

**SOCIAL NETWORKING AND PRE-SERVICE TEACHERS
PERFORMANCE IN CONTEMPORARY ISSUES IN SOCIAL STUDIES
EDUCATION PROGRAMME**

Ogunbiyi, J.O, Soluade, Z.O. & Fayemi, J. A.

Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State

Abstract

This study assesses the relativeness of social networking strategies as against the conventional methods in teaching of contemporary issues in Social Studies among pre-service Social Studies teachers in two colleges of education in Ogun state. The sample was 80 students of Federal College of Education, Osiele Abeokuta, and Tai Solarin College of Education, Omu-Ijebu, Ogun State. It was a quasi- experimental research involving a pre-test, post-test, control group, made up of one experimental group and one control group. The post test was given to the subjects in both the experimental and control group. The post-test mean score of the subjects in the experimental group was found to be greater than that of post-test mean score of the control groups implying that the treatment had significant impact on the students interacting and pair reviewing skills. The need to incorporate interactive strategies such as social medial learning in our schools programme which will help to empower students to take ownership and responsibility for their own learning and to build a productive peer community and as well alters the relationship and expectations that exist between staff and students from one-way teaching to an on- going two-way process in both challenging and highly rewarding ways was recommended.

Introduction

Learning never was confined to classrooms. We all learn in, out of, before, during and after episodes of formal education. The changing sociotechnical context offers a promise of new opportunities, and the sense that somehow things may be different. Use of the Internet and other emerging technologies is spreading in frequency, time and space (Bell, F 2010).

Preparing pre-service teachers to be proficient in technology is a key issue for the field of education. New technologies are disseminating into our nation's schools at a rapid rate. To utilize these technologies effectively, teachers need not only to be proficient in technology but also well versed in the effective integration of technology into their instruction. (Cooper & Bully, 1997; Handler, 1993).

Technology can be used to improve efficiency, or it can be used to reconceptualise the classroom curriculum with technology in either the foreground or background (Bull, G. Bell, R., Mason & Garofalo, 2002). Technology may be use to help pre-service teachers analyse teaching and learning, present information, or demonstrate model lessons and as well use as tools of inquiry-based learning driven by technology.

There has been a precarious relationship between the Social Studies and technology. While some educators have been fascinated by the potential of technology to enhance teaching and learning, many schools have lagged behind in assimilating technology into instruction (Berson, 1996)

Instructional decision making in Social Studies has been based on a limited knowledge base, and as a result, computer use among students in Social Studies education has often relied on basic applications of technology as a tool for word processing or accessing tactual information. Yet, there is the potential for

technology to be fostered as a tool that overcome the traditional isolation of the classroom setting (Braun, 1997), provides access to expansive resources (Becker, 1999), and improve overall productivity (Aye, 1998). To achieve the desired gains with the technology, Social Studies methods courses must not focus only on making pre-service teachers proficient at using technology, but must promote strategies to integrate technology to enhance teaching and learning (Cantu, 2000).

The school presently should reflect the world we live in today, teachers need to teach the students how to be effective collaborators in the ever changing, challenging and social world, how to interact around them, how to be engaged and become an informed citizen

The transformative potential of the application of social networking becomes apparent as students, who might have lacked the courage to participate in a class or speak their minds are encouraged to peer assess by leaving constructive comments for one another and learn from each other's successes and mistakes (Smith, 2007). Researches have showed that regardless of students' attitude, whenever technology is used effectively, learning outcomes do improve.

A social network is a social structure made up of a set of actors (such as individuals or organizations) and the dyadic ties between these actors. Social network perspective provides a clear way of analysing the structure of whole social entities. A social network is a theoretical construct useful in social sciences to study the relationship between individuals, groups, organizations, or events within entire societies (social unit)

It's software that allows people to come together around an idea or topic of interest. Social media literally means media spaces that are sociable in some sense and therefore encompasses many Web 2.0 spaces (Tim.O. 2005), Web 2.0 is a

"read write" medium, where users can contribute their own material and creativity as opposed to the "read only" web where users engage passively with others' content. Like Web 2.0, social media tools are collaborative and include some form of user generated content, personalization, and some form of social interaction that lends them creative, playful qualities with huge potential for use within academia.

Many of the most significant social media tools are still very young, but the concepts of social networking, online video, and blogging go back to the earliest days of the Internet. Indeed, educators and library professionals were quick to see the value of blogs as they appeared, partly as a mechanism to bypass complex or slow institutional website-updating processes. They are also a way to reach out, to share news and reflections with colleagues and students both within and beyond institutional walls.

As the first social networking sites emerged, combining the functionality of bulletin boards with personal profiles and instant messaging tools, students were early adopters using the sites like Friends Reunited to maintain existing friendships and to establish personal support networks. Friendster extended the idea of what these spaces could do, and by the time Facebook launched (for those with university email addresses), students were well prepared to experiment, socialize, and share their networks online. Some librarians and academics followed students into these spaces, sharing practical information and trying these new forms of engagement. Now with the widespread use of tools and technologies like YouTube, Twitter, blogs, wikis and Facebook, social media is used for teaching in higher education.

Students remain ahead of the adoption curve of social media users in various higher education groups. Academic staff have been slower to find their feet, but the success of pioneering colleagues in communicating and engaging students in their

work, or gaining professional advantage through social media spaces, has helped drive change and, in some cases institutional leadership.

A key strength of social media is the distributed model of connection, posting, and activity feeds (from RSS to status updates) that enables building an ongoing relationship with stakeholders through low stakes participation. Indeed, the most common use of social media in higher education is as a means of amplifying existing events, publications, and websites.

Social media resources are often provided for passive use as information sources or teaching resources-perhaps an alert to an upcoming event, a blog post that directs the reader to formal academic literature, or a video that demonstrates a key technique or concept. A single action, such as sharing a link or viewing a Facebook page or Twitter profile, allows an individual to casually participate in a relationship with a higher education institution. From there individuals can also take active steps of clicking the "like" or "follow" or "subscribe to feed" button to receive regular updates and alerts, showing their interest in further dialog. This simple sharing functionality is very valuable, but the real benefits for higher education often come from more integration of social media with teaching and student support.

The most important relationship for most educators and academic organizations is with their students, and social media can be a very active and responsive channel for supporting and engaging with students.

While email remains the key means of communication for most professionals in the education sector, many students arrive into higher education with established social media presences and a culture of using Facebook Messages/Chat, text messages, and related tools (for example, Instant Messenger,

BlackBerry Messenger, and Skype). These social media and mobile tools may be used by colleges and universities, but it is important to manage expectations: students need to know which channels they are required to use (likely to include email) and which channels are optional (such as a course Facebook group). They must also understand which spaces to use for official correspondence, assignment submission, or urgent queries. Staff cannot monitor all social media channels at all times, but endorsing spaces that enable peer support can help meet student needs outside working hours.

Social media can also enhance traditional in-person learning to great effect. For instance, the collaborative nature of Wikis offers particular opportunities for innovative teaching practice. This process empowers students to take ownership and responsibility for their own learning and to build a productive peer community. It also alters the relationship and expectations that exist between staff and students from one-way teaching to an ongoing two-way process in both challenging and highly rewarding ways.

For those learning on a part-time, distance, or flexible basis, it can be difficult to feel part of the educational community, to connect with peers whom you may see rarely or not see at all, and to form the types of social groups that enable peer support and friendship social media can help create a sense of community, of being among real people and, in some spaces (including virtual worlds), a real sense of embodiment.

Some students feel more able to express themselves fully and confidently in online contexts, and for these students social media provides a way to tie their more confident online selves with their real world identities. For others, social media is simply a route to avoid isolation. The participation of teaching and

support staff in these spaces provides the opportunity to build richer relationships with learners, and to notice concerns, issues, or misunderstandings.

These issues may not be easily or comfortably articulated in other teaching spaces, such as a more formal classroom or e-learning space. Social Networking empowers students to take ownership and responsibility for their own learning and to build a productive peer community. It also alters the relationship and expectations that exist between staff and students from one-way teaching to an on-going two-way process in both challenging and highly rewarding ways.

Some students feel more able to express themselves fully and confidently in online contexts, and for these students, social media provides a way to tie their more confident online selves with their real world identities. Social network technologies such as Facebook allow members to participate in a learning environment where the learning process can occur interchangeably from both inside and outside of the classroom.

Social network can be used effectively to foster a culture of learning, as a learning tool for both students and teachers. Social networking has become one of the most important communication tools among people nowadays. However, social networks exist on the Internet websites where millions of people share interests on certain disciplines, and make available to members of these networks various shared files and photos and videos, create blogs and send messages, and conduct real-time conversations.

These networks are described as social, because they allow communication with friends and colleagues study and strengthen the ties between members of these networks in the space of the Internet. The most famous in the world of social networks are Facebook (Facebook.com) and Twitter (Twitter.com) and MySpace

myspace.com) and others. Electronic social-networking services such as MySpace and especially Facebook have rapidly earned fame. The model of the web as a decentralized search engine to search information or communicate with others is becoming obsolete (Ractham, P; Firpo, D. 2011) These networks have offered many services, and one of the most important of these services is blogs, where members can participate in these locations to contribute their idea and discuss with other members. These sites and social forums are means of communication directly with others socially and in the media. They are playing a big and influential role decision-making at the events of the global world economically, politically, socially and educationally.

Social Network has helped to add interactive side with a human, and make the participation of the human element in the educational process something important. That led to an increase to attract people toward e-learning and some of researcher in the field of social Sciences carrying out studies to examine this phenomenon and to clarify the reason behind the attraction educated about social network sites such as (Firpo & Ractham, 2011) and (JIANG & TANG 2010).

In the academic domain, numerous studies have been conducted to examine the influence of gender on students' academic performance. While some researchers (Afuwape and Oludipe 2008) found that gender has no significant influence on student's satisfaction levels (Felder et al, 1994, Liu and Wang, 2005, Smith 2004, Ismail and Othman, 2006) found a significant effects for gender with female having significantly higher perceived academic effort (Ajiboye and Tella, 2010, Ogunbiyi and Soluade 2011) found that gender has a significant effect on the subjects performance with male student's performing better than their female counterparts.

Another variable considered in this study is academic ability. This relates to the pre-service teachers level of achievement. Omosehin 2004, Ogunbiyi 2006, Ogunbiyi and Soluade 2011 have found out differences in the academic performance of students base on their academic ability and grouping with students with high academic ability performing more than the students with low academic ability.

However, the difference in academic ability as it affects the performance of students is inconclusive. This has necessitated the need to find out if there is any significant difference between high and low students ability among the pre-service teachers as reflected in their academic performance.

Rationale for this study

The need to incorporate interactive strategies such as social medial learning in our schools programme which will help to empower students to take ownership and responsibility for their own learning and to build a productive peer community and as well alters thee relationship and expectations that exist between staff and students from one-way teaching to an on-going two-way process in both challenging and highly rewarding ways has made professionals to call for the introduction of interactive strategies such as social network in Social Studies class.

There have been a lot of studies on the relevance of social networking media on educational related areas. Michelle (2011) worked on technology ease of use through social networking media. Lee, J.S, et'al (2003) access the acceptance and social networking in distance learning. The present work however was designed to examine the effects of social networking on the academic performance of pre-service teachers in contemporary issues in Social Studies educational programme.

The study also investigates the influence of academic ability and students social-economic background on students learning outcome.

Hypotheses

HO₁: There is no significant difference in the mean post-test achievement scores of subjects exposed to the different treatment conditions.

HO₂: There will be no significant difference in the mean post- test scores achievement of high and low academic subjects exposed to the different treatment conditions.

HO₃: There will be no significant difference in the mean post-test scores achievement of subjects based on pre-service of teachers academic ability

Methods

The study was a quasi-experimental research involving one experimental group and one control group using pre-test, treatment and post-test design. The subjects for the study comprises of students from Federal College of Education, Abeokuta and Tai Solarin College of Education, Omu-ljebu, Ogun State. A purposeful sampling technique was used in selecting the institutions for the study and two stages stratified random sampling procedure was used in selecting the subjects. At first, all the Social Studies students within the institutions constituted the target population. The researcher made use of 200level students from which 40 students were selected from each institutions using gender and academic performance as basis for selection. The subjects in Federal College of Education. Abeokuta were exposed to social networking strategies while the subjects in Tai Solarin College, Omu-ljebu, were used as the control group and they were exposed to a conventional strategy.

Four instruments were used, namely: Students Intelligence Test (SIT); Social Networking Achievement TEST (SNAT); Social Networking Knowledge and Skills instruction Materials (SNKSIM) and Attitudes Instructional Materials (AIMS). SNKSIMS and AIMS are teaching materials used to exposing the students to social networking strategies, while SIT and SNAT are assessment instruments. All the teaching instruments focused on the topics selected from the key concepts of terrorism using social networking strategies. To establish the content and face validity of this instrument copies were given to some experts in the field of education. This was to ascertain the suitability of the instrument in terms of language, presentation, clarity and applicability. Based on their comments necessary modifications were made. Also, a field trial of the instruments were carried on a randomly selected 200level Social Studies students that did not take part in the main study. The reliability index (KR20) value was 7.90 and the average item difficult level obtained was 0.40 which shows that the test was neither too are assessment simple nor difficult.

The programme was run for five weeks. On the first day of the programme, a fifteen- item four-point questionnaire was used to assess the students' social networking skills acquisition, as ore-test. The items covers students level of intellectual and manipulative skills, creativity and pair review ability etc. The response options were strongly agree, agree, disagree, strongly disagree, weighted 4, 3, 2 and 1 respectively. After the pre-test, the subjects in the experimental groups were exposed to three interactive sessions during which they were taught topics related to Conflict management, Conflict resolution, Cooperation and Peace studies each of the session lasted for 40minutes per day and consisted presentations by the researcher and activities by the learners. The session however includes inside and outside the classroom of activities by the learner. The use of these tools

is carefully planned in advance and exploited during a sequence of three lessons, generally following this structure:

- ❖ The first lesson focuses on introducing the appropriate concepts and guide the students to have direction on the topic. At the end of the lesson, the teacher set a homework writing task, designed to reinforce the new idea in the people about the contemporary issues in the society. Here security challenges posed by Boko Haram menace was under review. Students are made aware at this stage that their aim is to increase the range and complexity of their understanding of the challenges of insecurity within the country arises from the boko haram treat to national integration. The technology used at this stage is merely enhancing existing practice and it is not transformative.
- ❖ The second lesson in this sequence takes place in a classroom with the students coming in with their different opinion on the security challenges faced by the country as a result of boko haram insurgence in the country. Here pair review of the responses posted on the class Facebook group wall will take place, after the homework set in the first lesson has been handed in and after corrections have been added by the teacher and a temporary grade has been assigned. Students are then informed that a final grade will be assigned when their work is improved using the chosen web application so that each student's work can then be published and shared. It was observed that students readily understand the benefits of sharing their work with one another in order to improve attainment in general. At this stage, the teacher ensures that the students were given clear instructions as to what their task involves and that they realise that there is a tangible outcome.

In short, the teacher explain clearly what the purpose of the activity is and that, despite students' own non-academic perceptions of the internet and Web 2.0, the task is indeed real work and not just a game. Students are then allowed to work on their own or in groups, using their computers/handsets to access any website or programme at their disposal. As this lesson becomes student-centred, the added advantage of being able to spend time individually with those students who need extra help or stretching is gained. Technology, used in this way, therefore allows the teacher to plan student-centred lessons, in which an environment is created that allows pupils to learn from one another.

- ❖ Finally, just before or during the third lesson, the teacher assembles and publishes the completed work on the group facebook wall, which is then displayed to all students using a projector or using computer suite. Alternatively, students could complete this last task at home or in their spare time if access to the internet is available to them). Now a process of peer review and assessment begins as people are asked to evaluate each other's work in turn. Students are encouraged to share their findings with the other students verbally and to take notes. At this point, the lesson tends to become less formal and, as students start to give each other constructive feedback, they begin to learn from one another in an efficient and enjoyable manner, making the sort of contributions which are normally the reserve of the teacher.

Result and Discussion

Effects of Social Networking on Cognitive Learning Achievements of Students

The data presented in tables 1, 2 and 3 indicate the summary of descriptive statistics of the pre-test and post-test scores of the two groups

Table 1: Descriptive Statistics of the Pre-test and post-test scores of the two groups in the study group

Test	Group	N	X	SD
Pre-Test	Experimental	52	25.65	9.32
Post-Test	Control	60	24.65	8.87
	Experimental	52	30.63	10.467
	Control	60	25.10	9.217

Table 1 above represents the performance of subjects in both pre- test and post in the contemporary education class. The experimental (treatment) group, obtained higher post-test mean scores in the criterion measured than the subjects in the control group.

Table 2: Descriptive statistics of scores according to academic ability

	Pre-Test			Post- Test				
Group	Experimental Group	Control Group		Experimental Group		Control Group		
	High	Low	High	Low	High	Low	High	Low
SSAT N	25	27	22	38	25	27	28	22
X	15.54	10.56	15.32	11.51	20.54	13.57	16.56	11.56

Table 2 presented above shows that the students' performance based on academic ability differ in the criterion measured. It can be seen that the high academic ability group performed better than the low academic ability group in the mean post-test scores in the criterion measured.

Table 3: Descriptive statistics of scores according to gender.

Group	Pre-Test				Post- Test			
	Experimental Group		Control Group		Experimental Group		Control Group	
	Male	Female	Male	Female	Male	Female	Male	Female
SSAT N	20	32	23	37	38	25	23	37
X	13.34	15.51	13.02	12.24	11.51	20.54	14.02	15.67

Table 3 represents the performance of students in both pre-test and post-test based on gender. Both female in the experimental and control group perform better than their male counterpart in the mean post-test scores in the criterion measured. The results presented here is based on the research hypotheses raised to guide the study and presented thus:

Testing Hypothesis

Ho₁: There is no significant difference in the mean post-test achievement scores of subjects exposed to the different treatment conditions.

Table 4: t-test analysis of the difference between mean post-test achievements Scores of subjects exposed to the different treatment conditions.

	Group	N	Mean	SD	df	t-cal	t-cri	Sig
Pre-Test	Experimental Group	52	11.52	2.72	110	3.07	1.64	0.05
	Control Group	60	10.69	2.21				
Post- Test	Experimental Group	52	17.52	3.72	110	6.99	1.64	0.05
	Control Group	60	11.69	2.85				

The table 4 result shows the pre-test scores of the experimental and control group. The experimental group with mean pre-test Score of 11.52 had a slight edge above the control group with 10.69 average.

However, the post-test scores of the experimental group indicate higher mean value of 17.52 than the control which had 11.69 mean score. The critical calculated t-value of the 3.07 post-test score is greater than the table values of 1.64 at .05 level of significance.

Therefore the hypothesis which state that there is no significant difference in the mean post-test achievement scores of subjects exposed to the different treatment conditions. Is rejected. This means that the criteria measured has significant effects on students academic performance. This confirmed the views of Richardson (2008) and Ashraf (2012) that social networking allow students to participate in a learning environment more effectively. From the traditional methods.

Ho₂: There will be no significant difference in the mean post-test scores achievement of high and low academic subjects exposed to the different treatment conditions.

Table 5: t-test analysis of the difference between the mean post-test scores achievement of high and low academic subjects exposed to the different treatment conditions.

Group	Criterion	N	Mean	SD	df	t-cal	t-cri	Decision
Experimental Group	High	25	11.52	4.23	50			
	Low	27	13.57	3.03		10.41	1.68	
Control Group	High	22	16.56	3.48	48			
	Low	38	11.56	2.75				

The result in table 5 shows that the post-test achievement mean score of the experimental group is 20.54 for the high academic ability group and 13.57 for the low academic ability group, while the control group high academic ability group has the mean score of 16.56 and low academic ability with 11.56 mean scores.. The critical calculated t-value of the post test is greater than the table value of 1.68 at 0.05 level of significance.

Therefore, the null hypothesis is rejected and the alternative is accepted. Hence, it is stated that there is significant mean difference in the post-test scores achievement of high and low academic subjects exposed to the different treatment conditions. This supported the work of Omosehin 2004, Ogunbiyi, 2006 Ogunbiyi and Soluade, 2011 whom have found out differences in the academic performance of students base on their academic ability and grouping with students with high academic ability performing more than the students with low academic ability.

Ho₃: There will be no significant difference in the mean post-test scores achievement of subjects based on gender.

Table 6: t-test comparison of Male and Female subjects’ knowledge mean scores of comparative education

Group	Criterion	N	Mean	SD	df	t-cal	t-cri	Decision
Experimental Group	Female	28	20.32	5.24	50	10.94	1.68	0.05
	Male	24	18.51	3.56				
Control Group	Female	32	16.52	3.32	58			
	Male	28	15.67	3.18				

The result in table 6 indicate the female in the experimental group has high mean post -test scores of 20.32 which is higher than the 18.51 mean scores of the male in the same group, while the female in the control group also has high mean score of 16.52 than the male in the same level. The t-calculated value of 10.94 is greater than the table value of 1.68, the hypothesis which states that there will be no significant difference in the mean post-test scores achievement of subjects based on gender is rejected and its other

wise stated that there is significant difference in the mean post-test scores achievement of subjects based on gender with female performing better than male in the criterion measured. This finding

supported the view of (Felder et al, 1994, Liu and Wang, 2005, Smith 2004, Ismail and Othman, 2006) whom have found a significant effects for gender with female having significantly higher perceived

academic effort.

Conclusion

The need for the application of appropriate teaching techniques in

Social Studies education, have been the focus of professional discourse among social educators. There have been a various agitation for the shifting from teacher centres strategies to more

innovative and interactive strategies of which social networking has provided an opportunity of allowing the students to learn within and outside the classroom setting. Social networking has helped in

removing the four wall of the classroom and allowing the students to learn in a more relax atmosphere and interactive manner. From the result of this study, it

could be concluded that the acquisition of the appropriate skills, concepts, facts and generalization could be acquired through the use of innovative and interactive methods such as social networking, as social networking

efficiently promote learning of the key concepts, facts and generalization, and skills in Social Studies. The improvement in the academic performance of students in this study could to some extent, be attributed to the effect of the treatment or instructional sessions and the activities to which they were exposed. More pre-service teachers are most likely to improve in their academic performance if they are exposed to effective, interactive and innovative methods such as social networking.

Based on the findings above, the following recommendations become relevant:

Government should equip the schools with i-pad phone which should be given to all students free of charge as this will enable the students to connect to the world around.

All schools should be provided with internet facilities or the government can subsidize the recharging of the mobile lines connected to the phones given to the students.

Teachers should be re-trained on the effective use of this innovative methods and on how to handle the new opportunities granted by this new method.

References

Ashraf Jalal Yousef Zaidieh (2012). The Use of Social Networking in Education: Challenges and Opportunities. World of Computer Science and Information Technology Journal (WCSIT) ISSN: 2221- 0741 Vol. 2, No. 1, 18-21, 2012

Becker, H.J., & Ravitz, J.L. (1999). The influence of computer and internet use of teachers' pedagogical practices and perceptions. *Journal of Research on Computing in Education*, 31(4), 356- 384.

Berson, M.J. (1996). Effectiveness of computer technology in the Social Studies: A review of the literature. *Journal of Research on Computing in Education*, 28(4), 486-499.

Braun, J. (1997). Past, possibilities, and potholes on the information superhighway. *Social Education*, 61(3), 49-153

Bolick, C., Bearson, M., Coutts, C. & W. Heinecke (2003). Technology application in social studies teacher education: A survey of Social Studies methods faculty. *Contemporary Issues in Technology and Teachers Education*, 3(3), 300-309.

Bull, G. Bell, R., Mason & Garofalo, 2002. Information Technology and Elementary/ Secondary Education. Handbook on information technologies for education and training (Pp. 543- 556). In H.H. Adelsberger, B. Collis, & J.M Pawlowski (Ed). Heidelberg, Germany: Springer-verlag

Cantu, D.A (2000). Technology integration in pre-service history teacher education. *Journal of the Association for History & Computing*, 3(2).

Cooper, J.M & Bull, G.L (1997). Technology and teacher education: Past practice and recommended directions. *Action Teacher Education*, 19 (2), 97- 106.

Ogunbiyi J.O (2006). Effects of value education strategies on pre- service teachers' environmental knowledge, attitudes and problem solving skills. (Unpublished Ph.D Thesis) University of Ibadan.

Ogunbiyi J.O & Soluade, Z.O (2011). Civic consciousness of students exposed to civic skills. *Nigerian Journal of Social Studies*, XIV(2). Pp135-150.

Omosehin, FM. (2004). Effects of a training programme in cooperative learning on pre-service teachers' classroom practice and pupils' learning outcomes in Social Studies. (Unpublished Ph.D Thesis) University of Ibadan.

Ractham, P; Firpo, D.:(2011), "Using Social Networking Technology to Enhance Learning in Higher Education: A Case Study Using Facebook," *System Sciences (HICSS)*, 2011 44th Hawaii International Conference on , vol., no., pp.1-10, 4-7 Jan.

Saye, J.W (1998). Creating time to develop student thinking: Team- teaching with technology. *Social Education*, 62(6), 356-362.