

**SOCIAL MEDIA AND ITS CONTRIBUTION TO EDUCATION AMONG THE YOUTHS:  
A CASE STUDY OF KAMPALA INTERNATIONAL UNIVERSITY**

**BY**

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## DECLARATION

I Rubura Rachel declare that, this dissertation is my own and has never been produced by anybody else for any award in any institution and that material which is not mine has been fully acknowledged.

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**APPROVAL**

This is to certify that this research by Rubura Rachel “Social media and its contribution to education among youths” has been done under my supervision and is now ready for submission for examination.

Signature: ..... Date: .....

Mr. Matovu Mohammed .....

Supervisor

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## CHAPTER ONE

### 1.0 Introduction

This chapter dealt with the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, and the significance of the study.

### 1.1 Background of the study

#### History of the social media

**Social media** refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (Ahlqvist 2003). Andreas Kaplan and Michael Haenlein define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content (Kaplan 2010). Furthermore, social media depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content. It introduces substantial and pervasive changes to communication between organizations, communities and individuals.

Social media differentiates from traditional/industrial media in many aspects such as quality, reach, frequency, usability, immediacy and permanence (Agichtein et al, 2008; Nigel 2012) There are many effects that stem from internet usage. According to Nielsen, internet users continue to spend more time with social media sites than any other type of site. At the same time, the total time spent on social media in the U.S. across PC and mobile devices increased by 37 percent to 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011. For content contributors, the benefits of participating in social media have

crimes. They now use the social media to hack emails, websites and other social posts, hence making social media very risky. The researcher therefore sought to find out the contribution of social media on education among the youths in Kampala International University.

### **1.3 Objectives of the study**

#### **1.3.1 General objective of the study**

The general objective was to analyze the contribution of social media on the youths' education in Kampala International University.

#### **1.3.2 Specific Objectives**

- (i) To find out how and why youths use social media at Kampala International University
- (ii) To establish the importance of the social media on youths' education
- (iii) To find out the challenges faced by the youths in using social media for education

### **1.4 Research Questions**

- (i) How and why do youths use social media at Kampala International University?
- (ii) What is the importance of the social media on youths' education?
- (iii) What are the challenges faced by the youths in using social media for education?

### **1.5 Scope of the study**

#### **1.5.1 Contextual scope**

The study was on social media and its contribution on youths' education. The new media outlets of (Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g.,

effective learning and instruction, including hardware and software (Percival et al. 1993).

Further, social media proponents argue that these digital learners rely on different learning styles and prefer tools, such as multimedia platforms and social networking, to enhance their learning (Skipton et al. 2006). Yet, these assumptions also appear dubious. Recent research shows that digital multitaskers are actually less efficient and effective than non-multitaskers. The experiments conducted showed that multi-taskers who followed several streams of electronic information had greater difficulty paying attention, controlling their memories, and switching from one task to the next than their non multitasking peers. Multi-taskers who try to do academic work while texting, instant messaging, surfing the web, checking email, and social networking are easily distracted and drawn to irrelevancy (Phir et al. 2009).

### **2.3 Challenges faced by the youths in using social media**

A large focus in the education community has been about the importance of creating a digital learning environment (Roberts 2008; Skipton 2006). Surowiecki (2004) states that the use of social media in promoting education still has impediments in many developing countries due to several factors. Many of these are as a result of illiteracy, poor development of ICT, ignorance among others. The percentage of social media visitors that will embrace local government will be ridiculously small. However, this doesn't mean that the use of social media is a waste of time if you're trying to promote local government or even sell products.

Furthermore, much like product sales, social media visitors are unlikely to click on ads. If the websites or blogs are monetized by some type of

advertising where you're earning money for each click, you probably will make very little from social media traffic. This horrendously low click-through rate can actually wind up costing you money because some programs will drop the amount of money you make from each click if your click-through rate goes down. You may want to try a different type of advertising, or remove the ads altogether (Surowiecki, 2004).

According to Scoble, Robert; Israel, Shel *et al* (2006), most visitors that you get through social media sites will never return. Ultimately, social media is a great source of traffic for a few days, but it will eventually fade away unless you can keep publishing new content that draws results. Although social media traffic is typically very short-term, there are some powerful long-term results if you have a solid plan. You can use social media as a way to build links to your pages and increase search engine traffic, which is long-term (usually). Additionally, it's possible to gain subscribers through social media, which will also help to increase your long-term traffic.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter included the methodology of the study. It entails research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

#### **3.1 Research Design**

This study employed the descriptive survey design. Descriptive studies are *non-experimental* researches that describe the characteristics of a particular individual, or of a group. No other method of observation provided this general capability. Consequently, very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Many questions were asked about a given topic giving considerable flexibility to the analysis.

#### **3.2 Area and population of study**

The research was conducted in one area that is in Kampala International University. The respondents consisted of) and Community members, youths, IT specialists and media specialists. The area has been basically chosen because the researcher is familiar with the area and is able to speak the most common languages in the area of the study.

#### **3.3 Sample size**

The respondents consisted of (10) Community members, 30 youths, 30 IT specialists and 30 media specialists.

### **3.4 Sample framework**

The researcher used stratified, random and purposive sampling technique since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant, correct and adequate information.

Researchers also regard a sample of 100 as adequate irrespective of population (Bailey, 1994). Also according to Roscoe 1975), sample sizes of between 30 and 500 are appropriate for most studies. However, through this sampling technique is chosen, it has a weakness that inadequate information can sometimes be given because the selected respondents may be less informed on the topic of research.

#### **3.4.1 Sample technique**

Random sampling technique in which the size of the respondents is predetermined before the research is conducted without bias. A sample size of 100 was arrived at and was randomly selected from the sheets of paper spread. This is when using stratified random sampling. After that systematic random sampling is used this later gives the actual sample size. Quantitative data collection was then used which involved editing, encoding, and later tabulation of the collected material.

#### **3.4.2 Sample procedure**

Stratified random sampling was employed to determine the respondents from all the sample categories. This sampling data collection instrument was pre-tested in which the researcher has to first pre-test and find out whether the sampling technique is efficient or not. The determined respondents were consulted and prior information was given to them seeking their consent before they are fully involved in the research.

### **3.5 Data collection instruments**

The following data collection instruments were used:

#### **(i) Questionnaire**

This was designed in line with the topic and objectives. They included both open and closed-ended questions. This instrument has been selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent can give unbiased answers since she/he is given to write whatever she/he would like to write which would otherwise be hard for the respondent to write if the researcher is present.

#### **(ii) Documentary Review**

This included detailed review of already existing literature. The tool is selected because it gives accurate, correct and historical data, which may be used for future aspects. The sources of the information here were the libraries, data banks, news papers and any other published information that can readily be available for use as regards the topic of research.

### **3.6 Source of data collection**

The researcher collected data from both primary and secondary sources.

#### **i. Primary Data**

This was sourced by physical and visiting of the files and collecting data through variable tools. The respondents were got by first determining the number of the respondents and then taking a physical visit to seek for the consent of the respondents to have them answer the set questions in the questionnaire and this was through following stratified random sampling techniques in the respondents are first selected and then approached.

## **ii. Secondary data**

This was sourced by reviewing of documented resources as newspapers, journals, reports, presentations, magazines and online publications. This is done in order to first identify the existing information on the topic of research and to understand how much the respondent knows about the research topic in order to avoid lies.

## **3.7 Data processing and analysis**

Data processing starts by editing the schedules and coding the responses. Editing, Coding and Tabulation techniques are used in data processing exercise.

Nachmas and Nichimas pointed out that it involves the transformation of data gathered from the field into systematic categories and the transformation of these categories into codes to enable quantitative analysis and tabulation; the data collected is classified into a meaningful manner for easy interpretation and understanding. This involved preparing data collected into some useful, clear and understandable data. The whole exercise involved editing, tabulation and analyzing the data to enable the researcher draw conclusions in relation to the research variables.

### **3.7.1 Editing**

Editing is the process whereby the completed questionnaires and interview schedules are analyzed in the hope of amending recording errors or at least deleting data that are obviously erroneous. This is aimed at improving the quality of information from respondents. The researcher fills

out few unanswered questions. However, answers filed are deducted from the proceeding answers or questions.

### **3.7.2 Coding**

The purpose of coding in research is to classify the answers to questionnaires into meaningful categories so as to bring out their essential patterns. Coding was used in this research in order to summarize data by classifying different response given into categories for easy interpretation.

### **3.7.3 Tabulation**

Data once edited and coded are put together in some kind of tables and may undergo some other forms of statistical analysis. Data is put into some kind of statistical table showing the number of occurrences of responses to particular questions with percentage to express data in ratio form.

### **3.8 Ethical procedure**

Before going to the field, the researcher began with getting authorization letter from the Dean of College of Humanities then take it to the respondents and this enabled the researcher attain adequate information from the respondents. During the process of data collection, confirmation was given to the respondents in that the researcher assured the respondents that the reason for the research was for academic purpose only.

### **3.9 Limitations of the study**

Unwillingness of the respondents to effectively respond to the questions was one of the most notable problems that the researcher may face while conducting the research.

Financial constraints were also problems that occurred during the process of conducting the research. Transport costs were so high to be met by the researcher and this fully contributed to the delay of the research because it may become so hard for the researcher to continue with the less funds.

Hostility among some respondents was also another limitation of the study in the sense that the researcher found that there are hostile respondents who in the long-run turned down the request of the researcher to answer the questions. Some of such respondents did not fill their questionnaires.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed using the following subtopics; 4.1 which was concerned with socio-demographic characteristics, 4.1.1 looked at the age of the respondents; 4.1.2 was concerned with marital Status of the respondents; 4.1.3 was the sex of the respondents; and 4.1.4 looked at the educational status of the respondents.

#### **4.1 Socio-demographic characteristics**

##### **4.1.1 Age of the respondents**

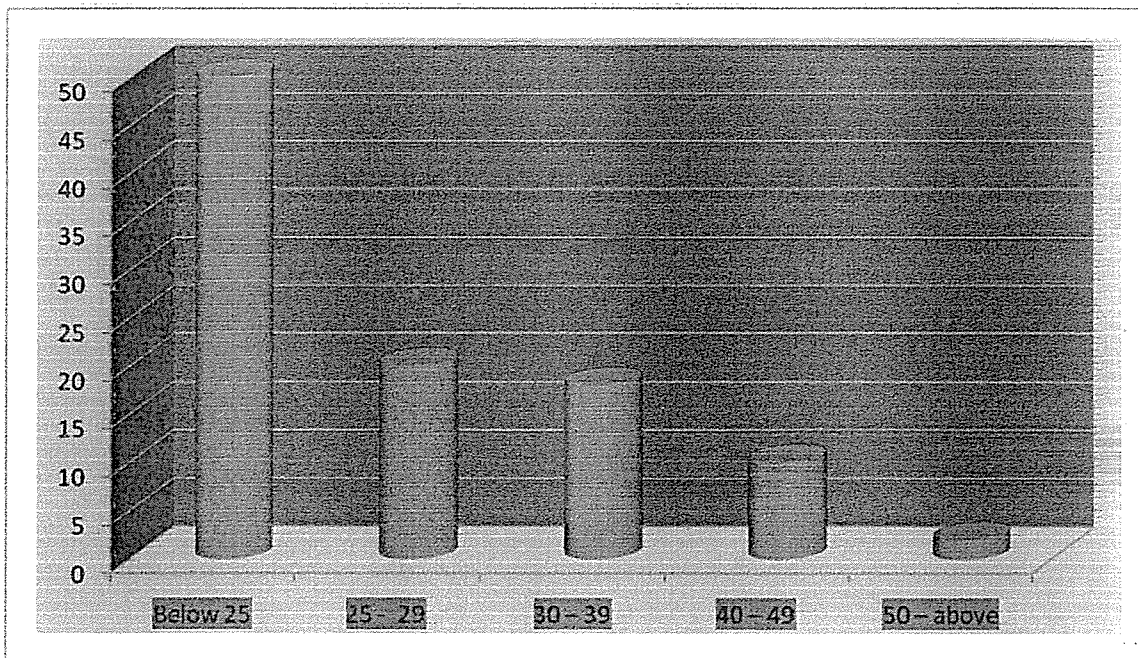
Respondents were asked questions related to their age and the results are shown in the table below: Table 1 Figure 1 show that majority (50%)of the respondents were below 25 years, 20% were between 25-29 years of age, 18% were between 30-39 years of age, 10% were between 40-49 years and 2% were above 50 years of age. This means that majority of the respondents are between youths below 35% years since the research targeted them most as the best users of social media in for education in Uganda. The youths had the highest number of respondents because they are the most active users of some types of social media since they use them in education.

**Table 1** Age distribution of respondent

<b>Age group</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25	50	50
25 - 29	20	20
30 - 39	18	18
40 - 49	10	10
50 - above	2	2
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Source: Primary data**

**Figure 1: Age distribution of the respondents**



**Source: Primary data**

#### **4.1.2 Marital Status of the respondents**

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were



### 4.1.3 Gender of the respondents

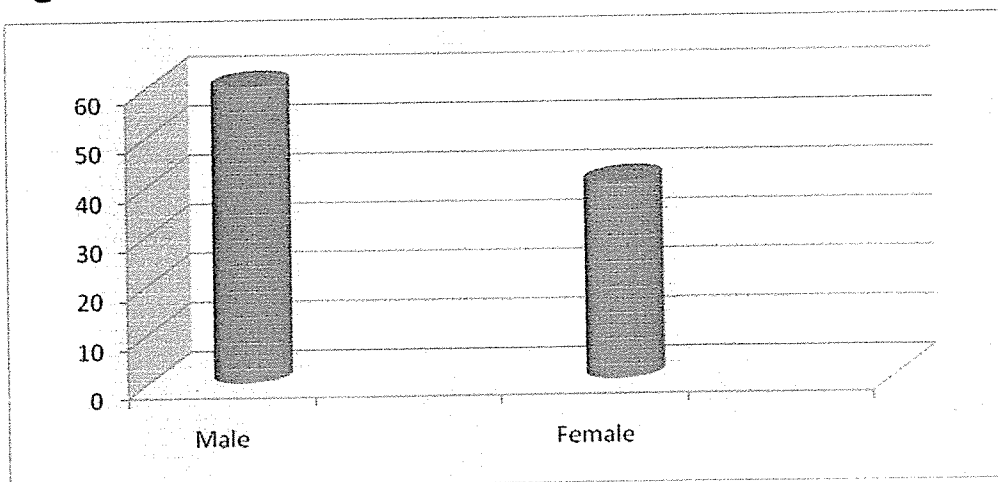
Gender was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two. Table 3 and figure 3 below show the sex of the respondents and it was found that 40% of the respondents were females and 60% were males. This therefore means that the majority of the respondents are males because they are believed to be most users of social media and they are more learned than their counterparts-the women and hence able to use the social media while on their jobs.

**Table 3** Gender of the respondents

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	40	40
<b>Male</b>	60	60
<b>Total</b>	<b>100</b>	<b>100</b>

Source: primary data

**Figure 3: Sex of the respondents**



Source: Primary data

#### 4.1.4 Educational status of the respondents

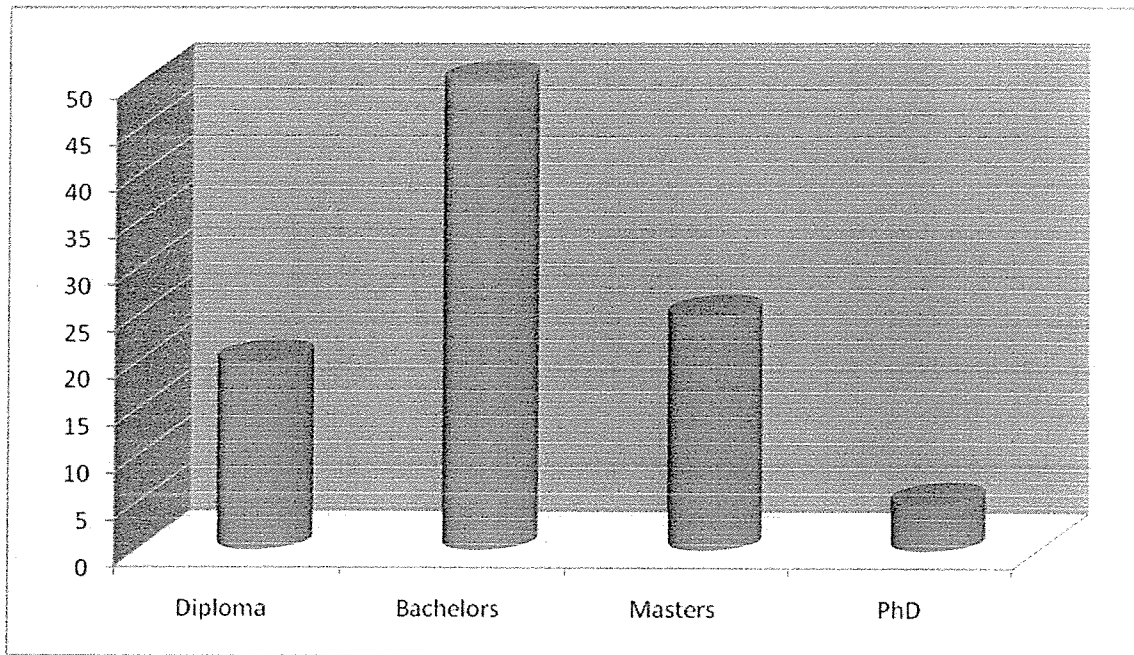
Respondents were asked questions related to their educational status and their responses are shown in Table 4 and figure 4 below. The research revealed that 20% are diploma students, the majority (50%) is bachelor's degree students, 25% are masters' degree students and 5% are PhD candidates. This means that the majority of the respondents are bachelors' degree students, and this perhaps shows why many of them use social media for education.

**Table 4: Educational level of the respondents**

<b>Education levels</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Diploma</b>	20	20
<b>Bachelors</b>	50	50
<b>Masters</b>	25	25
<b>PhD</b>	5	5
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: primary data**

**Figure 4: Educational levels of the respondents**



**Source: Primary data**

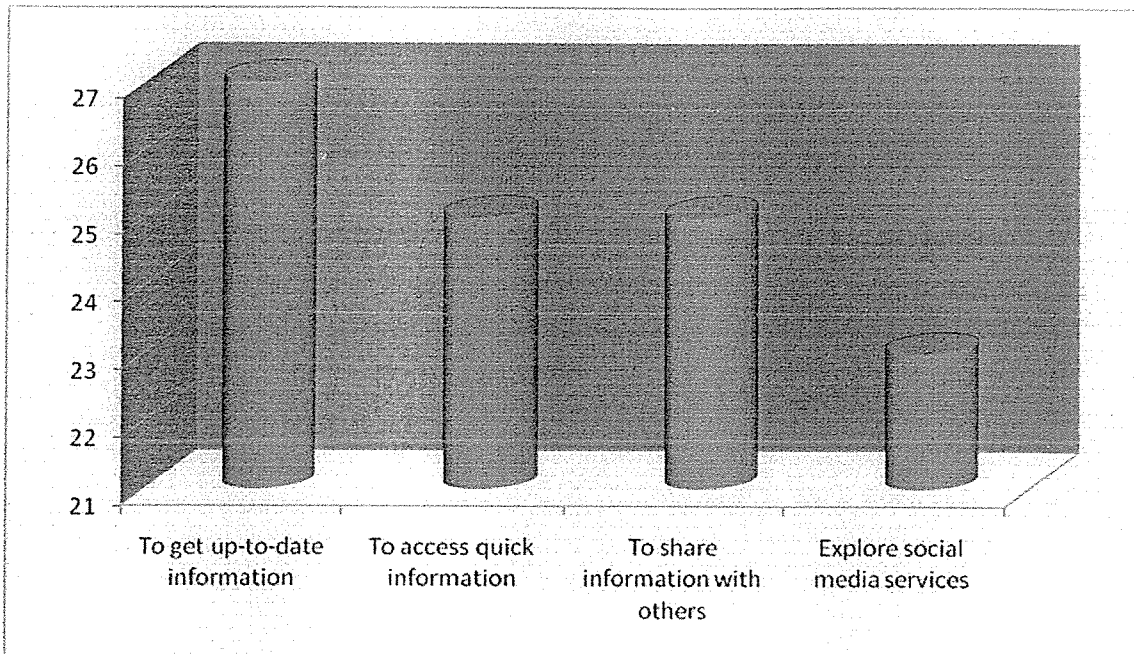
#### **4.2 How and why youths use social media at Kampala International University**

**Table 5: How and why youths use social media at Kampala International University**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
To get up-to-date information	27	27
To access quick information	25	25
To share information with others	25	25
Explore social media services	23	23
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Primary**

**Figure 5: How and why youths use social media at Kampala International University**



**Source: Primary data**

Table 5 and figure 5 show how and why youths use social media at Kampala International University and the findings reveal that;

Need to get up-date information is one of the reasons why the youths use social media at Kampala International University. Majority (27%) of the respondent noted that there are lots of information online that the youths ought to explore and this is one of the reasons why they use social media. The information is necessary for their education since much information can be accessed online even when books cannot be purchased.

The respondents further noted that need for quick access to information also drives the youths of Kampala International University to use social media. Over 25% of the youths noted that social media has instant information which they can easily access in the shortest time possible.

This makes that youths opt to social media to get these instant messages through surfing.

Another 25% of the respondents also stressed that the need to share information with other students is another drive of the youths to the use of social media among the students of Kampala International University. The respondents noted that this is the age of information sharing and many people share information at a very faster rate. This would not be possible without the use of social media at Kampala International University.

Finally, 23% of the respondents noted that the need to explore social media services like YouTube has equally made it necessary for the youths to use social media. The respondents noted that many youths use the social media to get services like the download of music, videos, computer programmes and so on.

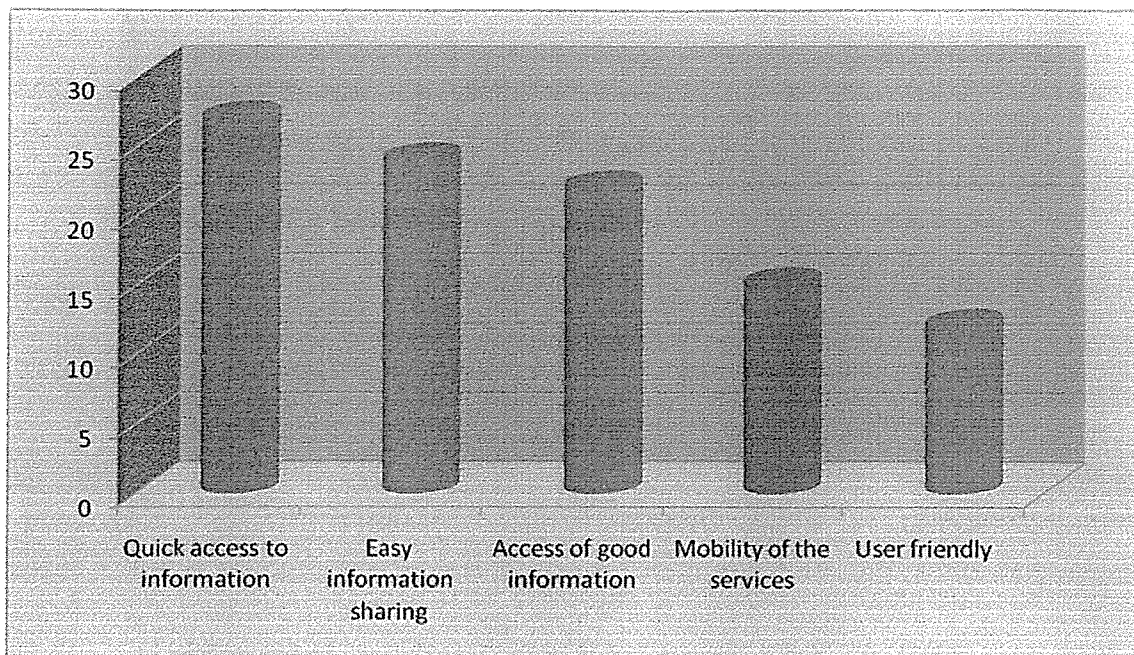
#### **4.3 The importance of the social media on youths' education**

**Table 6: The importance of the social media on youths' education**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Quick access to information	27	27
Easy information sharing	24	24
Access of good information	22	22
Mobility of the services	15	15
User friendly	12	12
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Primary data**

**Figure 6: The importance of the social media on youths' education**



**Source: Primary data**

Table 6 and figure 6 show the importance of the social media on youths' education and the findings show that;

Majority (27%) show that quick access to information is one of the importance of social media in education. There is quick information access in that is easy for the users to click and have the type of information that they need. The access to this information depends on the easy of clicking on the search engine like Google and all necessary information is got.

Over 24% of the respondents noted that the easiness of social media in information sharing has helped the students of Kampala International University quickly share information, say of courseworks, research, presentations and so on. The respondents revealed that many students can easily access posts from their friends like in facebook or twitter, hence

Participant Materials

making social media a powerful tool for the youths in sharing education messages.

In the eastern region of Manjalo, in the cluster of Heri, lies Jambo, a large village of some 3,000 people located on the gentle slopes of Muze Mountain. It is a beautiful village with meandering streets lined with gorgeous jacaranda trees, which when in their purple bloom, combine with lush green fields to give the village a vibrant sense of life. Its diverse inhabitants—

Further, 22% of the respondents noted that access to good, relevant information is yet another importance of social media in education. The

respondents noted that social media has reliable information that is vital

to everything else: a tidy little post office; the walled homes of affluent residents; a sizeable clinic with a red roof; a busy sports centre; a good-sized market with vegetable stalls, shops, and a school; a sprawling compound where most of Jambo's residents live. They are hard-working, Jambo's locals. Each family has a plot where it grows iron-rich greens and delicious tubers. The income of the men working in a copper mine 10 kilometres north and the visits of people from the hot and humid valley below fuel the village's small economy. New restaurants have opened

Further, 15% of the respondents noted that social media is user friendly and this has made it become one of the best channels of

information transfer from one source to another. The respondents noted

that social media has been fully used to build many societies off Kevvapa

International University given its ease of use and because it can be used by individuals at different times.

Finally, 2% of the respondents noted that mobility of social media

services like the YouTube, Wikipedia, Facebook among others are easily accessible and anytime, anywhere as long as one has access to internet.

The respondents noted that this ease of use of social media has made

youths education good and enjoyable by the youths who find it sometimes

hard to interface with teachers all the time.

Change started some five years ago in Jambo. Following consultations with a visiting Auxiliary Board member, the few Bahá'ís realized that alone they would not fulfil Bahá'u'lláh's hopes for their community. "We need to find others in Jambo who are ready to work together for change," they reflected. In conversations with their neighbours on what Bahá'u'lláh's teachings make possible, they found many worried about Jambo and eager to help. Through study circles, a few started teaching children and holding devotional meetings. But soon many obstacles arose—unity was fragile and arguments often broke out; zeal was lost as people were left to labour without encouragement; and when the copper mine opened, the most dependable people became too busy with their work to sustain their commitment to the community activities. Yet there was

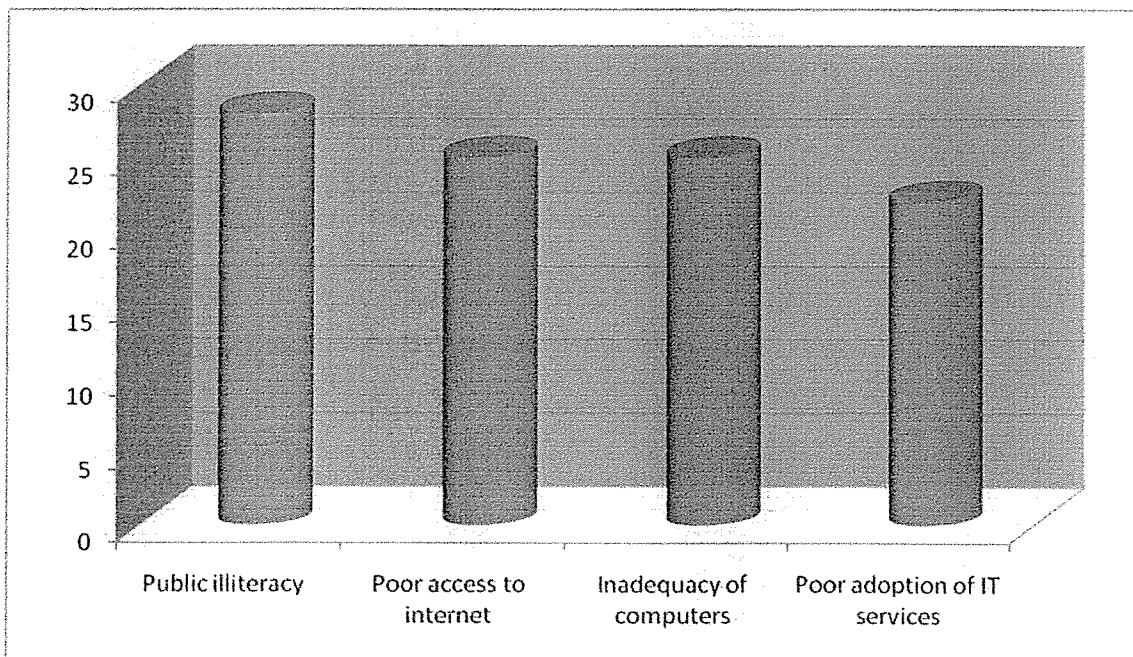
#### 4.4 Challenges faced by the youths in using social media for education

**Table 7: Challenges faced by the youths in using social media**

Responses	Frequency	Percentage
Public illiteracy	28	28
Poor access to internet	25	25
Inadequacy of computers	25	25
Poor adoption of IT services	22	22
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Primary data**

**Figure 7: Challenges faced by the youths in using social media**



**Source: Primary data**

Table 7 and figure 7 above show the limitations of the use of social media in education and the findings revealed that; majority (28%) of the respondents said that public illiteracy limits the use of social media in



education, 25% said poor access to internet, another 25% said inadequacy of computers, and 22% said that poor adoption of Information Technology. Public illiteracy was the most hindrance to social media use because many people in Kampala International University and this makes them unable to use computers which is the source of all these social media. The factors ranging from inability to use computers to inadequacy of computers all pose a challenge in the use of social.

Public illiteracy is one of the reasons given by the respondents as a challenge to use of social media in youths education at Kampala International University. Majority (28%) of the respondents noted that many students KIU are ignorant on the use of such services as social media even when others have phones which they can operate and connect to the internet.

Over 25% of the respondents noted that poor access to internet by many students of Kampala International University is yet another limitation to the use of social media in education. The respondents noted that people in Ugandans have little or no access at all to the use of social media in Uganda and this hampers the social media use in education.

Another 25% of the respondents noted that lack of access to computers is on itself a limitation to the use of computer let alone illiteracy on the use of computers. The respondents noted that the ratio of computers in students disposal in Uganda, meaning that many people have little access to computers.

Finally, 22% of the respondents noted that many poor adoption of information Technology (IT) is yet another limitation to the use of social

media in education. In Uganda, unlike other developed world, there has been high adoption of IT which has made it easy to access much information online. This is not the case at Kampala International University and this has made it hard to use social media in youths' education.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter was concerned with the summary of the study, conclusion and recommendations.

#### 5.1 Summary of the study

The research was conducted research was conducted in Kampala International University". The research was guided by the objectives of the study which included; finding out how and why youths use social media at Kampala International University; establishing the importance of the social media on youths' education; and finding out the challenges faced by the youths in using social media for education.

On finding out how and why youths use social media at Kampala International University, the findings revealed that; need to get up-to-date information, need to access quick information, need to share information with others, and need to explore social media services

On establish the importance of the social media on youths' education, the findings revealed that quick access to information, easy information sharing, access of good information, mobility of the services, user friendly were the responses given by the respondents.

On limitations of the use of social media in youths education at Kampala International University, the research found that public illiteracy, poor access to internet, adequacy of computers, and poor adoption of IT services were the answers given by the respondents.

Conclusions and recommendations were later made after interpreting and analyzing data.

## **5.2 Conclusions**

From the data that the researcher collected, the researcher made conclusions basing on the findings from the three research objectives. The researcher concluded that; Wikipedia, Twitter, YouTube, Facebook, and Emails are the types/kind of social media that are used in education. On establish the importance of the social media on youths' education, the findings revealed that quick access to information, easy information sharing, access of good information, mobility of the services, user friendly were the responses given by the respondents. On limitations of the use of social media in education, the researcher concluded that; public illiteracy, poor access to internet, adequacy of computers, and poor adoption of IT services are the limitations to the use of social media in education at Kampala International University.

Finally, the researcher concluded that the use of social media in youths' education in Uganda is still very low. Many students in Uganda and KIU in particular are IT illiterate and this makes it hard for the people to effectively adopt and use social media in Uganda. This government should thus do much to ensure that people are knowledgeable.

## **5.3 Recommendations**

The following recommendations are thus advanced by the researcher in a bid to promote the use of in youths' education at Kampala International University.

Promotion of computer literacy is one of the ways advanced by the researcher as if social media is to be used for education amongst the

youths. The researcher suggests that many people need to be taught computer so that they can easily use the internet and access viable information.

In addition to the above, the researcher suggests that there should be low cost of internet services on internet users. Many youths in Uganda cannot afford to pay for the high cost of internet services offered by internet providers. This hampers the use of social media in youths' education as many people do not access the internet.

#### **5.4 Areas for further research**

- Given the time and scope of the study, this research could not digest all the necessary information to cover the researcher gap. So, further research needs to be done on the impact of social media in fighting social evils among the youths.
- Further research needs to be done on adoption of Information Technology on the development of Higher education.

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(iii) Is there any challenge you have encountered while using social media for learning?

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(iv) Which of the following social media sites do you use for education?

- Facebook
- Email
- Website
- Myspace
- Twitter
- Linked
- Others, specify