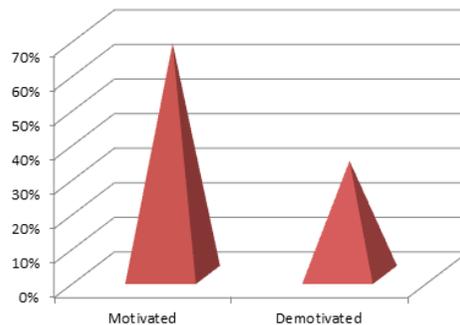


Figure 5 Percentage of students motivated and demotivated

By using Facebook, teachers can also post assignments for students in any group, which is a good idea if the teacher has not had the opportunity to show assignments in class, but only 39.4% of students responded that teachers post assignments, sometimes 19.6% and 41% never. By

integrating Facebook in education students can achieve better results. The majority of students, 57.3%, stated that the integration of Facebook in education could help achieve better results and 42.7% said no.

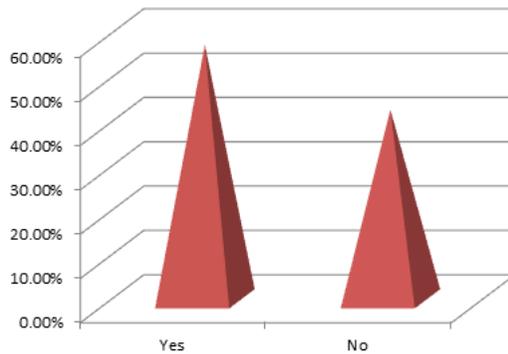


Figure 6 Percentage, if is achieved good results with the Facebook integration

The questionnaire realized by high school teachers in the municipality of Kumanovo In February 2016, in the research organized for teachers, have participated 40 teachers from a total of 216 secondary school teachers. Here are involved economic high school “Pero Nakov”, secondary technical school “Nace Bugjoni” and the secondary school “Sami Frasherj”.

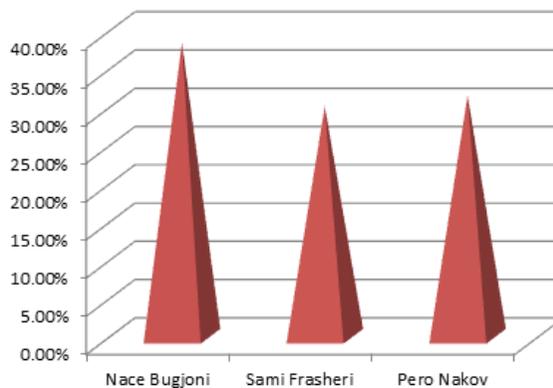


Figure 7 Percentage how many teachers have participated

Using Facebook by teachers can be beneficial. But to find out if teachers use Facebook in their everyday life or not, in the questionnaire was the question of whether they used it or not. According to the results, 67.5% of teachers used Facebook frequently, sometimes 27.5% and only 5% never used it.

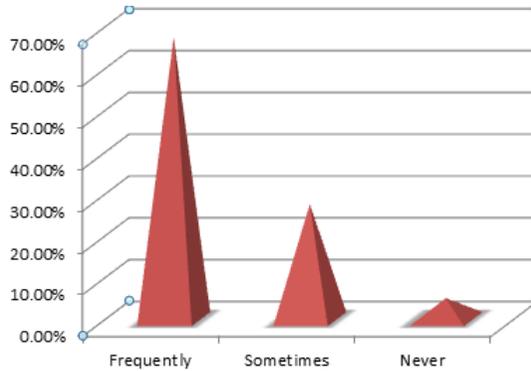


Figure 8 Percentage of how much teachers use Facebook

Communication between students and teachers is very important, but on the question how they communicate with students via Facebook 35% stated that they communicate with students, 35% communicate rarely and 30% do not communicate with students through Facebook.

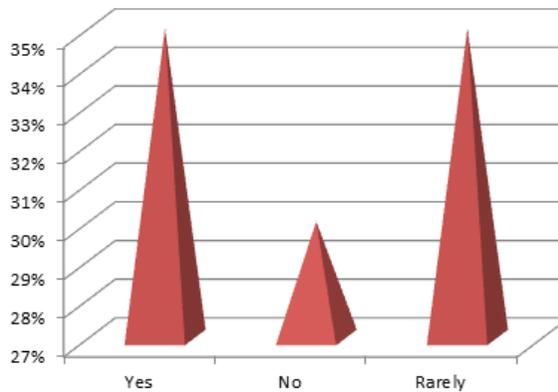


Figure 9 Percentage how much teachers communicate with students on Facebook

The main issue was whether they use Facebook in class for educational issues. 72.5% said they did not use, 22.5% sometimes and 5% said yes.

Teachers will find the majority of today's young generation in Facebook. Although it is a website, if teachers use it in their classroom for different activities, it will not be difficult to engage their students. They can take advantage of this way of communication to share content that is relevant to their course by submitting ideas, suggestions and looking for to provide their valuable feedback. But as regards whether they post instructional material on Facebook for students, very few teachers i.e. only 15% said they post, 45% sometimes and 40% never.

Inclusion of Facebook in education can have positive or negative effect. According to 60% of teachers Facebook integration in education has a positive impact. Some of them said that:

“Facebook helps the students.”

“It helps in notifying students in relation to assignments and learning activities.”

“Because I notify students in which educational software they can find material for interactive learning.”

“Students have instant access to their phones in topics in the relevant field, a thing that enables them become deeply convinced of their belief in the benefits of social networks.”

While 40% of the respondents said that the Facebook integration in education has a negative impact because:

“After accessing to Facebook, scope for learning will be skipped”

“Once students misusing communication with others for other extracurricular issues”

“I think it's a waste of time”

“Students do not want lessons in social networks” and so on.

But whether they will use Facebook in the future for teaching, only 17.5% said yes, 67.5% probably and 15% will not use.

Interviews conducted with high school directors in the Kumanovo municipality

Part of this interview have been three directors of secondary schools in the municipality of Kumanovo, classes in Albanian language, director of high school “Sami Frasheri” , Economic School “Pero Nakov” and the director of technical secondary school “Nace Bugjoni”. According to school principals, who had similar thoughts, technology integration in their schools was not at an appropriate level. Inclusion of Facebook in teaching according to school principals was not a good idea because they thought that Facebook cannot help students to learn, because it may distract students, even if they use it for educational purposes. Instead of Facebook, school principals thought that it would be better to create a website where they can communicate and be informed about educational issues and in order to improve the quality of students, they said that it is definitely necessary to do a proper involvement of technology in the teaching process.

Conclusion

Facebook, one of the most used social networks, is also widely used by high school students in the municipality of Kumanovo with 50.3% and the most important is that most of them use also for lessons.

According to the research that has been done it should be noted that most of the teachers use Facebook 95% (67.5% often 27.5% sometimes) regardless of what they use often or sometimes while only 70% (35% yes and 35% rarely) communicate with students, which enables teachers to have the easiest work on the issue to inform students.

The motivation of students is important in learning. Teachers have so many things to do if they want to motivate their students. Students can achieve good grades in the classroom if they are motivated by their teachers. According to the research conducted 67.1% of students claimed that with Facebook's inclusion in the class they would be more motivated to learn, but sadly according to the research 72.5% of teachers stated that they did not use Facebook for educational issues during the lesson and 52.5% said they never send assignments to students via Facebook because according to teachers 72.5% of them thought that Facebook's inclusion in education did not motivate students to learn.



So, according to research, the most attractive method for teaching is that the teachers have to integrate Facebook as a teaching tool.

¹“Therefore the use of technology or social networks in education may even fail if technology is not used correctly, the teacher is more important in teaching than technology!”

¹ The photo shows that technology may fail if it is not used properly. Retrieved by: (Hamiti, Teaching Ethics with Technology, 2011)International Conference and Courses on Bioethics on 14.04.2016

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