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Social Media and its Implementation in Higher Education

ABSTRACT: The social media comprises of diverse applications with different main functions configurations and characteristics. This paper is to gain insight into the potential use of social media in the context of higher education and particularly into the teacher use of Facebook in their teaching. The literature review presented in this paper begins by synthesizing the definition and types of social media and exploring its characteristic as well as critically interrogating related studies as to how social media, particularly Facebook, is being used in order to connect learners and support teachers teaching. It can be concluded that social media comprises of diverse applications with different main functions configurations and characteristics. The most prevalent and high profile social media is SNSs (Social Network Sites), for example Facebook, that has proved its ability to assist education through numbers of studies which show its benefits in education, but then, again at the same time, has its own drawback if it is not used effectively in an educational context. Accordingly, more studies are needed pertaining the Facebook and its implication in order to examine students-teacher interaction and students' engagement.

KEY WORD: Social Media; Facebook; Implementation; Teachers Teaching; Higher Education.

ABSTRAKSI: "Media Sosial dan Perlaksanannya di Pengajian Tinggi". Media sosial terdiri daripada pelbagai aplikasi dengan ciri-ciri utama fungsi dan konfigurasi yang berlainan. Kertas ini adalah untuk mendapatkan maklumat tentang potensi penggunaan media sosial dalam konteks pendidikan tinggi dan terutamanya penggunaan Facebook dalam pengajaran guru. Kajian literatur dalam kertas ini bermula dengan mensintesis definisi dan jenis media sosial dan meneroka ciri-cirinya secara kritikal yang berkaitan tentang bagaimana media sosial, terutamanya Facebook, digunakan dalam menyokong pengajaran guru dan pembelajaran pelajar. Dapat disimpulkan bahawa media sosial terdiri daripada pelbagai aplikasi dengan fungsi dan ciri-ciri yang berbeza. Penggunaan media sosial yang tertinggi adalah SNSs (Social Network Sites), sebagai contoh Facebook, yang telah membuktikan keupayaan untuk membantu pendidikan melalui beberapa kajian terdahulu yang mana ia menyenaraikan faedah-faedahnya dalam pengajaran dan pembelajaran, tetapi pada masa yang sama, sosial media mempunyai kelemahan sendiri jika ia tidak digunakan dengan berkesan dalam konteks pendidikan. Oleh itu, lebih banyak kajian diperlukan berkenaan dengan Facebook dan perlaksanannya untuk mengkaji interaksi pelajar-guru dan penglibatan pelajar.

KATA KUNCI: Media Sosial; Facebook; Pelaksanaan; Pengajaran Guru; Pendidikan Tinggi.

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INTRODUCTION

The main objective of this review is to gain insight into the potential use of social media in the context of higher education and particularly into the teacher use of Facebook. The literature review presented in this begins by synthesizing the definition and types of social media and exploring its characteristic as well as critically interrogating related studies as to how social media, particularly Facebook, is being used in order to connect learners and support teachers teaching.

In order to establish the list of literature to be reviewed, I used the following keywords to search the literature: Facebook, Social Media and Facebook, and Higher Education. To include the disciplines of social studies, education, and technology, I used the following databases: SAGE Publications, Google Scholar, and JSTOR (Journal Storage). I limited my findings to articles, books, book chapters, and websites that provided information about one or more of the following: (1) Social Media; and (2) Facebook and its implementation in higher education.

It is essential to select the above literature in this paper, in order to understand further about this topic. The selected topic for literature review could explore the published literature in relation to the main question as the heart of the review: “How can social media be implemented in higher education?”

This research would be relevant to research/practice/theory in the field, because it could add to literature and help to understand the perception, usage, and issues of social media, particularly Facebook in higher education.

SOCIAL MEDIA

In this section, the detailed accounts of social media definition, types, and characteristics as well as related studies on Facebook in educational perspectives are discussed.

Social Media: Definition, Types, and Characteristics. The definition of social media is still a little blurry around the edges. S.M. Chan-Olmsted, M. Cho & S. Lee (2013) state that there is a lack of agreement on what social media is, due to its fast evolving nature and diversity in delivery platforms (Chan-Olmsted, Cho & Lee, 2013). A. Kaplan & M. Haenlein (2010) also posit that there appears to be misunderstanding among managers and academic researchers alike as to what exactly should be incorporated under the term social media (Kaplan & Haenlein, 2010).

From a contributory and information sharing characteristic, various authors, e.g. D. Garrison (2011); J.H. Kietzmann *et al.* (2011); and S.M. Chan-Olmsted, M. Cho & S. Lee (2013) reflect the definition of G. Drury (2008), who refers to “*online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news*” (*cf* Drury, 2008; Garrison, 2011; Kietzmann *et al.*, 2011; and Chan-Olmsted, Cho & Lee, 2013).

J.H. Kietzmann *et al.* (2011) remind us that this may be no matter where they are and what they are doing (Kietzmann *et al.*, 2011). Meanwhile, L. Safko & D.K. Brake (2009) emphasise the connectivity between users, describing that activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media (Safko & Brake, 2009:6). J.H. Kietzmann *et al.* (2011) also again go so far as to claim that social media, with the multitude of ways to enhance and increase the information sharing opportunities and options, are the “*future of communication*” (Kietzmann *et al.*, 2011:245).

Giving emphasis to the potential for interactive engagement with other’s ideas in social media, S.M. Chan-Olmsted, M. Cho & S. Lee (2013) cite D. Dykeman (2008)’s definition as follows:

[...] the means for any person to: publish digital creative content; provide and obtain real-time feedback via online discussions, commentary, and evaluations; and incorporate changes or corrections to the original content (Dykeman, 2008:1; and Chan-Olmsted, Cho & Lee, 2013:151).

This is compared by S.M. Chan-Olmsted, M. Cho & S. Lee (2013) to traditional media, as social media allows people to engage actively in a communication process, not only as information receivers but also as message creators (Chan-Olmsted, Cho & Lee, 2013).

Thus far, I have used the term social media as an overarching categorization and various authors have attempted to describe different types. A. Kaplan & M. Haenlein (2010) propose six different types of social media; while A. Mayfield (2008) correspondingly cites seven (Mayfield, 2008; and Kaplan & Haenlein, 2010). In what follows, I describe and compare the types of social media, synthesizing these categorisations, and identifying unique elements.

First, A. Kaplan & M. Haenlein (2010) state that the first type of social media relates to collaborative projects, in which the main underlying idea is that the joint effort of many participants leads to a better outcome than any single participant could achieve individually (Kaplan & Haenlein, 2010). As an example of this, they cite *Wikipedia* and *Delicious*. Similarly, A. Mayfield (2008) describes *wikis* as one type of social media type, which allows people to add content to or edit the information, resulting in a communal document or database (Mayfield, 2008).

Second, A. Mayfield (2008) and A. Kaplan & M. Haenlein (2010) agree that blogs are another type of social media, referred to as a journaling tool (Mayfield, 2008; and Kaplan & Haenlein, 2010). A. Kaplan & M. Haenlein (2010) also stated that blogs are primarily used by one person, but nevertheless

provide the possibility of interaction with others through the addition of comment first (Kaplan & Haenlein, 2010).

Third, according to A. Kaplan & M. Haenlein (2010), content communities are one type of social media, in which the main objective is the distribution of diverse media content (Kaplan & Haenlein, 2010). A. Mayfield (2008) emphasises that content communities organize and share particular kinds of content (Mayfield, 2008). They exemplify sharing photos, e.g. Flickr; Videos, e.g. YouTube; bookmarked links, i.e. Delicious; and PowerPoint presentations, e.g. Slideshare, as content communities.

Fourth, social networking sites are another type of social media as listed by A. Mayfield (2008) and A. Kaplan & M. Haenlein (2010). Examples are Facebook and MySpace, and these are described as allowing users to connect by building personal information profiles, inviting friends and colleagues to have access to those profiles, connecting with friends to share content, and communication and sending e-mails and instant messages between each other (Mayfield, 2008; and Kaplan & Haenlein, 2010).

Fifth, A. Kaplan & M. Haenlein (2010) categorise virtual game worlds as a particular type of social media in virtual worlds platforms that replicate a three dimensional environment, in which users can appear in the form of personalized avatars and interact with each other as they would in real life, for example World of Warcraft and Sony's EverQuest (Kaplan & Haenlein, 2010).

Sixth, other types of social media, as indicated by A. Kaplan & M. Haenlein (2010), are summarized under the label virtual social worlds which allow inhabitants to choose their behaviour more freely and essentially live a virtual life similar to their real life. They provide Second Life application as the most prominent example of virtual social worlds (Kaplan & Haenlein, 2010).

Seventh, A. Mayfield (2008) chooses to identify podcasts as a specific type of social media, in which audio and video files are accessible by subscription through services like Apple iTunes (Mayfield, 2008).

Eighth, A. Mayfield (2008) further isolates forums as another type of social media as powerful and a popular element of online communities, which are used for online discussion on specific topics and interests (Mayfield, 2008).

Finally, *ninth*, A. Mayfield (2008) lists microblogging as the final type of social media, in which describe as combination of social networking with bite-sized blogging, where small amounts of content or “updates” are distributed online and through the mobile phone network such as Twitter (Mayfield, 2008).

As A. Mayfield (2008) points out, innovation and change are rife; therefore, the list will change across time. However, another way of looking at social media is to focus on the shared characteristics (Mayfield, 2008). In what follows are certain characteristics that all types of social media applications fundamentally share.

Again, A. Mayfield (2008) suggests that there are five specific characteristics that highlight the operations of all social media: participation, openness, conversation, community, and connectedness (Mayfield, 2008). In what follows, I describe and associate his specification of characteristic with other studies.

Firstly, **Participation**. A. Mayfield (2008) states that social media encourages contributions and feedback from everyone who is interested (Mayfield, 2008). According to S.M. Chan-Olmsted, M. Cho & S. Lee (2013), as follows:

[...] one of the most distinctive characteristics of social media is its participatory nature that encourages contributions and feedback from everyone who is interested (Chan-Olmsted, Cho & Lee, 2013:154).

Secondly, **Conversationality**. A. Mayfield (2008) compares social media to traditional media, where he perceives that social media is better seen as a two-way conversation rather than about “broadcast” or content transmitted or distributed to an audience (Mayfield, 2008:5). S.M. Chan-Olmsted, M. Cho & S. Lee (2013) illustrate that SNSs (Social Networking Sites) like Facebook offer numerous communication components for conversations between users, micro-blogging tools like Twitter and content communities like YouTube have comparatively more limited conversationality or two-way communication, because of the core utilities and structures inherent in these social media (Chan-Olmsted, Cho & Lee, 2013:154).

Thirdly, **Connectedness**. As stated by A. Mayfield (2008), there are different forms of social media. Most of these permit its users to operate in a platform of interconnectedness, which is realized primarily via the provision of links to a wide array of various sites, persons, and resources (Mayfield, 2008). S.M. Chan-Olmsted, M. Cho & S. Lee (2013) identify that the level of connectedness impacts social wellbeing. A high level of interconnectedness enables the formation of close relationships between people. The creation of social groups is, thus, a positive consequence of high interconnectedness (Chan-Olmsted, Cho & Lee, 2013). On the other hand, a low level of interconnectedness limits the creation of social connections given that it makes a user to become psychologically distant.

Forthly, **Community**. According to S.M. Chan-Olmsted, M. Cho & S. Lee (2013), social media allows communities to identify and communicate with the people whom they want to be associated with (Chan-Olmsted, Cho & Lee, 2013). Meanwhile, A. Mayfield (2008) explains that social media creates an enabling environment for the fashioning of communities. The creation of close links and subsequent

relationships makes it fairly easy for people and organizations to forge communities. The bond that glues communities together is the presence of a commonality between the members (Mayfield, 2008).

Fifthly, **Openness**. Another characteristic of social media is its openness to user feedback and participation. A. Mayfield (2008) sees this evidenced not only in the sharing of information, but in users' personal engagement, citing the specific example of voting and commenting (Mayfield, 2008). R. Freishtat & J. Sandlin (2010) make an ambitious claim that Facebook envisions interactions between people of different races, cultures, classes, and religions, driven by a freedom to determine exchange on what they deem important in their lives (Freishtat & Sandlin, 2010).

G. Drury (2008) also argues that social media allows people to share and engage with each other, so that they enable content to be shared – to become more democratized than ever before (Drury, 2008). On the other hand, there are certain social media platforms, such as Facebook in particular, in which the content is coming increasingly under the control of the provider.

E. Pariser (2011), in his book *The Filter Bubble*, claims that Facebook personalisation caters for news that is mostly agreeable, familiar, and approves our beliefs that leave less room for the unforeseen encounters that trigger creativity, innovation, and the democratic interchange of ideas; and as these filters are invisible, users miss what is being concealed from them. E. Pariser (2011) also identifies that the initial function as an open platform for the dissemination of ideas leaves users in an insulated sphere initiated under the density of commercial industry (Pariser, 2011).

The above studies show general definitions and descriptions of social media. Explaining intricately, A. Kaplan & M. Haenlein (2010) create a classification scheme in a systematic manner, in which

they rely on a set of theories in the field of media research (social presence, media richness) and social processes (self-presentation, self-disclosure) which, according to them, are the two key elements of social media (Kaplan & Haenlein, 2010).

A. Kaplan & M. Haenlein (2010) also state that in regards to the media-related component of social media, Social Presence Theory developed by J. Short, E. Williams & B. Christie (1976) indicates that different media are characterized by different levels of “social presence” (Short, Williams & Christie, 1976; and Kaplan & Haenlein, 2010). Therefore, the quality of communication between two parties is, thus, determined by the adopted technology. A. Kaplan & M. Haenlein (2010) suggest that social presence is determined, to a large extent, by the level of intimacy and immediacy (Kaplan & Haenlein, 2010).

Intimacy entails interpersonal versus mediated communication, while on the other hand immediacy entails communication that is asynchronous versus synchronous. The impact of social presence on participants in any communication environment is emphasized, as follows:

[...] the higher the social presence, the larger the social influence that the communication partners have on each other's behavior
(Kaplan & Haenlein, 2010:61).

According to A. Kaplan & M. Haenlein (2010), Media Richness Theory, as issued by R.L. Daft & R.H. Lengel (1986), is based on the supposition that the objective of any conversation is the resolution of ambiguity and the decrease of uncertainty. They explain that the media contrast in the degree of richness they hold – that is the extent of information they allow to be transferred in a given time interval (Daft & Lengel, 1986; and Kaplan & Haenlein, 2010:61).

Therefore, some media are more effective than others in reducing ambiguity

and uncertainty. Applied to the context of social media, A. Kaplan & M. Haenlein (2010) conclude with the assumption that a first classification of social media can be made based on the richness of the medium and the degree of social presence it permits (Kaplan & Haenlein, 2010). With respect to the social dimension of social media, A. Kaplan & M. Haenlein (2010) look into the concept of self-presentation by E. Goffman (1959), which states that in any type of social interaction, people have the desire to control the impressions other people form of them (Goffman, 1959; dan Kaplan & Haenlein, 2010:62).

A. Kaplan & M. Haenlein (2010) illustrate that social presence is forged in a manner that is in line with the projected rewards from social presence. Therefore, social presence is guided by the principle of consistency of the public image, best exemplified by the wearing of a fashionable outfit. The creation of personal webpages is seen to be a signal of projected presence, which is a form of self-disclosure (Kaplan & Haenlein, 2010).

The term disclosure has been used in reference to both the conscious and unconscious disclosure of otherwise personal information. Considered in relation to social media, there are two dimensions to self-disclosure. The first pertains to the degree of self-disclosure that is permitted by the particular social media in use. The second component is the nature of self-presentation that this permits the user (Kaplan & Haenlein, 2010).

Table 1 visualizes the combination of both dimensions that leads to a classification of social media. A. Kaplan & M. Haenlein (2010) state that collaborative web technologies, best exemplified by blogs and websites, such as *Wikipedia*, rank the lowest as far as the creation of quality interaction between partners is concerned (Kaplan & Haenlein, 2010). Such applications operate on a text platform thereby limiting the

degree of exchange that might be realized. Simply put, such applications limit the degree of social presence that might be realized by the communicating parties.

As outlined by A. Kaplan & M. Haenlein (2010), quality and effective social networking sites strive to encompass both a text based approach and the sharing of pictures and videos. The highest level, as drawn by A. Kaplan & M. Haenlein (2010), is represented by virtual game and social worlds (e.g. *World of Warcraft*, *Second Life*), which endeavour to imitate the dimensions of face-to-face exchanges albeit in a virtual setting (Kaplan & Haenlein, 2010). Regarding self-presentation and self-disclosure, A. Kaplan & M. Haenlein (2010), claim that blogs usually score higher than collaborative projects, as the latter tend to be focused on specific content domains (Kaplan & Haenlein, 2010:62). See table 1.

In the main, social media can be concluded as being online platforms for interaction, collaboration, and creating/sharing of countless kinds of digital contents in various contexts and environments that confirm it as Web 2.0, which has evolved from an earlier Web 1.0 era. Terry Flew (2008), in his book of *New Media: An Introduction*, described the differences between Web 1.0 and Web 2.0, as follows:

[...] move from personal websites to blogs and blog site aggregation, from publishing to participation, from web content as the outcome of large up-front investment to an ongoing and interactive process, and from content management systems to links based on tagging or folksonomy (Flew, 2008:19).

According to Y. Idris & Q. Wang (2009), Facebook is a sample of Web 2.0 tools that was originally intended for the social interaction purpose, but has great potential for teaching and learning (Idris & Wang, 2009). In a very important sense, I am of the opinion that it is of potential benefit to teaching and learning, because

Table 1:
Classification of Social Media by Social Presence/Media Richness
and Self-Presentation/Self-Disclosure

		Social Presence/ Media Richness		
		Low	Medium	High
Self Presentation/ Self-Disclosure	High	Blogs	Social Networking Sites (e.g. Facebook)	Virtual Social Worlds (e.g. Second Life)
	Low	Collaborative Projects (e.g. Wikipedia)	Content Communities (e.g. YouTube)	Virtual Game Worlds (e.g. World of Warcraft)

Source: A. Kaplan & M. Haenlein (2010).

of its underlying characteristics, such as participation, openness, conversation, community, and connectedness.

On the basis of A. Kaplan & M. Haenlein (2010)'s classification, it is to be taken into account that the amount of information to be transmitted and the degree of social presence that social media allows is varied from one communication to another (Kaplan & Haenlein, 2010). For example, the impact of social networking sites such as Facebook is higher than blogs with regards to the interpersonal impact of being able to share. Additionally, social media is also a platform that allows the user to promote a desirable degree of self-disclosure and self-presentation in which, for instance, social networking sites (e.g. Facebook) have the upper hand over content communities (e.g. YouTube).

As different types of social media have been discussed, Facebook could allow students to form personal information profiles, invite friends and colleagues to participate, and share MIB (Management Information Base) information as well as implementing social connectedness within the Facebook group community. The argument of Facebook in educational perspectives is discussed in the next section.

Related Studies on Facebook in Educational Perspectives. What follows is a consideration of the uses of Facebook in higher education and a discussion of the challenges of Facebook based on discussion of several articles of literature that have some

bearing on the issue addressed in the study.

First, the Use of Facebook in Higher Education. According to C.M. Wang (2012), Facebook has shown its potential to go further than being merely a social networking site for conserving friendship and exchanging information, but also a platform that provides support for educational purposes (Wang, 2012). C. Woodley & C. Meredith (2012) state that Facebook potentially provides great support for students based on the fact that Facebook has had a phenomenal uptake by universities around the world, which indicates that it might engage students in ways that perhaps other platforms do not due to the fact that so many students are already in that particular online space (Woodley & Meredith, 2012).

In a similar vein, A.A. Jaffar (2014) indicates that students are comfortable communicating via social networking sites mainly, because a large number are already using one in their personal lives; and through the creation of personal profiles, students can potentially identify others with similar interests, leading to collaborative learning opportunities (Jaffar, 2014).

In the study of examining international students' engagement, C. Woodley & C. Meredith (2012) suggest that Facebook enables students to contribute to and connect with resources, including people who can provide emotional, social, and academic support. They state that students who feel isolated or shy might be the very students, who receive greater benefits from

Facebook. Their study also indicates that Facebook could well engage and support some students, who would otherwise be isolated or disengaged (Woodley & Meredith, 2012:4).

A study by N.B. Ellison, C. Steinfield & C. Lampe (2007), in investigating the relationship between use of Facebook and the formation and maintenance of social capital, found that Facebook use might be helping to overcome barriers faced by students who have low satisfaction and low self-esteem (Ellison, Steinfield & Lampe, 2007). S. Minocha (2009), likewise, advocates the view that Facebook is an excellent tool for improving social cohesion based on her study of Facebook as a pre-induction support tool for the first year B.A. (Bachelor of Arts) English Programme students (Minocha, 2009).

Relatedly, A.A. Jaffar (2014) cites Y. Idris & Q. Wang (2009)'s study on the topic of the affordances of Facebook for learning, stating Facebook in an educational setting motivates students' participation, supports innovative learning approaches, presents multimedia materials, and enables students' reflections (Idris & Wang, 2009:250; and Jaffar, 2014:200). In the same vein, L. Lam (2012) revealed that Facebook has a significant influence on students learning motivation in that it improves interaction, communication, social relationship, and participation (Lam, 2012).

Nevertheless, not only students but also teachers could benefit from using Facebook. According to C.M. Wang (2012), Facebook is a platform ready for instructors to use for facilitating mentorship and affiliating teaching (Wang, 2012). H.L. Schwartz (2009), in his experience interacting with students on Facebook, states that teachers could find advantages in using Facebook to build up mentorship with students (Schwartz, 2009).

In addition, educational institutions similarly gain advantage from Facebook.

A.A. Jaffar (2014) states that having a Facebook page enables university departments to forge a close interaction with its student population (Jaffar, 2014). Q. Wang *et al.* (2012) cite L. Li & J.P. Pitts (2009)'s report that the use of social media, best exemplified by Facebook, enhanced the level of student satisfaction with regard to the creation of a close student-teacher relationship. Having an online presence via a Facebook page essentially enhanced the extent of virtual office hours (Li & Pitts, 2009; and Wang *et al.*, 2012:430).

Similarly, C. Woodley & C. Meredith (2012) indicate students claim that Facebook keeps them connected with the university (Woodley & Meredith, 2012). As a result, Q. Wang *et al.* (2012) assert that the use of Facebook in the teaching approach has the potential of enhancing the student motivation, classroom climate, satisfaction, and the bettering of student-faculty relationship (Wang *et al.*, 2012).

Based on the review of literature, Facebook has the positive potential for teaching and learning, because of its unique built-in functions that offer pedagogical, social, and technological affordances.

Second, Downside of Facebook. As stated by A.A. Jaffar (2014), Facebook use is not detrimental to academic outcome if used effectively in an educational context (Jaffar, 2014). However, according to C. Woodley & C. Meredith (2012), Facebook is influencing the education sector not only in a positive way, but also in a negative manner. C. Woodley & C. Meredith's study found that some students are happy to use it for the social aspects of university life, such as selling books, attending functions, finding out about extra-curricular activities complained that they were often distracted by Facebook, and complained of their addiction to Facebooking (Woodley & Meredith, 2012).

Similarly, L.Z. Wise, J. Skues & B. Williams (2011) argue that Facebook lacks

the capacity to guarantee positive academic influence in its use in academic circles. Facebook is a potent distracting tool that negates its use in the academic environment (Wise, Skues & Williams, 2011).

S. Minocha (2009), in her interview with the course director of a B.A. (Bachelor of Arts) English Programme that implements Facebook as a support tool, found supporting evidence of this potential for distraction. The opinion is that academic content suffers as a result of the use of Facebook as a tool for academic progression. However, the role in terms of the more informal and social support was recognized, it being seen rather more “*like a coffee place area*” (Minocha, 2009:26).

A.A. Jaffar (2014), reporting a study with anatomy students, states that the majority who used Facebook to supplement their traditional classroom, recognised procrastination behaviour on their part and referred to this as a negative impact (Jaffar, 2014). C.M. Wang (2012) is also in agreement as his study on students’ perception relating to the use of Facebook found that students are more easily distracted, due to the social and entertainment applications provided in Facebook (Wang, 2012).

The biggest issue Facebook has confronted, as well as the topic creating the most controversy, according to R. Freishtat & J. Sandlin (2010), has been user privacy. C. Woodley & C. Meredith (2012) state that some students as well as some academics have major concerns regarding the privacy and security issues that have been associated with the use of Facebook in the contemporary environment. The commercial use of Facebook in academic circles has the potential of reducing the quality of the academic process (Freishtat & Sandlin, 2010; and Woodley & Meredith, 2012).

N. Friesen & S. Lowe (2012) state that the controversies that have been associated with Facebook highlight the difficulty in

controlling privacy while using this social platform. Newsfeed relays information that ought to have been considered as private (Friesen & Lowe, 2012). Additionally, A.A. Jaffar (2014) points out that students tend to feel uneasy about their lecturers being able to intrude into their otherwise “*private personal space*” (Jaffar, 2014).

A.A. Jaffar (2014) cites S.D. Smith & J.B. Caruso (2010) and specifically their findings of the ECAR (EDUCAUSE Center for Analysis and Research) study. The study established that students tend to be more focused on fashioning of peer-to-peer interaction for the advancing of academic and social intentions. Students tend to less favour a peer-to-tutor interaction for academic intentions (Smith & Caruso, 2010:118; and Jaffar, 2014:206).

From another viewpoint, according to G. Maranto & M. Barton (2010), there are dangers of student/teacher “friend” relationships on social networking sites, for example exposing teachers’ unacceptable Facebook behaviour, such as cursing, making rude gestures or introducing other inappropriate content which is subsequently widely viewed by students (Maranto & Barton, 2010).

Therefore, in light of the downside of Facebook, these underlying issues in an educational context need to be considered and addressed if teachers decide on implementing Facebook. More studies are needed in order to examine students-teacher interaction and students’ engagement.

CONCLUSION

It can be concluded that social media comprises of diverse applications with different main functions configurations and characteristics. The most prevalent and high profile social media is SNSs (Social Network Sites), for example Facebook that has proved its ability to assist education through numbers of studies, which show its

benefits in education but, then, again at the same time has its own drawback if it is not used effectively in an educational context.

Although the past and current studies analysed in this paper have shed light on certain aspect of integrating Facebook in higher education, which explicitly examines to what extent Facebook could help overcome the lack of engagement, there is still a need for further research.¹

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Social Media and its Implications in Brunei Darussalam
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Social media comprises of diverse applications with different main functions configurations and characteristics. The most prevalent and high profile social media is SNSs (Social Network Sites), for example Facebook that has proved its ability to assist education through numbers of studies, which show its benefits in education but, then, again at the same time has its own drawback if it is not used effectively in an educational context.