

**CONCEPTIONS OF USING SOCIAL NETWORKING  
SITES AS A TOOL TO FACILITATE LEARNING:  
A PHENOMENOGRAPHIC STUDY OF UNIVERSITY  
STUDENTS' AND FACULTY MEMBERS' PERSPECTIVES**

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EdD

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## **CERTIFICATE OF ORIGINAL AUTHORSHIP**

I certify that the work of this thesis has not previously been submitted for a degree nor has it been submitted as part of the requirements for a degree except as part of the collaborative doctoral degree and/or fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and in the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in this thesis.

Signature of student:

Date: 03/10/2017

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## **LIST OF PEER-REVIEWED CONFERENCES**

Luthra, P. & Chung, A (2014). “Facebook, can it be a Tool to transform Pedagogical Practice in Higher Education among Asian Generation Y Students? Challenging Expectations.” 6<sup>th</sup> Asian Conference on Education, Osaka, 28 October – 2 November 2014

Chung, A (2015). “Facebook or not? How Educators Shape the usage of Facebook in the classroom.” 3<sup>rd</sup> Asian Conference on Society, Education & Technology, Kobe, 21-25 October 2015

## ABSTRACT

This study used a phenomenographic approach to identify various ways of understanding the experience of using social networking sites as a tool to facilitate learning and engagement from the perspective of students and faculty members. The research question posed was, “What are the different ways students and faculty members experience the use of social networking sites as a means of facilitating learning and engagement?”

Three different undergraduate classes from a university in Singapore participated in this study from January to May 2014. Facebook was used to supplement classroom learning for these three classes. One hundred and seventy volunteer undergraduate students participated in the survey questionnaire and 15 of them joined the focus group discussions. Additionally, the three faculty members who conducted the classes also shared their views in individual interviews. The quantitative data obtained from the survey questionnaire showed that most of the students claimed Facebook as a useful tool to facilitate learning and engagement but did not use it frequently for their classes. Other variables were believed to explain this phenomenon. The qualitative data from the individual interviews provided further insights, as well as a complete picture of the different ways that university students and faculty members experienced using Facebook for learning. The researcher hopes that these results can contribute to knowledge about: the affordances and barriers of using Facebook as a tool for learning as perceived by students and faculty members; the skills and dispositions faculty members should have to facilitate learning and engagement via Facebook; and the perceived outcomes of using Facebook as a tool for learning. The results of this study demonstrate that using social networking sites for learning requires a high commitment from faculty members and students, a clear direction and a strong sense of the connection between classroom learning and learning via a social networking site and an organised and secure technology platform.

