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*“The Student-Lecturer Relationship on Facebook: Identifying
the measures lecturers take in order to maintain a balance
between their personal and professional image when using
Facebook”*

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Abstract

Popular social networking sites (SNS), such as Facebook, have begun to change the way students and lecturers communicate in both social and educational settings. The use of Facebook as a communication medium is raising questions and concerns regarding privacy, credibility and online misbehaviour. As Facebook provides educational potential for both students and lecturers, it also blurs the boundaries between the personal and professional image of lecturers. Keeping a distance from students and maintaining a credible image can become increasingly difficult for lecturers who are attempting to use Facebook for academic purposes.

The aim of this research is to identify if lecturers are taking any measures in order to maintain a balance between their personal and professional image when using Facebook. If lecturers are taking any measures, this research will examine what types of measures are being taken.

The data for this research was collected from lecturers working in the Auckland University of Technology (AUT). Data was only gathered from lecturers working in the Faculty of Culture and Society. An advertisement for the research was placed in Faculty newsletters, the Wire and the Weekly Global, as well as on bulletin boards within the Faculty of Culture and Society.

An online survey, through SurveyMonkey, was utilized in order to obtain information from lecturers concerning the use of Facebook. Statistical data analysis, through SPSS Statistics, was conducted after data collection. This study performed content analysis on the quantitative data, as well as close analysis on the qualitative data created by a few of the questions responses. The qualitative analysis was solely used for the purpose of supporting the quantitative data and results. The questions ranged from topics of Facebook friend requests, AUT Facebook groups, factors for and against communication with students, online boundaries and overall Facebook experience.

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Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.



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Chapter 1: Introduction

The aim of this research is to identify if lecturers are taking any measures in order to maintain a balance between their personal and professional image when using Facebook. If lecturers are taking any measures, this research will examine what types of measures they are taking. Online social software has recently been receiving a large amount of interest by academics for its potential benefits towards the educational environment (Madge, Meek, Wellens, & Hooley, 2009). Since the development of Web 2.0, online users have been able to share, interact and communicate in a whole new manner (Madge et al., 2009). To this date, SNSs are one of the most popular platforms when it comes to consuming knowledge and sharing it (Madge et al., 2009). Over the past several years, academics have paid a significant amount of attention to the development of computer mediated social networks (Mazer, Murphy & Simonds, 2007; Madge et al, 2009).

A SNS is a group of various applications that permits groups to interact and “share space for collaboration, social connections and information exchange in a web-based environment” (Mazman & Usluel, 2010, p.445). Of all the SNSs out there, Facebook is considered to be the most dominant as it hosts hundreds of millions of users and influences their lives in numerous ways (Schroeder & Greenbowe, 2009; Selwyn, 2009; O’Bannon, Beard & Britt, 2013). Depending on the user, SNSs such as Facebook can operate in different ways to fit the needs of the individual (Selwyn, 2009; Bennett & Maton, 2010). Students are the largest demographic on Facebook and while there are numerous ways in which their time can be spent on Facebook, students do use it to discuss academic matters, coursework, and educational topics (Schroeder & Greenbowe, 2009; Baran, 2010; Hew, 2011). For this reason, academics are attempting to find ways in which Facebook can be tapped for its educational potential (Bennett & Maton, 2010; Singh, 2013).

Educational institutions were fairly quick in creating and using online educational models in the 1990s (Browning, Gerlich & Westermann, 2011). This however was not the case when it came to using social media. One of the main reasons for this slower adaption is because of the uncertainties of student perceptions on using

social media for formal learning purposes (Browning et al., 2011). As online technologies impact more aspects of our lives, the academic community continue to discuss what extent SNSs should play in and outside the classroom (Roblyer, McDaniel, Webb, Herman & Witty, 2010).

Social media initially began as an entertainment tool, where it then grew and also became a marketing phenomenon for businesses. Academics are beginning to see the potential social media has for using its utilities in the pedagogical environment (Baran, 2010; Tsiakis, 2013). Today, most modern classrooms are becoming increasingly online as the benefits for both formal and informal learning are becoming clear (Baran, 2010; Cain & Policastri, 2011). Students today which grow up surrounded by new media are wanting newer and more immersive teaching methods in their classrooms (Bennett & Maton, 2010; Tsiakis, 2013).

The online relationship between students and lecturers is both important and complex. The rising use of computer mediated communication (CMC) to connect students and lecturers is introducing new challenges to the relationship. Popular SNSs have begun to change the way students and lecturers communicate in both social and educational settings. The use of Facebook as a communication medium is raising questions and concerns regarding privacy, credibility and misbehaviour. As Facebook provides educational potential for both students and lecturers, it also blurs the boundaries between the personal and professional lives of lecturers. Keeping a distance from students and maintaining a credible image can become increasingly difficult for lecturers. In a time where students and lecturers might be interacting more often through SNSs such as Facebook, it is important to understand and recognize where this online relationship might succeed and where it might become problematic.

From past research, Facebook has shown to have both positive and negative influences on the already complex student-lecturer relationship (Hewitt & Forte, 2006; Mazer et al., 2007). Previous research has also examined how Facebook is used by both lecturers and students (Madge et al., 2009; Mazman & Usluel, 2010; Hew, 2011). Studies have analysed the concept of teacher self-disclosure and the potential impacts it might have on their credibility or teaching (Hewitt & Forte, 2006; Jones, Blackey, Fitzgibbon, & Chew, 2010; O'Bannon et al., 2013).

There is a clear lacking of research in the area of Facebook when it comes to the usage and attitudes of university staff (Prescott, 2014). It is vital to understand how instructors use the SNS, what they consider and what they take into account when it comes to using Facebook in or outside the classroom with their students (Prescott, 2014). Overall, there is a limited amount of literature regarding this changing online environment between students and faculty (Metzger, Finley, Ulbrich & McAuley, 2010). Metzger et al. (2010) argue that “although some studies on student-faculty relationships have been published, more were from a student’s perspective rather than from a faculty member’s perspective” (Metzger et al., 2010, p.2). Additional research is vital to providing knowledge to the individuals who have already joined SNSs or are considering to do so in the future (Metzger et al., 2010).

Previous research focusing on students has provided plenty of meaningful material to ensure that extended research into this area is worthwhile. Conducting this research is valuable because as Facebook continues to become a more prevalent communication medium between students and lecturers, both parties should be educated on how to use it properly. Previous research has made it clear that students are at risk and that there are numerous ways in which students can take action to avoid Facebook issues. Students in any case are only one half of the equation, and lecturers should be examined if this online relationship is to continue and grow. Assuming that all lecturers understand the risks and consequences of using Facebook is problematic and it should be considered that there are lecturers out there which are new to this communication medium.

Harris’ (2012) standpoint is that “Facebook is reckoned to be pushing the boundaries of higher education to anytime, anywhere experience in which the student is seen as a co-creator of knowledge” (p.806). In both academic and non-academic areas, Facebook has penetrated numerous spaces in higher education especially focused on students’ usage, impact and benefits (Harris, 2012). Connecting students and their lecturers through Facebook may “come at the cost of professional distance of objectivity” (Harris, 2012, p.807). Both academics and faculty agree that if Facebook is to be used for this growing online relationship, it is best done in a way that uses the privacy settings and controls to maintain a professional distance (Harris, 2012). SNSs are quite new in the academic space. This does mean that a significant amount of research should be invested into the potential effectiveness of using these types of

technology (Sturgeon & Walker, 2009). It is the job of instructors, faculty and lecturers to place the needs of the learners and students first. If that means that Facebook should be used in and outside the classroom environment, so be it (Sturgeon & Walker, 2009). How SNSs are used is something worth tracking as a potential future adoption in the academic environment (Roblyer et al., 2010).

This research will be of value to lecturers who are interested in the online relationship between students and their lecturers. Both lecturers who have already communicated or used Facebook for educational purposes and those who have not, can find these results valuable. This research is also useful for the program leaders and academic institutions which are in control of regulating whether or not Facebook is allowed to be used in their academic space. Understanding where lecturers might stand in their attitude, Facebook literacy and the possible benefits, can provide program leaders with an additional perspective into possible new teaching methods. This study has two research questions:

1) Are lecturers taking any measures in order to maintain a balance between their personal and professional image when using Facebook?

&

2) If lecturers are taking any measures, what type of measures are they taking?

The reason why this research topic is of particular interest to me is because I am classified as a student-lecturer at AUT. I am studying the student-lecturer relationship which requires a view from both sides. By researching this relationship I am immediately able to apply what I have learnt to the classroom where I teach my own students in Media Communication, while also applying it to my relationships with lecturers in AUT who treat me as a student. Working and studying in this middle ground allows me to experience both sides of the student-lecturer relationship. Although some of my postgraduate classes used social media in the classroom and others did not, it was clear that there were fields that needed to be either clarified or reevaluated. I feel

as if it is inevitable that social media will continue creeping into more parts of our daily lives, I just hope that we do it because it is worth it and not simply because we can.

Chapter 2: Context

Introduction

Taking advantage of the Internet and its various abilities has become a daily activity for millions of people around the world. Some of the most popular uses include e-mailing, social networking, watching videos, listening to music and following news (Reysen, Lloyd, Miller, Lemker & Foss, 2010). The Internet is transforming human communication, operations and developments in ways that are simply astounding (McChesney, 2013). From 2000 to 2012, there has been a global increase of 566.4% in Internet usage, with some continents experiencing penetration rates between 60 to 80% (Internet World Stats, 2012). Facebook has roughly 1.2 billion monthly users and a staggering 945 million of those are mobile users (“Facebook Posts Record”, 2014). Communication technologies are changing on a daily basis, but there is an increasing amount of focus on shifting digital communication technologies to smaller and more portable devices such as mobile phones (Flew, 2008). The ability of accessing the Internet on mobile phones has heavily transformed the way in which humans communicate and interact within society. Facebook recently purchased Whatsapp for \$US19 billion in cash and stock, an internet messaging application for smartphones that allows users to communicate and exchange media over the Internet. (“Facebook Buys Whatsapp”, 2014). As of February 2014, Whatsapp has roughly 450 million active users (“Facebook Buys Whatsapp”, 2014). Internet growth statistics and mobile services such as these are making it increasingly important to examine CMC, especially in a globalised demanding world that encourages instant and easy communication through our various devices.

The Net, Capital and Digital Mythology

The Net is defined as a global collection of loosely interconnected public computer networks (Dahlberg, 1998). On the one hand, it enhances the public sphere and democracy, but at the same time it is also presents new difficulties such as the rapid colonisation of cyberspace by capital. Networks allow new forms of interaction and a more informed citizenry. Through developments in power, ownership and future

prospects of the internet, it is now heavily funded by private enterprises and is commonly found to be in the hands of capital (Dahlberg, 1998). Due to this shift in ownership, there is a form of corporate control and censorship where users get what the market deems valuable (Consoli, 2013). While the net provides an endless amount of opportunity and information, some have succeeded in grasping that opportunity and some (corporations and private enterprises) have taken that opportunity away from others by placing the net in the hands of capital (Dahlberg, 1998).

One factor arisen through the privatisation of the cyberspace, is the concept of 'Privatisation of Interaction'. The cyberspace was initially created to form a public sphere in which individuals could act freely without corporate or state interests and come together as if they were equals to discuss issues of common concern (Dahlberg, 1998). The initial goal of the net for politics, public interaction and freedom has now been consumed by individualism and private consumption. It has undermined public interaction and has been replaced by individual consumption (Consoli, 2013). Much of the net is now focused on online entertainment and consumption, rather than politics and freedom (Consoli, 2013). Most online users are busy consuming privately and actions on the web have turned away from what it was initially created for (Dahlberg, 1998). This trend of individual consumption has and will continue to lead to less exposure of critical thinking, difference in opinions and meaningful public discussions. McChesney (2013) interprets how "the dominant media technology define a society" and changes "the very way we think and the way the human societies operate" (p.69). Internet and digital technologies are changing business and advertising models (Consoli, 2013). The Internet was thought to introduce broader tastes and expand the online users experience but in reality, users stay in bubbles of targeted advertising and media consumption (McChesney, 2013). The Internet is creating bubbles that keep users limited to the exposure of new and different opinions. These bubbles have and continue to reduce empathy, creativity and critical thought (McChesney, 2013).

Other barriers have risen through this development of the Internet and capital control. Access restrictions have risen which exclude many users from cyberspace and its benefits. Costs, hardware, skills, ICT literacy, and infrastructure are all barriers to the access of the cyberspace (Dahlberg, 1998). While costs continue to fall and the availability of ICT increases, there are still significant barriers to utilizing these technologies. Supplying ICT and simply being connected will not enhance the equality

and experience of the Net for all users (Dahlberg, 1998). Language is one barrier example. On the Internet, most of the space and interaction occurring is in English (followed by Chinese and Spanish). This allows some users to have greater power over others which might not have that same English fluency (Dahlberg, 1998). On the web it seems as if this has become the norm but it can prevent new users from properly interacting and contributing to the cyberspace. The idea that there are millions of people out there which have access to the web but are afraid or unable to interact is a huge limitation to the full potential of the web (Dahlberg, 1998).

Some of the success of technology companies is owed to the digital champions which spread digital mythology. Digital myths of the Internet age often include stories of future promise which are often unfulfilled or unfulfillable (Hirst & Harrison, 2007). These digital myths are often conjured in a spiral of hype carried on by some of the most influential digital champions such as Gates, Gore and the journalists which aid them. Goals of these parties are to convince society of the promise of technology and how it can bring growth, strength, creativity and empowerment (Hirst & Harrison, 2007). There are many ways in which technology and the web can provide an array of benefits to growth, infrastructure, markets, education and healthcare. However, overhyping these future possibilities can end up disappointing users when that time comes in the future (Hirst & Harrison, 2007). The relationship of digital champions and the journalists, which help spread their hype and future promises, is complex and should beg users to question the articles and news which they read.

The argument of the Internet as an information superhighway was mostly seen as a hype. There was a clear impact which it had on geographic proximity, connectivity and digital communication (Hirst & Harrison, 2007). Introduction of the World Wide Web (WWW) to more general home users had changed the top-down broadcast model of communication (Hirst & Harrison, 2007). As digital myths promised consumers a rich future of technology, technology companies grew in this hype as their stocks and value grew exponentially. The dot.com crash was a key point which changed the way the Internet and WWW functioned. The crash was key to correcting the over-valuation of firms and Internet stocks. After the crash, this correction allowed for a more sensible approach to structuring the web when it came to stability, security, usability and its future (Hirst & Harrison, 2007).

This context and history of the web is valuable to understand because it shows where the net began, what developments have been made since, the barriers it has, and comparing that to more specific webpages such as Facebook and its use in an academic setting. With many developments or future promises in technology, many are scoped for opportunity and potentially overhyped. Facebook as a pedagogical tool has opportunity but can also easily be placed into a light where it is overhyped. Research into the opportunity of Facebook as a potential Learning Management System (LMS) or student-lecturer communication medium should be conducted to give the most realistic view of its potential. Overhyping and prematurely integrating Facebook into an academic setting can lead to a number of unwanted consequences.

New Media, Web 2.0 and Producers

The debate on new media, what it is and what impacts it has on society is well documented. New media are considered to have two key characteristics. New media are both digital and convergent (Flew, 2008). Firstly, the development from analogue information to digital information is important to recognize. Flew (2008) defines digital media as “forms of media content that combine and integrate data, text, sound, and images of all kinds” (p.17). Compared to analogue information, digital information is manipulable, networkable, dense, compressible and impartial (Feldman, 1997). Secondly, the convergent side of new media involves the combination of the three C’s. These three C’s consist of computing and information technology, communications networks and digitised media content (Flew, 2008). The rate of change in media technologies, their use and services nowadays is so quick, that defining the “old” and the “new” often becomes difficult as the blurring only increases as to what is considered new. To define what new media is, scholars often ask “what’s new for society about the new media?” instead of just asking “what are the new media?” (Livingstone, 1999).

With new media, there are various ways in which users have experienced new pleasures (Kerr, Kücklich, & Brereton, 2006). The characteristics of new media mentioned above, allow new media technologies to become so pervasive that digital users are finding ways to integrate them into numerous aspects of their lives (Prensky, 2001; Kerr et al., 2006). New media offers new pleasures to users which were either non-existent or difficult to experience through older media. There are five main

pleasures which users can often recognize when using new media technologies (Kerr et al., 2006). Control/Flow, immersion, performance/competition, intertextuality and narrative, all play different roles in providing the user with a sense of pleasure and experience of new media and web 2.0 (Kerr et al., 2006).

Web 2.0 is coined to be essential in understanding new media in the 21st century. Many-to-many connectivity, decentralized control and user-focused 'lightweight' design were some of the core principles of Web 2.0 (Consoli, 2013). The term is often used to describe the second version the WWW which allows users to share information and interact with one another online (Consoli, 2013). These networked publics have easier access to interaction, due to a less geographically and temporality constrained online environment (Boyd, 2007). Digital media and Web 2.0 have changed everyday interactions between people and media. The 'Producer' is the merging of a producer and consumer (Bird, 2011). The term 'Producer' is specific to Web 2.0 and is essentially a term used to describe the blurring of online users in which they are no longer just consumers but have now the ability to produce user generated content (UGC) (Consoli, 2013). Wikipedia, online fan communities, Facebook groups and multi-user online games are good examples of this produsage. Online communities represent a large piece of this 'producer' interaction. In a majority of online environments, it is often the case that even though online users might now have the ability to produce content freely within a community, only a few actually produce on a regular basis (Bird, 2011). Several million users might watch, while only few thousand actually join but only a few hundred really participate and interact. Another way of putting this distribution of interaction is by saying that roughly 1/100 are active online content producers (Bird, 2011). Users being afraid or inexperienced is a common barrier to becoming a regular producer which would participate effectively in an online community (Bird, 2011).

The introduction of Web 2.0 and new media has brought an array of new pleasures and types of online interactions for digital users (Prensky, 2001). Additionally, examining UGC and the types of contribution to the online cyberspace is also very relevant to the way Facebook groups are used for learning. Facebook, as a SNS and pedagogical tool, is changing the way students learn and interact. Students are being asked to generate UGC, be connected without geographical constraints, interact and share on a many-to-many scale, and find ways to become experienced in becoming a 'producer' in their academic environment.

Facebook and Computer Mediated Communication

CMC refers to human-to-human communication that occurs over computer networks and often includes technologies such as online discussion boards, email, online instant messaging, mobile messaging and computer conferencing (Bunz & Campbell, 2004). CMC has turned into a very popular focus in research, mainly due to its global use and “influences in interpersonal, organizational, and pedagogical settings” (Bunz & Campbell, 2004, p.12). Some of the key advantages of CMC include overcoming geographic constraints, communicating at the users preferred time and rate, and also a reducing face-to-face (FTF) contact (Crook & Booth, 1997). On the contrary, disadvantages include information overload, risk of data theft and a “required immediacy of response to a request” (Crook & Booth, 1997, p.5). Despite the increasing amount of risks associated with CMC, there are a growing number of individuals who are relying on CMC as their main means of communication. Some declare that FTF communication is the richest medium available (Cain & Policastri, 2011) and that CMC mediums are impersonal, “leaner and more ineffective media for interpersonal communication” (Bunz & Campbell, 2004, p.13). Despite this, others have argued that in CMC personal information does go through, it just takes an increased amount of time because users need to adjust to a new communication medium and let this type of information come through (Bunz & Campbell, 2004). One of the fundamental differences however is that CMC lacks nonverbal cues such as head nods, distance, accent, tone of voice and other nonverbal behaviour. Without these cues, it makes it more difficult for individuals to interpret conversations correctly and these interactions might seem less personal and more serious or business-like (Walther & Tidwell, 1995; Walther & D’Addario, 2001).

In a time where more CMC is taking place, it is important to remind online users of the vital characteristics normally found in traditional FTF communication (Bocu, Bocu & Patrut, 2013). Not only is there more CMC taking place but traditional communication settings are being replaced by newer online settings (Cherny, 1999). A lack of nonverbal cues may increase the chance of misunderstanding or misinterpretation in CMC. However the ability of accommodating one’s communicative style to others online may be able to generate a greater sense of intimacy, presence and understanding (Cherny, 1999). In today’s connected world, it is crucial for users to accommodate their communicative styles and utilize nonverbal cues to minimize the

gap between CMC and traditional FTF communication (Bocu et al., 2013). Ignorance of these social cues and accommodation techniques can be harmful, especially if we continue exchanging electronic messages in the way we do today (Cherny, 1999).

Facebook is the first social media application to have ever connected one billion active users worldwide (Boghian, 2013; Taecharungroj, 2013). To put it into another perspective, in 2012, the number of users which were active on Facebook was about one sixth of the world population. Facebook is considered a social software that has many capabilities which overlap with electronic learning (Cain & Policastri, 2011; Boghian, 2013). UGC, instant communication and flexible channels for this communication, make the SNS a very attractive tool for not only regular Facebook users, but also students and instructors (Cain & Policastri, 2011; Taecharungroj, 2013). Taecharungroj (2013) defines social software as “a networked tool that supports and encourages individuals to learn together while retaining individual control over time, space, presence, activity, identity and relationship” (p.260).

Facebook is a common addiction for university students and has become a common topic for debate in higher education (Zaremohzzabieh, Samah, Omar, Bolong & Kamarudin, 2014). One of the main reasons for this possible addiction is because SNSs play a vital role in their daily lives and helps students for both social and educational purposes (Consoli, 2013; Zaremohzzabieh et al., 2014). SNSs allow students to participate in an online space with other students in order to freely communicate, share and practice their identity. As Facebook provides numerous benefits and pleasurable tools for students, overusing Facebook has become a common theme in higher educational spaces (Consoli, 2013; Zaremohzzabieh et al., 2014). Students overuse Facebook to ignore offline responsibilities, activities and relationships (Consoli, 2013). Furthermore, addictions with SNSs are commonly connected with “moderate to severe distress in real-life communities, academic performance and work” (Zaremohzzabieh et al., 2014, p.111).

There is significant importance for teenagers to learn and effectively use social media (Dixon, 2012). Teenagers and young adults should be trained to participate safely online without risking their current and future image (Dixon, 2012). Two of the keys factors which every teenage Facebook user should know is that whatever they post is never private and whatever they post cannot be erased, it is permanent. As many young

adults use Facebook to construct and practice their identity online with friends, it is often the case that their online activity reflects most of their offline activity as well (Dixon, 2012; Consoli, 2013). It is clear that the Internet and popular SNSs are an ideal space for young adults to practice their socializing and identity construction (Consoli, 2013). These online spaces allow teenagers to participate in an unregulated network of individuals, whereas in the offline world they face constraints from school, home, parents, time, mobility and demonization (Boyd, 2007). As younger digital natives are growing up in a world surrounded by new media, SNSs and CMC (Prensky, 2001), it is becomingly increasingly clear that CMC is an area which academics and researchers should examine if we are to continue using this medium of communication to the extent we are today (Blau, Peled & Nusan, 2014).

Chapter 3: Literature Review

Introduction

This literature review will provide a scope of research in the field of LMSs, educational use of Facebook, online communities of learning, and the student-lecturer relationship. At the same time as analysing and critiquing current literature, the research gap will be highlighted as there is a lacking amount of research into the perspective and actions of lecturers when it comes to the student-lecturer relationship on Facebook.

From past research, Facebook has shown to have both positive and negative influences on the already complex student-teacher relationship (Hewitt & Forte, 2006; Mazer et al., 2007). Previous research has also examined how Facebook is used by both lecturers and students (Madge et al., 2009; Mazman & Usluel, 2010; Hew, 2011). Studies have analysed the concept of teacher self-disclosure and potential impacts it might have on their credibility or teaching (Hewitt & Forte, 2006; Jones et al., 2010; O'Bannon et al., 2013). Research focused on students has provided plenty of meaningful material to ensure that further research into this area is valuable. Conducting this research is valuable because as Facebook continues to become a more prevalent communication medium between students and lecturers, both parties should be educated on how to use it properly.

Learning Management Systems

LMSs such as Moodle or Blackboard are often used in universities and colleges around the world (Meisher-Tal, Kurtz & Pieters, 2012). Meisher-Tal et al. (2012) explain that these LMSs have the following three functions; employ interactive learning, manage the structure of a course and provide students with digital learning materials provided by lecturers. Additionally, LMSs are often purchased and maintained by an educational institution, are password protected, allow student contribution, and provide useful tools for assessment (Meisher-Tal et al., 2012). Meisher-Tal et al. (2012) clarify that traditional LMSs should form an interaction between learners and also encourage overall learning. Meisher-Tal et al. (2012) however do not discuss the learner

interaction in depth. While the research from Meisher-Tal et al. (2012) provides a great outlook on LMSs in a more general sense, studies such as those from Miller (2013) provide a more in depth perspective. Miller (2013) describes the social interactions in a LMS discussion board as a great way to build a sense of community. This sense of community for students is vital because it allows increased motivation to participate and an encouragement to stay focused (Miller, 2013). Furthermore, Miller (2013) describes that another benefit of using a LMS, is enabling faculty to shift their practices from content-based to process-based learning. Also, it increases student enrolment and promotes active learning (Miller, 2013). Where the benefits and abilities of a traditional LMS are clear, there are numerous disadvantages to using LMSs.

Schroeder and Greenbowe (2009) recognize that many instructors encourage their students to participate in the online discussion boards, to ask questions and also show interest outside of class. One of the problems is that students rarely use these LMSs and when they do, it is only to a minimal extent (Schroeder & Greenbowe, 2009). Schroeder and Greenbowe (2009) further mention that students usually only login to check grades or download required materials. The study from Schroeder and Greenbowe (2009) has its strengths, as it argues that some of the main barriers to LMSs is the participation of the students. Another strength of their study was its methodological approach. Their study created a Facebook group for a chemistry class and tested it, something that not many studies have chosen for their research. On the contrary, one of the weaknesses is that the study does not go deep enough into the possibility that the barrier could have something to do with the lecturers' use of the LMS.

Meisher-Tal et al. (2012) on the other hand does focus on the educators' perspective and how their actions could be stopping the effectiveness of LMSs. Meisher-Tal et al. (2012) point out that many educators are only using the basic functions of LMSs. Rather than encouraging online participation, educators often only upload documents, publish one-way messages and hamper the ability of new methods for online active learning (Meisher-Tal et al., 2012). Although both the previously mentioned studies have their strengths of focusing on either the students' or educators' use of LMS, they both lack an effective comparison between the groups. The strength of the research conducted by Miller (2013) on the contrary attempts to recognize multiple views, analysing that the barrier to successful LMS use is from the students, educators

and the system itself. Miller (2013) points out that educators only use the basic functions because LMSs sometimes constrain educators due to their inflexible structure. Discussion boards are often unnatural when it comes to communication and interaction, and they also prematurely end discussions (Miller, 2013). Besides, discussion boards make participation difficult as it requires students to login, navigate, decide how to contribute and also provides no means of letting students know if their posts have received feedback once they have logged out (Miller, 2013). In agreement to the study from Miller (2013), Mazman and Usluel (2010) add that many popular LMSs often lack social connectivity tools and that students are demanding more connectivity, autonomy and socio-experimental learning in their educational practices. Also, Mazman and Usluel (2010) explain that traditional LMSs do not promote frequent interaction or a sense of community, making communication between students limited. The study from Mazman and Usluel (2010) brings out some important points on the social connectivity barriers of many traditional LMSs by outlining that it is not just the student-lecturer communication which is of most importance, but the student-student interaction which is just as important in order to create a sense of community.

As the previous studies discuss the limitations presented by students, lecturers and the system itself, Wang, Woo, Quek, Yang and Liu (2012) provide new information into why LMSs are not as successful as they could be. Wang et al. (2012) take a different approach by pointing out that one of the main constraints of LMSs is their price and maintenance. Commercial LMSs such as Blackboard are very expensive, require a great deal of maintenance and are often replaced by newer versions needing difficult switches (Wang et al., 2012). Wang et al. (2012) further comment that information and content is often deleted after the course is completed in order to save both storage space and money, making it difficult for students and lecturers to retrieve past course work and presentations for future use.

As many studies above have identified some of the faults with traditional LMSs, Rocha and Lombard (2013) reveal in their findings that SNSs could provide some effective alternatives as a LMS. Research from Rocha and Lombard (2013) comment that LMSs are created with the purpose of extending the traditional classroom into a digital learning space. Even though LMSs might be able to effectively contribute to the classroom environment, the research did identify that integrating a LMS is difficult, time consuming and also a regular challenge when it comes to the updates of new

features. Rocha and Lombard (2013) continue by stating that SNSs are able to fix many of the issues posed by LMSs because they have a large range of effective tools when it comes to communication and sharing. The strength of their study is that it introduces a possible solution to the problems of LMSs outlined in the previous paragraphs. While Rocha and Lombard (2013) discuss the opportunity SNSs might bring, the research did only introduce this opportunity briefly. The study from Harris (2012) on the other hand discusses similar arguments but does it through comparison of traditional LMSs and SNSs. Harris (2012) found that it was crucial to bring up the updates which Blackboard, Moodle and other traditional LMSs had in response to the growing competition they were seeing from SNSs. In response to the competition, Blackboard had created an interface between Facebook and Blackboard called Blackboard Sync, which essentially placed many of the tools onto Facebook (Harris, 2012). This was to allow students to receive notifications and contribute to the Blackboard class community when logged into the SNS. Moodle also made adjustments in the educational software market by remodelling their home page to resemble Facebook and make it more user friendly for students (Harris, 2012). These changes by traditional LMSs were made because experience and feedback from teachers had suggested that “Facebook is where students are and implies ease of access for students and a greater response rate when compared to LMS or email” (p.821). The study from Harris (2012) brings significant insight to the discussion of LMSs and SNSs as it shows how competing systems react in response to growing competition.

Educational use of Facebook and as a Learning Management System

Mazman and Usluel (2010) declare that Facebook is the best out of the existing SNSs for education because it's the most popular, commonly used and most students have already spent a great deal of time using it. Mazman and Usluel (2010) also add that Facebook can be used even more for educational practices because it provides tools for information discovery, opinion sharing, learning support and content creation. While Singh (2013) agrees with most of Mazman and Usluel (2010), one of the things which it does not acknowledge is that one of the greatest benefits of Facebook for both educational use and as an alternative LMS, is that it is free. Facebook groups can be extremely beneficial for universities which have a limited amount of funding and are

looking to explore alternatives to the more expensive Blackboard (Singh, 2013). Where Mazman and Usluel (2010) do not use the expense of the LMS or SNS in their discussion, Singh (2013) provides useful insights to those who wish to look at cheaper alternatives. The combination of Facebook being free and most students already accessing it, is considered highly beneficial by Singh (2013).

Meisher-Tal et al. (2012) argue that Facebook groups can become a fully functional LMS if enough research is placed into how they function and why. As mentioned, traditional LMSs have three functions/components (Meisher-Tal et al., 2012). Meisher-Tal et al. (2012) affirm that Facebook groups which act as an LMS, have two of those three components; they provide digital content and allow interaction. If Facebook groups can overcome the disadvantages of a traditional LMS and strengthen their advantages, they have a strong possibility of becoming an alternative LMS (Meisher-Tal et al., 2012). The research from Meisher-Tal et al. (2012) continues to point out that Facebook groups provide great communication channels for participation but also allows the ‘quiet’ students to ‘like’ posts and contribute in a different manner. Just like in a traditional classroom, there are students which remain quiet throughout the class and do not contribute much. Facebook groups allow these quiet students to contribute differently by liking comments and posts (Meisher-Tal et al., 2012). The study from Hew (2011) strengthens this argument by adding findings in regard to students and their participation online. Hew (2011) examines the concept of quiet students and identifies Facebook as ideal for students who are shy in traditional class rooms. Not only can they ask questions to students or lecturers through the Facebook group, but they can also use the private chat function to talk to members separately (Hew, 2011). The level of participation was found to be a key difference between traditional LMSs and Facebook groups (Hew, 2011). Both studies from Hew (2011) and Meisher-Tal et al. (2012) bring very relevant information to the new opportunities Facebook groups could bring to every student if they were considered as an alternative LMS.

Schroeder and Greenbowe (2009) and the study from Miller (2013) both examine the differences in participation between a Facebook group and traditional LMS. When comparing a Facebook group to eCollege (traditional LMS), Miller (2013) found that eCollege students only posted the minimum required. Yet on Facebook there were 48% more posts, students posted far more than what was required, they responded

quicker and also received updates about the group sooner (Miller, 2013). Similar to Miller (2013), Schroeder and Greenbowe (2009) found that when comparing to WebCT (traditional LMS), there was a 400% increase in the number of posts by students. Not only were there more posts but the posts were more complex, interesting, and generated more feedback (Schroeder & Greenbowe, 2009). Both studies provide overwhelmingly positive results in regards to the discussion of online participation between Facebook groups and traditional LMSs. Even though both of them outline the benefits and reasoning for Facebook groups over traditional LMSs, they do lack detail and substance into what tools Facebook provides which makes it that much more attractive for students. This is where the research from Browning et al. (2011) becomes useful because it provides a more in depth perspective into Facebook and how it is capable of providing such an interactive environment. Research from Browning et al. (2011) discusses how Facebook and YouTube are ideal tools to use in the classroom because they provide great ways for engaging with students due to the fact that most smartphones support these applications. By creating a Facebook page, lecturers can create an online space which is full of course information, hyperlinks, diverse media and questions which is accessible to students no matter their location (Browning et al., 2011). Where many universities use traditional LMSs which often do not have effective mobile applications, Facebook can take advantage of this and allow lecturers to engage with students in ways which were not possible years ago. Browning et al. (2011) conclude that “these external portals allow for educators to create a hyper diverse learning experience for students, a classroom without boundaries” (p.7).

Research conducted by Ractham, Kaewkitipong & Firpo (2012) takes on a different perspective by analysing the potential benefits of Facebook groups for online classroom participation. Ractham et al. (2012) found that as instructors start to use Facebook to informally communicate with their students, it is common that the instructors receive very little feedback from their student participants (Ractham et al., 2012). Creating private groups on Facebook for a classroom space is nonetheless the best option if Facebook is to be used to for educational purposes. This secures all comments and information as private and only allows group members to view this content. At the same time, the instructor should and can separate their personal and professional identities by creating a different Facebook account for the private page (Ractham et al., 2012). While some might consider this extra account creation to be

time consuming, it can avoid many concerns in regards to privacy (Ractham et al., 2012). Research from Ractham et al. (2012) interpret how instructors must use both outside and inside classroom communication tools to create an effective learning environment for their students. Moreover, introducing new learning strategies that are suited for themselves is key, but they should be aware of the demands of modern digital students which want new, fun, honest and articulated interaction in their classroom spaces (Ractham et al., 2012). The study from Ractham et al. (2012) strengthens the argument for Facebook groups as an alternative LMS because it provides information on how to not only create an online learning environment but how to also protect the group, the identities and information within that group.

As the previous study argues the importance of different learning strategies, the study from Bozarth (2010) examines the ways in which academic institutions can take advantage of these digital needs. Even though the SNS provides lecturers and students with an opportunity to form a greater connection, it is critical that there is technological acceptance by both parties in order to have success. Inability to using Facebook effectively can lead to unwanted consequences in the student-lecturer relationship (Bozarth, 2010). Bozarth (2010) finds that in the information age there are extensive amounts of online content sent between users on a daily basis. This online exchange could be considered overwhelming and a challenge to deal with. Moving educational content to a SNS can create new connections for student-student relationships and student-lecturer relationships (Bozarth, 2010). Students will be able to access homework, class notes, powerpoints, and notifications in the same quick way, as opposed to separately logging into a traditional LMS and manually searching for the needed information. Methods such as these help educators to push information to the students instead of asking them to pull it from other websites such as Blackboard (Bozarth, 2010). As many studies argue, the role of social media will only grow over the next coming years when it comes to the role they play in educational environments. The role which the instructor plays could change to becoming a classroom leader which facilitates an online community of students actively connected on Facebook. While the study from Bozarth (2010) provides a unique view on the advantages of the SNS, the possible consequences of information overload and insufficient time is not emphasized as much as it should be. The following studies below do however examine some of

these risks which could come with integrating Facebook to a greater extent in and outside the classroom.

As Facebook groups continue to be tested as a viable alternative to traditional LMSs, there are numerous risks or disadvantages that come up during these studies. Wang et al. (2012) begin by stating that the layout of the discussion board is unstructured and makes orientation or retrieval difficult for students looking to engage within the Facebook group. Wang et al. (2012) also point out that Facebook can easily be blocked by the institution due to its original distraction from work or study, making this a huge barrier if Facebook is to become a viable LMS. This makes it increasingly difficult for some lecturers to test out Facebook groups because they need to persuade the entire institution to release the restriction of Facebook as a whole (Wang et al., 2012). One of the strengths of the study from Wang et al. (2012) is that it provides insights on both small and larger scale issues with Facebook as a LMS. Yet it does not provide any additional advice in regards to the issues raised.

The study from Ajjan and Hartshorne (2008) on the contrary does focus on the barrier of not only the institution itself, but also the lecturers. Ajjan and Hartshorne (2008) find that students are using emerging technologies such as wikis, SNSs and other web 2.0 increasingly more for educational purposes. This however is not the case for lecturers. Many faculty members are still reluctant to use web 2.0 technologies in the classroom and still prefer to use more traditional technology to deliver the more basic content such as course information, grades and announcements (Ajjan & Hartshorne, 2008). The difference in use towards web 2.0 technologies is a common barrier when it comes to possible collaboration amongst students and lecturers. To conclude, Ajjan and Hartshorne (2008) outline the importance that if school administrators are willing to add these new technologies into classrooms, they should start by attempting to change the attitudes of faculty and their opinion of web 2.0. Educational institutions are considered relatively slow in adapting to the change and use of newer emerging technologies (Ajjan & Hartshorne, 2008). As universities are slow to adapt to the demands of more digital and modern students, Ajjan and Hartshorne (2008) find that lecturers are cautious about new teaching methods because of their potential disadvantages and possible increases in workload in their already busy schedules. As some potential disadvantages have been recognized, this study will attempt to further examine what negative consequences

might result in inappropriate Facebook communication between students and lecturers. More importantly, this study will examine this from a lecturer's perspective.

The use of SNSs by higher education students has been thoroughly researched in several studies but there is a decent lack of research for professional university faculty (Francois, Hebbani & Rintel, 2013). The study from Francois et al. (2013) examined how university faculty members would react to a Facebook ban and how they currently use the SNS. Results showed that 75% of the staff use Facebook at work and that the main uses were for personal communication with colleagues and friends. Older staff avoided using the SNS because they considered it to be a waste of time, whereas the younger staff members used it more often and were able to self-regulate how much time they spent on it (Francois et al., 2013). There is reason to believe that younger members access Facebook more often at work because they have a greater need to maintain their networks and connections online. While Facebook has the ability to control both professional and personal connections across various spaces, it can be suggested that the younger generations of Facebook staff have a greater obligation to the SNS because their identities are formed by their content and connections they create online (Francois et al., 2013). Through this it has become clear that examination of differences in Facebook between younger and older generations should be relevant to examine. Due to the limited amount of studies which have examined the age differences of lecturers, this study will use SPSS to further examine if any differences lie between the ages of faculty in AUT.

With more focus on the balance of life and studying, Jones et al. (2010) recognize that one of the main challenges of using Facebook as a LMS is that it makes separation between life and studying difficult for students. Even though Facebook groups can be a great way to connect lecturers and students, it is often very straining to combine both study and life within Facebook at the same time (Jones et al., 2010). Jones et al. (2010) further point out that educators are often not up-to-date on how to use the software and therefore do not use it properly. Posting too much information and updates on the page makes it increasingly clear that students do not have the time to combine the two in a single network or platform (Jones et al., 2010). As Jones et al. (2010) provide a solid basis to begin the discussion on the balance of life and studying for students, a deeper perspective is provided by O'Bannon et al. (2013). O'Bannon et al. (2013) examine how educator's actions in a Facebook group can impact the

participation of their students and overall appeal of the group. When a teacher is unsure of how to use Facebook as an LMS they often post too many questions, post them too often and overwhelm their students (O'Bannon et al., 2013). These actions can interfere with a student's social interactions, become distracting, decrease the appeal/attitude of the group and most importantly, discourage participation (O'Bannon et al., 2013). O'Bannon et al. (2013) add where many other studies have not, that most participation by students was limited to 'lurking', reading, 'liking' and only gathering information in the Facebook group rather than actually posting or contributing to the discussions. Finally, O'Bannon et al. (2013) conclude that even though educators see great potential in using Facebook for teaching practices, they need to be cautious because their actions can almost instantly limit the amount to which students effectively use the group.

In agreement to Jones et al. (2010) and O'Bannon et al. (2013), Conole and Culver (2010) provide a more conclusive and large scale perspective on the potential barriers of Facebook becoming a viable LMS. Conole and Culver (2010) argue that there are three main reasons to why online managements systems such as Facebook are not fully used to this date. Firstly, strict curriculum systems act as barriers to exploring new learning technologies as they do not allow faculty to change their means of teaching. Secondly, educators often do not have the time to explore and experiment with these new technologies due to their already tight schedules. Thirdly, educators sometimes do not have enough knowledge about the technologies and are unsure of how to integrate them effectively into their learning practices. Overall, Conole and Culver (2010) conclude that for Facebook groups or other LMSs to be used effectively there needs to be a radical rethink of institutions core learning and teaching practices.

The study conducted by Hew (2011) takes a different perspective and attempts to examine the ways in which students already use Facebook for informal learning purposes. Hew (2011) identifies that students already use Facebook to discuss coursework, make meeting times, find assignment details, collaborate as groups and share issues regarding work. Hew (2011) explains that students more frequently login into their Facebook for social matters rather than academic matters. Hew (2011) points out that there are nine main motives for students to use Facebook. Out of all nine, one of these is for learning purposes (Hew, 2011). Although it provides a wide scope of knowledge, the research of Hew (2011) it is quite general and does not go into too much depth concerning the educational use of Facebook. Selwyn (2007) on the contrary,

continues the argument and provides greater analysis by mentioning that students use Facebook to manage almost every aspect of their lives. Selwyn (2007) affirms that students use Facebook to promote themselves as being academically incompetent in order to lure in moral/academic support from others. Furthermore, Selwyn (2007) interprets the communication between students on Facebook to be very similar to the chatter which teachers can find in the back row of classrooms. Rather than logically finding solutions and collaborating with one other, students on Facebook often rant, complain and discuss their educational issues (Selwyn, 2007). It is clear that much of the educational chatter on Facebook is unproductive, Selwyn (2007) does clarify that teachers should not force formal educational practices and should allow students to continue this chatter “unabated” (p.21). Despite recognizing that most Facebook activity is relatively unproductive in an educational sense, the study does lack analysis into how different students interact with one another online for potential benefits.

One of the strengths of the study conducted by Bosch (2009) from the University of Cape Town, is that it revealed some findings specific to the interaction amongst different students within a Facebook group. It was found that students were quick to exchange Facebook details and become friends in order replicate classroom networks and to informally share information regarding their classes (Bosch, 2009). A majority of these students did not change their privacy settings, which let every member of their Facebook network view their profiles content and information. Even though many educators believe that Facebook is a distraction and unproductive, results found that Facebook friends helped each other in finding study material (Bosch, 2009). Also, one of the more unique findings compared to other studies, was that the younger students were more capable of communicating with older students to which they would normally not see or talk to in class, thus expanding the network of informal learning connections (Bosch, 2009).

Other studies continued to examine the participation of students and their opinion on informal and formal learning within Facebook. Singh (2013) clarifies that many students believe that Facebook is only a social tool and are still inflexible when it comes to using it for formal learning. Not to mention, students tend to show signs of fear and hesitation to participate because they do not want to be incorrect in their posts and be scrutinized by relevant group members (Singh, 2013). In agreement to Singh (2013), Madge et al. (2009) add that Facebook is a unique tool for learning. In the study

of Madge et al. (2009), most students' standpoint is that Facebook should stay a social tool and not become an academic one, whilst also presenting unhappiness in the idea of using Facebook for formal learning. Madge et al. (2009) does not discuss it in the greatest detail but points out that educational use of Facebook is more likely to be accepted by younger digital natives when compared to older Master students who have not grown up as much with Facebook. While the previous two studies examined student's opinions and attitudes towards Facebook as a formal learning tool, the study from DeSchryver, Mishra, Koehler and France (2009) looked at comparing two possible LMSs. One of the most popular studies of DeSchryver et al. (2009) concerning Facebook groups as an LMS, finds that Facebook groups show no increases in the number of posts, lengths of posts or sense of community when compared to Moodle. Even though participation in Facebook groups is complex, DeSchryver et al. (2009) find that there are no significant differences between a Facebook group and a traditional LMS when it comes to interactions between students and teachers. Research from DeSchryver et al. (2009) is widely used in this academic discussion of SNSs as it shows clear data pushing for the argument that Facebook groups are no better than a traditional LMS, something significantly different to studies such as Schroeder and Greenbowe (2009) and Miller (2013).

Pi, Chou and Liao (2013) argue that those who share knowledge can improve their abilities in problem solving and learning in addition to also finding satisfaction in using Facebook for learning purposes. This is one of the key things crucial for a sense of community amongst members (Pi et al., 2013). Yet, Pi et al. (2013) indicate that members have a more positive attitude to sharing knowledge if there are possible rewards (such as grades) involved. For teachers to create an environment of interaction in the Facebook group they need to setup rules of participation, organize activities which encourage participation and also provide positive feedback to students so that they gain confidence in their contributions (Pi et al., 2013). Pi et al. (2013) provide a solid introduction to online communities and the possibility of a sense of community. The study does however lack a sufficient amount of perspective into the possible downsides of such a community. In agreement to Pi et al. (2013), DeSchryver et al. (2009) affirm that for Facebook groups to become a successful LMS they must reflect a community of learning. Communities of learning can lead to higher levels of comfort, trust and interaction between student members within the Facebook group (DeSchryver

et al., 2009). A community of learning can create mutual understandings, motivated learning, reduced sense of isolation and better critical thinking skills (DeSchryver et al., 2009). On the other hand, DeSchryver et al. (2009) argue the possibilities of Facebook groups growing into communities of learning, simply providing the necessary tool does not guarantee a working community. The study makes it clear that even though the solution might be using new tools, there is however more to it than just providing the tools. Understanding how to use them is vital to the success of a possible online community (DeSchryver et al., 2009).

Duncan and Barczyk (2013) in their research look further into the concept of community practice with Facebook. As the study from Duncan and Barczyk (2013) goes deeper into the possibilities of communities of learning, they do provide cautionary tips. Compared to the previous two studies, Duncan and Barczyk (2013) spend more time highlighting the risks for educators in such an ideal online environment. They suggest that Facebook is becoming a beneficial addition to enhancing the learning environment for both students and instructors (Duncan & Barczyk, 2013). While some faculty members might be reluctant to use Facebook as a learning tool, it is clear that students see the potential in Facebook to facilitate a community of practice when it comes to collaboration, knowledge sharing and information acquiring activities (Duncan & Barczyk, 2013). A classroom community according to Duncan and Barczyk (2013) is a feeling which students receive when they have a sense of belonging, that group members have value, they have duties, and that their educational needs will be met by committing themselves to the shared learning goals of that community. One of the main benefits of a sense of community for students is that they are more likely to engage online and in class, feel confident in sharing information and grow throughout their studies, as opposed to students who might feel alienated and by themselves (Duncan & Barczyk, 2013). The research concludes by stating that faculty are encouraged to use Facebook to create a learning community for their students but should consider the extra work load and possible privacy concerns which might come along with it.

The Student-Lecturer Relationship

Hewitt and Forte (2006) briefly introduce a different aspect of educational use in Facebook. Facebook can be extremely useful in impacting the student-lecturer relationship through the use of self-disclosure. Teacher self-disclosure adds another level of complexity to the student-teacher relationship and can have both positive and negative results (Hewitt & Forte, 2006). Faculty are now creating Facebook accounts and communicating with their students in order to establish a connection that originally could not be made through traditional LMSs or e-mail (Hewitt & Forte, 2006). Where the study of Hewitt and Forte (2006) is limited, Mazer et al. (2007) continue deeper into the examination of teacher self-disclosure. Teachers often self-disclose by telling personal stories, sharing information and personal beliefs (Mazer et al., 2007). The standpoint from Mazer et al. (2007) is that this self-disclosure and presence on Facebook can help show students that their lecturers have a relaxed social side as well. In addition to this, this teacher self-disclosure can create a more comfortable learning environment for students, as well as allow teachers to be seen in a better light (Mazer et al., 2007). Comfortable learning environments can lead to increased motivation for learning, more participation and a better attitude towards the teacher (Mazer et al., 2007). The study from Mazer et al. (2007) provides much insight into the relationships, disclosure and how these factors can impact the offline classroom environment.

Continuing on from the study of Mazer et al. (2007), Sturgeon and Walker conducted their research in 2009 and found results that showed how relationships between students and faculty members that were built on Facebook, were able to make a more open lifelike communication which resulted in increased student engagement. The study also found that faculty members were not pushing as much as students to use Facebook for relationship purposes (Sturgeon & Walker, 2009). Sturgeon and Walker (2009) interpret that “students want to have relationships with their professors and to know them as real people, not as people who are always kept at arms-distance” (p.7). There is a clear research gap when it comes to the examination of the lecturer’s attitudes, knowledge and actions which they take under various circumstances in a possible student-lecturer relationship on Facebook. This study will attempt to provide additional knowledge from the lecturer’s perspective in order to fill the gap consistent in current research.

The same study from Bosch (2009) previously mentioned also recorded the opinions of students and lecturers in regards to Facebook use for in and outside the classroom. Bosch (2009) examines FTF interaction and the transfer of knowledge in great depth in order to provide an understanding of the possible consequences of more online, and less offline interaction. Bosch (2009) found that “the main benefit (listed by all students) was being able to access tutors and lecturers instantly, in an informal and less pressured online environment” (p.195). The majority of students from the study reported that lecturers were more approachable FTF after having interacted with them on Facebook (Bosch, 2009). One of the more interesting findings was that Facebook was seen as a shared space for both students and lecturers, instead of an online environment controlled by and only for students (Bosch, 2009). The study from Bosch (2009) makes some remarks concerning the limitations this informal communication might have. This shared space and informal communication did show signs of the breaking down of traditional power hierarchies between students and their lecturers. Perceptions of both the students and lecturer might be impacted both positively and negatively. On a different note, lecturers could find it difficult to use Facebook appropriately and effectively because of the varying ICT literacy levels found within academic institutions. One of the strengths of the study from Bosch (2009) is that it is one of the few studies which recognizes that there are different ICT literacy levels between lecturers, yet they all routinely ignored friend requests which they received from their students. This is vital to bring up because it opens the discussion of the very complex concept of friending on Facebook. The study did examine how lecturers attempted to engage with their students, but their sample size of lecturers was fairly small. The study from Bosch (2009) had over a hundred student participants in their study, but there was only five lecturers which they were able to use for research. Results and methodological approaches from Bosch (2009) provide reasoning to extend their research and provide a greater sample size of lecturers for future study. As the study from Bosch (2009) only examined a total of five lecturers, there is a gap in current research which studies lecturers on a larger scale, whether it be quantitative or qualitative. Not only will this study provide a larger scaled quantitative approach, but it will also focus on the factor of friend requests. Bosch (2009) examines how lecturers ignored friend requests but missed the opportunity to examine differences in sending a friend request. This study will examine if there are any potential differences in sending or receiving a Facebook friend request from students.

Where students complain about the boundary of informal and formal learning within Facebook, Hewitt and Forte (2006) briefly mention that some students find that faculty participation within Facebook as a breach of their social personal space. While the research of Hewitt and Forte (2006) emphasizes on the benefits of Facebook, they do interpret that this encroachment results in concerns of both privacy and security. Hewitt and Forte (2006) further examine what privacy concerns were raised by 33% of their student participants. The online disclosure of information can raise privacy concerns highly relevant to a Facebook group's success as an LMS. Hewitt and Forte (2006) find that students believe they should not have to worry about being monitored on Facebook by educators. Many have profiles which contain personal information and pictures that educators should not see. There are fair chances that these situations might unfairly skew the teacher's perception of the student. The study from Hewitt and Forte (2006) successfully and clearly outline the way in which the online relationship between students and teachers can be complicated.

Mendez, Le and De La Cruz (2014) add to the argument of Hewitt and Forte (2006) and agree that integrating SNSs into the pedagogical environment can complicate the relationships between lecturers and their students. Even though Facebook impacts different layers of academia and can potentially provide benefits such as increased student GPA and class satisfaction, there are some cautions to be aware of. Mendez et al. (2014) question that "given the dynamics, faculty may be tempted to meet students on their turf to facilitate engagement, but at what costs and liability?" (p.1). The findings show that students were curious to find out more about their lecturers by searching and viewing their Facebook profiles. Additionally, a majority of the students also believed that if lecturers were to be present on Facebook, their profiles should be professionally appropriate (Mendez et al., 2014). The overall perspective presented by Mendez et al. (2014) provides a great balance of arguments for and against the meeting of students and lecturers on SNSs. The study does however lack any specific solutions for lecturers if they still wish to pursue this online relationship.

In agreement to Mendez et al. (2014), Jaffar (2014) additionally identifies that if lecturers are to communicate with their students using Facebook, it is best to use Facebook pages rather than their actual accounts. By using Facebook pages, lecturers can avoid the issue of friending their students and possibly crossing any social boundaries between the student and lecturer (Jaffar, 2014). Likewise, Jaffar (2014) adds

that lecturers should be cautious with the posts they make on Facebook in order to avoid any negative consequences which might harm the student-lecturer relationship. This is key because universities will often find that some of their lecturers are alien to using newer technologies and SNSs for educational purposes (Jaffar, 2014). One of the strengths of the study conducted by Jaffar (2014) is that they created a Facebook page for their anatomy class to conduct the research. The Facebook page showed the benefits of using a SNS as they were able to integrate other social media efficiently such as YouTube, Twitter, and Google Docs (Jaffar, 2014). Due to the fact that they used Facebook as their environment for research, they were also able to use the Facebook analysis tool called “Insights” which allowed them to examine statistics of online interaction. Methods such as these set the study from Jaffar (2014) apart from others. The study from Jaffar (2014) should be considered for future research. Here there is a clear research gap when it comes to the number of studies which have created Facebook groups for classrooms and used the “Insights” tool for analysis. Gaps such as these provide motive to ask questions in the survey in regards to Facebook group use in AUT for possible leads towards research on a PhD level.

Wang et al. (2012) also examine the concerns of students and find that they are worried about their academic posts being viewed by outside friends and felt insecure about outsiders easily joining the Facebook group. Yet, Wang et al. (2012) point out that Facebook groups are able to be made private, closed and do not require lecturers and students to be friends. In relation to this, Miller (2013) acknowledges that the students who do raise privacy concerns are often the ones who are unaware of the privacy controls of Facebook. One of the biggest differences between these studies is that Miller (2013) actually provides clear solutions to the concerns mentioned. Miller (2013) affirms that educators should recognize these concerns and tell students at the start of the course about these privacy settings to reduce their fear, and that educating students will allow students to feel more comfortable and willing to participate in the Facebook group.

In the realm of privacy and friend circles within Facebook, Aljasir, Woodcock & Harrison (2014) conducted a study to examine Saudi students and their multiple Facebook accounts. This research is considered unique to others because there are few studies which have looked into students who have multiple Facebook accounts and the different activities they use with them and why. Findings show that 83% of students had

only one Facebook account while the remaining 17% had more than one (Aljasir et al., 2014). The top reasons for having one account was to communicate with family and friends. The top reasons for having a second account was for forming romantic relationships, freedom in expressing opinion and to communicate to real or closer friends. In 2012, Facebook announced that 83 of its 950 million Facebook accounts were extra accounts created by users to have beside the main accounts (Aljasir et al., 2014). Findings showed that many of the students did not feel comfortable using their primary Facebook accounts for sensitive communication or friendships. Questions and approaches such as these are significant to consider for this research into the lecturers potential Facebook use with their current students. One of criticisms of whether or not to use similar methodological approaches, is that the survey which was conducted lasted too long. Aljasir et al. (2014) conclude that the average time for survey completion was thirty minutes. Thirty minutes is too long for lecturers deciding whether or not to participate from an invitation on a newsletter or bulletin board. The research conducted by Aljasir et al. (2014) has its advantages and criticisms, but it is clear that there is a lacking amount of research into the use of multiple Facebook accounts by lecturers. Angles such as those taken by Aljasir et al. (2014) on students should provide motive to fill the gap when examining lecturers in this study at AUT. This study will attempt to identify if lecturers at AUT use multiple Facebook accounts to separate their communication channels or images.

The students are however not the only ones with privacy concerns when engaging in Facebook for academic matters. Mazer et al. (2007) briefly discuss how many students would prefer not to be contacted by their teachers through Facebook. If teachers are looking to do so, they should be cautious if they do not want to lose their credibility or image as an authority (Mazer et al., 2007). Credibility damage can lead to decreased motivation by students, less efficient learning and lowered chance of following or listening to the teacher (Mazer et al., 2007). Mazer et al. (2007) add that teachers should not disclose too much information through their Facebook and they too should be aware that they can change their privacy control settings to help structure the student-teacher relationship. The study from Mazer et al. (2007) provides a great deal of useful information and does recognize the concept of credibility damage but does not provide unique information in regards to the online relationship between student and teachers.

Dixon (2012), being shorter and less extensive, does succeed in providing some unique findings. Dixon (2012) acknowledges in his study that there is a continuous debate on whether teachers should friend their students on SNSs. As this is a complex debate and there are numerous pros and cons on both ends, it is a fact that several states in the United States have current laws banning the practice of teachers' friending their students on Facebook (Dixon, 2012). Two of the largest concerns for educational leaders when it comes to Facebook communication are the appropriateness and transparency of their interaction. Dixon (2012) explains how "although Facebook can improve communication and extend students' access to their teacher beyond the school day, dialogue in social networks can quickly turn from beneficial to inappropriate when unmonitored" (p.35). Something which sets the study from Dixon (2012) apart is the discussion of unmonitored behaviour. While many traditional LMSs can be monitored by educational institutions, the use of Facebook groups as an alternative LMS can provide many opportunities for inappropriate communication. In relation to the previously discussed studies, Prescott (2014) found that faculty often tend not to use Facebook for teaching purposes in general but if they do, it should be both the students and staff who should be held accountable for unprofessional online behaviour. Also, results from the study showed that male faculty members are more for the idea that lecturers in general should not register on Facebook at all. Female lecturers on the other hand suggested that the Facebook profiles of lecturers should have limited access and that the relationship between students and their instructors is mainly impacted if there is access to the profiles (Prescott, 2014). Overall, the research findings of Prescott (2014) suggest "a recognition of the blurring of boundaries between professional and personal life or a more realistic attitude and awareness of what is made public" (p.125). The study from Prescott (2014) provides a new viewpoint to the discussion of the student-lecturer relationship because it not only provides differences in the opinion of female and male faculty members but also argues that if these online relationships are to occur, both the student and teacher should be held accountable. Findings like these are very useful to consider especially when studying an environment where the students are old enough to be considered mature, responsible and digitally literate adults. Existing research has provided some knowledge into differences of male and female lecturers when it comes to Facebook use in the classroom. This study will examine, through SPSS, any potential differences there might be to compliment or challenge existing literature.

In the overall academic sphere there is a general disagreement between the concept of online and offline friends between students and lecturers. The study from Jones, Gaffney-Rhys and Jones (2011) aims specifically at the concept of Facebook friends and the sensitivity that comes with it. Concepts like Facebook friends are vital to discuss when it comes to consideration for online friendships (Jones et al., 2011). Other studies identify and briefly discuss the idea of Facebook friends, but Jones et al. (2011) goes into depth to find further meaning of the concept. Many see the idea of a Facebook friend to be emotive which may often not convey the true nature of the relationship between a lecturer and student. Study from Jones et al. (2011) found that there is a clear difference in opinion between those working in the academic environment when it comes to friending students on SNSs. Tutors who are involved in the professional programmes such as accounting or teacher education believe strongly that you cannot be friends with someone you grade, and they maintain a hierarchical relationship offline which is not open to SNS relationships (Jones et al., 2011). Tutors from media, games and computing contrarily were found to be more open to the idea of friending their students via SNSs as they found that it can bring various beneficial learning factors to the classroom. The concept of Facebook friends is a very complex term to agree on, especially in an academic environment where there various cultures, ages, teaching and learning methods (Jones et al., 2011). In any case, it is clear that there are educators which see the potential in communicating via SNS and it could be a matter of educating those unwilling of how to avoid any possible risks or negative consequences.

As the study from Jones et al. (2011) did find differences in lecturers who use Facebook in their relationship with students, the research conducted by Maranto and Barton (2010) examined those who add their students in greater depth. For lecturers who create Facebook profiles and add their students as friends, there are certain dangers which arise as they undermine the student and faculty ethos (Maranto & Barton, 2010). Students often find that when situations like these occur, they believe them to be clear violations of privacy and invasions into their online social space. Educators who join SNSs with little regard to privacy settings and boundaries are placing both themselves and their students at risk (Maranto & Barton, 2010). Research has shown that SNSs have a high capability of blurring the lines between unacceptable and acceptable interaction. For many it is difficult to approach such an online space because Facebook was originally designed, created and intended for students. As many educators have

experienced the advantages of establishing identities in these online spaces with their students, for others it is difficult to enter a somewhat foreign online space which is risky or where they believe they are unwanted (Maranto & Barton, 2010). Maranto and Barton (2010) further state how “as teachers, we must embrace the paradox embodied by social networking, rather than opt for panic and place yellow police tape around an entire realm that promises to have impacts on the workplace and the polis” (p.44).

For lecturers who do intend to communicate with their current students on Facebook, findings showed in a study from Lewis and West (2009) how Facebook users used the tools available in order to manage their friends and their content. As previously discussed, the importance of privacy and content separation is crucial if lecturers are open to the idea of exposing their Facebook profiles. Results from the study of Lewis and West (2009) found that participants showed ways in which they would manage their friends in order to not blur the boundaries between the various friend circles they might have on Facebook (Lewis & West, 2009). Results showed how participants limited what they posted and limited the friends which saw their posts because users believed that some of the content posted was only appropriate for certain friend circles. The study concluded that a significant amount of time on Facebook is used to stalk and browse other people’s profiles as opposed to sharing and communicating with friends (Lewis & West, 2009). Studies such as these are important to examine because Facebook literacy and tools for using the SNS appropriately, can go a long way in creating a better environment for both students and lecturers. Pointing out the finding on the stalking and browsing of profiles is essential because it shows the possibilities of interaction if lecturers and students were to befriend one another online.

A study from Metzger et al. (2010) examined pharmacy faculty members, their use of Facebook and compared faculty members with and without Facebook accounts when it came to the online student-faculty relationships. Findings showed that 46% of the faculty had Facebook profiles and the remaining 54% did not. 79% of those who did have Facebook accounts were not friends with any of their students and disclosed that they would ignore or decline any friend requests but reconsider it when the student graduated (Metzger et al., 2010). Metzger et al. (2010) clarify from their findings that the issue of boundaries and blurring is very common in these SNS relationships and that there is a growing concern of the balance of being an instructor and being a friend with students on Facebook. While interacting with students might open up possible

advantages, they can often also place faculty members into awkward positions when drawing appropriate lines between their professional and personal images (Metzger et al., 2010). Knowledge in this area of research can help faculty members create a more clearly defined consensus to decrease their concern when handling these friend requests with students. The study was effective in analysing basic levels of reasoning such as when lecturers would reconsider friending one of their students. Yet it did not attempt to go deeper into the reasoning of friending on Facebook, possibilities for class Facebook groups or questions regarding the use of multiple Facebook accounts. This study will allow research participants the opportunity to justify their reasons for how they handle friend requests with students. By providing the option of “It Depends” in the survey, this study will be able to examine Facebook friending to a deeper level.

The general consensus is that students and lecturers might not be ready for full Facebook interaction. The study of Rabinovich and Robinson (2011) however finds that 30 percent of their students “expressed future readiness to establish communication with their lecturer on Facebook” (p.120). Moreover, the study argues that students are becoming increasingly more open to the idea of interacting with non-peer groups in an educational environment. Concluding in the research from Rabinovich and Robinson (2011), they found that SNSs are growing in potential as both social and academic communication tools. In agreement, Eren (2012) adds that Facebook is an online tool that has the ability to nurture the relationship between teachers and their students by forming a positive learning experience. The attitudes of student participants from the study by Eren (2012) were mostly positive when it came to using Facebook as an additional tool in the classroom. Eren (2012) also comments that Facebook communication can be an ideal way to break the ice with students and that educators cannot ignore the educational potential of Facebook. While the overall study argues for Facebook usage between students and their teachers, Eren (2012) does make it clear that learning goals and rules should clearly defined at the beginning. Despite many arguments and findings being relatively similar, the study from Wang (2013) makes it clear of the importance of reaching a diverse range of students and ways of learning. In the study students were encouraged to interact more with their instructors on Facebook to extend the learning environment of the traditional classroom. Results showed that both the students and instructors were able to receive immediate feedback on posts, questions and comments. One of the most beneficial findings of the research was that

the use of Facebook was able to show respect to a diverse and wide range of talents and ways of learning (Wang, 2013). As a higher educational faculty member it is always beneficial to know where to go in order to meet students for learning purposes. In the study, “Facebook was used to build a bridge of diversity of interaction and nurture personal relationships between instructors and students” (Wang, 2013, p.187) and results showed that the student participants responded with high level of satisfaction with this type of engagement.

Teacher Misbehaviour

The research conducted by Kearney, Plax, Hays and Ivey (1991) is one of the most significant when it comes to teacher misbehaviour, the types of misbehaviours and their impacts. The study affirms that traditional research looked very deeply into the types of student misbehaviours which occur and how they disrupt both learning and the classroom environment. Kearney et al. (1991) continue by stating that teachers were often overlooked as sources of issues which arose in the classroom and that this trend was coming to an end. The research makes it clear that teachers can misbehave in numerous ways and when they do, they can have significant impacts on the overall learning process and student satisfaction (Kearney et al., 1991). Some of the examples of classic teacher misbehaviours include constantly “letting students out of class early, failing to keep office hours, returning papers late, providing nonspecific evaluations on homework assignments, making the test too hard (or too easy)”, as well as presenting material and lectures in a stale and boring way (Kearney et al., 1991, p.310). Kearney et al. (1991) identifies three main types of misbehaviours; teacher incompetence, offensiveness and indolence. Incompetence reflects the teacher’s inability to control a classroom and teach effectively. Incompetent misbehaviours include showing little care about the class, students, their names, exams or material. Teacher offensiveness is a misbehaviour that describes how teachers can be mean, unfair, insulting, humiliate students and also scream in order to intimidate students. Indolence is best described as an “absent-minded college professor” who often shows up late to class, returns work back late and forgets class schedules or assessments (Kearney et al., 1991). The study was conducted in 1991, since then there have been numerous advancements in the field of teacher misbehaviour which build upon these findings.

The study from Dolin (1995) reveals that teacher incompetence is considered to be one of the most common teacher misbehaviours of the three. Dolin (1995) declares that even though incompetence might be the most common, all three of the teacher misbehaviours can jeopardize student learning and the teaching environment. Dolin (1995) finds that these occasions of misbehaviour and their potential impact are important enough to recognize them as harmful to educational institutions. In agreement to Dolin (1995), Goodboy and Bolkan (2009) strengthen a similar argument by adding that teacher misbehaviour can promote student misbehaviour in and outside of the classroom. Goodboy and Balkan (2009) claim that when teachers misbehave, students take it as an abuse of power and this often leads to students trusting and liking their teachers less. Moreover, student resistance is considered to be large barrier to a successful classroom environment. The study from Goodboy and Balkan (2009) believe that this student resistance could stem from teacher misbehaviours. Where these studies examine teacher misbehaviour and their impacts in a more general sense, Benfield, Richmond and McCroskey (2006) examine the impact of teacher credibility in depth. The study begins by affirming that both students and teachers would benefit if identification and elimination of these teacher misbehaviours would occur. Benfield et al. (2006) define credibility as “an attitude of a receiver which references the degree to which a source is perceived to be believable” (65). Trustworthiness, goodwill and competence are the three key aspects of credibility. Teachers misbehaving in and outside of the classroom can lead to a damaged credibility (Benfield et al., 2006). Thweatt and McCroskey (1998) found that credibility can be damaged through teacher misbehaviour, but that it really depends on the context and degree of misbehaviour.

There has been a significant amount of research on how teacher misbehaviour impacts learning, teaching and the teacher’s image (Kearney et al., 1991; Benfield et al., 2006; Goodboy & Bolkan, 2009). There has been a limited amount of research conducted into the type of teacher misbehaviours that occur through Facebook. One of the most recent studies from Hutchens and Hayes (2014) examined if using Facebook in itself can be considered teacher misbehaviour and if this could negatively impact a teacher’s credibility. The results concluded that a teacher simply having a Facebook account does not count as a type of teacher misbehaviour. The study does in any case raise interesting points that should be further examined. One of these points is the question of friend requests between students and teachers. Does a student or teacher

Facebook friend request count as a misbehaviour? Hutchens and Hayes (2014) also state that the concept of a friend request in the already complex student-teacher relationship makes it difficult to determine whether it is misbehaviour or not. Furthermore, the research adds that due to the structure of Facebook, there is an increased number of ways in which teachers can misbehave even though they might not be friends with their students. Hutchens and Hayes (2014) point out that acts of misbehaviour can be seen through mutual Facebook friends. Overall, it makes it clear that “the potential for credibility damage is probably more related to the way Facebook is used, if done so in an inappropriate manner” (Hutchens & Hayes, 2014, p.18). As only a limited amount of research has been conducted on Facebook misbehaviours, this study will attempt to add to this research gap by examining the lecturer’s perspective as opposed the common approach of the student’s perspective.

Conclusion

This literature review provided a wide scope into the field of Facebook use in the educational environment as well as examining the current relationship between students and their lecturers. This research attempted to review all current literature and research in order to find a research gap in the field of the student-lecturer relationship on Facebook.

There is a clear lacking of research in the area of Facebook when it comes to usage and attitudes of university staff, especially when focused on the growing student-staff relationship (Prescott, 2014). It is vital to effectively understand how faculty use Facebook, what they consider and what they take into account when it comes to using Facebook in or outside the classroom with their students (Prescott, 2014). Metzger et al. (2010) point out that “although some studies on student-faculty relationships have been published, more were from a student’s perspective rather than from a faculty member’s perspective” (p.2). Extended research is vital for providing knowledge to the lecturers who have already joined SNSs or are considering to do so in the future (Metzger et al., 2010). This aim of this thesis and research is to extend and strengthen some of the previous studies which have studied this online relationship.

Chapter 4: Methodology

Introduction

The aim of this research is to identify if lecturers are taking any measures in order to maintain a balance between their personal and professional image when using Facebook. If lecturers are taking any measures, this research will examine what types of measures they are taking. An online survey, through SurveyMonkey, was utilized in order to obtain information from lecturers concerning the use of Facebook. Statistical data analysis, through SPSS Statistics, will be conducted after data collection.

Data Collection

The data for this research was collected from lecturers working in the Auckland University of Technology. Data was only gathered from lecturers working in the Faculty of Culture and Society. An advertisement for the research was placed in Faculty newsletters, the Wire and the Weekly Global. In the advertisement, some information and a link to the survey was provided. The ad was also placed on the common room bulletin boards of the chosen faculty. Certain methods for collecting the data in the study of Prescott (2014) seemed valuable, however could not be applied to the methodology of this research. In the study of Prescott (2014), the surveys were emailed to all possible participants through a central staff communication representative. In the case of this research, mass emailing was not allowed in AUT as it was considered spam.

In order to obtain this data from lecturers, online questionnaires were made on SurveyMonkey and were used as the data collection method. There was an information sheet at the beginning, informing potential participants about the nature of the research and a brief outline of what the research was focussing on. In the information sheet there was a section informing participants about the process of giving consent through completion of the survey. Individuals will be kept anonymous and there will be no way of identifying individuals in the final report.

The data collection method followed a very similar model from the study of Rabinovich and Robinson (2011). The study from Rabinovich and Robinson (2011)

examined communication between students and lecturers on Facebook and acquired their data through questionnaires. Their study was focused on the student's perspective but their model of collection was valuable for this current study. Their questions, format of questionnaire and their quantitative approach were very valuable in designing the study for this research which focused on lecturers instead of students.

Lecturers from the Faculty of Culture and Society provided a diversified and large enough pool of potential participants. This pool of potential participants was considered reasonable for content analysis, considering the response rate and scope of research questions (Krippendorff, 2004). In the advertisement and information sheet, it was made clear that only academic staff and lecturers are to complete the survey for this research. Permanent, part-time and contract based lecturers were included in the criteria for participating and completing this survey.

The study from Li and Pitts (2009) was of value as they justified the reason for choosing one faculty within the university. Li and Pitts (2009) identified that their goal of choosing one faculty was for the purpose of examining a pool of participants which would likely have similar teaching methods and experiences with Facebook. Choosing multiple faculties might decrease the validity of the data as teaching methods might differ to a greater extent between faculties of accounting and media, as mentioned in Jones et al. (2011).

Questions and Questionnaire

Questionnaires are the most common measurement technique used when it comes to communication research (Frey, Botan & Kreps, 2000). There are numerous advantages of electronic questionnaires when compared to other research methods. Low cost, large reach, little personnel requirement, minimal outside influence, increased respondents' anonymity, elimination of face-to-face interaction, and ability for computer-coded forms to facilitate data entry (Frey et al., 2000).

While there are many advantages for electronic questionnaires, there are numerous disadvantages. Due to the fact that electronic questionnaires do not come with the presence of a researcher, it is crucial that the questionnaire must be self-evident and user-friendly. Questionnaires must have clearly written instructions, correct wording

and be straightforward (Frey et al., 2000). Using complete and natural sentences, correct grammar, short and simple questions, avoiding slang, highlighting important words and avoiding non-relevant questions are some ground rules to creating a questionnaire that maximizes accuracy, response rates and overall quality (Frey et al., 2000).

One of the more obvious disadvantages of electronic questionnaires is the response rates. Frey et al. (2000) affirm that researchers should not expect anything more than a 20% response rate for this type of data collection method. Despite this, research has found ways in which to increase this response rate. Frey et al. (2000) explain how “people are more likely to respond if the topic being investigated is important to them or if they believe they are contributing to an important cause” (p.215). In the case of this research, response rates were expected to be a little higher because this topic could be relevant to current university lecturers. Whether lecturers have already experienced the complexities of the student-lecturer relationship on Facebook or not, contributing to research on this relationship could be considered worthwhile.

In the appendix are screenshots taken from SurveyMonkey as participants will have seen it when beginning the survey. These screenshots include the participant information sheet, a brief summary and the 27 total questions of this questionnaire. These 27 questions ranged from topics of Facebook friend requests, AUT Facebook groups, factors for and against communication with students, online boundaries, potential consequences and the research participants overall Facebook experience.

After acquiring all of the completed questionnaires from study participants, it is important to find the most efficient and valuable means to analyse this data. Frey et al. (2000) clarify that “a set of acquired data, however, is not very useful in itself; it needs to be analysed and interpreted” (p.289). Finding out what the data from the questionnaires means is equally important as the data collection method (Frey et al., 2000). In the process of this research, a statistical data analysis will be conducted in order to examine what the data from the questionnaires actually means.

Data Analysis

This research will use two different types of software for statistical data analysis. The first software is SurveyMonkey. SurveyMonkey provides free and easy tools that include programs for sample selection, data analysis and bias elimination. The software effectively collects and collates the data. SurveyMonkey is a great tool to start off with, but it does not provide the necessary means to analyse data to an extensive level. Therefore this study will also use SPSS. This study will perform content analysis on the quantitative data, as well as close analysis on the qualitative data created by a few of the questions responses. The qualitative analysis will solely be used for the purpose of supporting the quantitative data and results.

By definition, content analysis is “a research technique for making replicable and valid inferences from texts to the contexts of their use” (Krippendorff, 2004, p.18). This approach will provide new insights and understanding into the field of the student-lecturer relationship. In content analysis, the research questions will be answered through reference and findings drawn from the survey data (Krippendorff, 2004). The findings from this research should be replicable to others which might research this at different times or circumstances (Krippendorff, 2004). By following a similar structure, researchers should be able to apply this model to different universities in other countries in order to examine lecturers in this Facebook relationship. In this case, both SPSS and SurveyMonkey will be used for content analysis to interpret and making meaning of the numerical data produced by AUT lecturers (Krippendorff, 2004).

SPSS Statistics is a software package used specifically for statistical analysis. SurveyMonkey has great tools to export data efficiently into programs such as SPSS. There are a few steps to take in order to analyse data in SPSS. Getting the raw data into SPSS and incorporating the metadata such as labels, variable labels, and changing variable names is the first step. Checking the data, accuracy of data and examining frequencies, distributions or impossible values was something that is required prior to further analysis. Computing variables and performing a reliability and factor analysis are necessary for this research. The next step in data analysis is descriptive statistics, by using the SPSS Frequencies tool. This helps report basic descriptive statistics for all of the main variables. Finding correlations using a correlation matrix helps compare data

to find relationships. Using this method and software of SPSS allows for deeper analysis into the data with relationships of age and/or gender of the research participants.

For some of the 27 questions, participants will be able to answer “Other (please specify)”, “It Depends” or “I Don’t Know” and have the option of providing an additional comment. For these answers, a qualitative close analysis approach will be taken to examine the content of these responses. While this study is mainly taking a quantitative approach into answering the research questions, these additional comments can be of value if extracted of meaning. The close analysis will aid in interpreting the responses, finding out what is important and allow for an in-depth analysis. The close analysis will eventually take the form of a written interpretation in the discussion chapter, where it uses the language and parts of text as evidence for interpretation.

The age and gender of the research participants will be examined as potential differentiating factors. If age and/or gender show consistent differences between research participants and questions, they will then be analysed throughout the results and discussion chapter. If results are too small of a sample size and insignificant, this research will approach it but not analyse it in greater depth. The reason for this is because there are preoccupations for analysis and a greater focus will be placed on other findings. Furthermore, in the results and discussion chapter there will be a minor overlapping of findings. The results section will examine the results on a basic level and provide initial suggestions but will leave the deeper examination for the discussion chapter which will follow. Additionally, due to the quantitative nature of this research, results and discussions will mainly use numerical symbols (e.g. 8, 9) as opposed to written number forms (e.g. eight, nine).

By conducting and receiving valuable results, possibilities can arise for future research and analysis which goes beyond the aims of the current study. Results and data analysis can open up an opportunity to research this topic area beyond a Master’s level/degree. A URL will be made where the summary of the findings will be available to participants and interested parties. This URL will be posted where the original invitation for the research was placed.

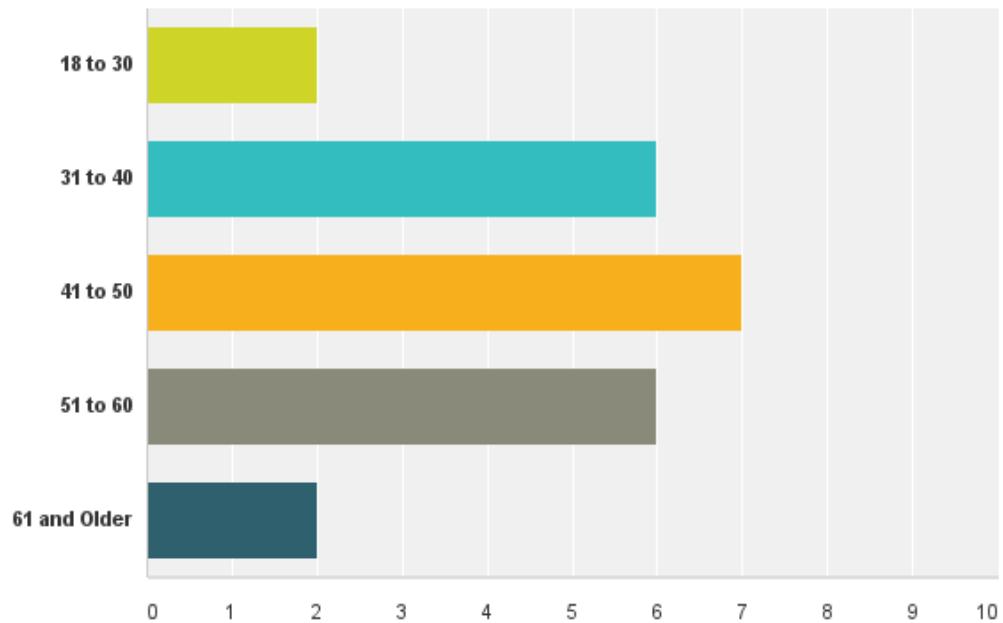
Chapter 5: Results

Beginning on October 30th 2015 and closing on March 3rd 2015, a total of 26 questionnaires were recorded on SurveyMonkey. After brief review of the questionnaires, 3 were filed as incomplete and were immediately deleted as unusable leaving a total of 23 completed questionnaires to be used for data analysis. The average amount of time for survey completion was 8.54 minutes. Due to the size of participants in this study, age was split into two groups in order to have a better means of interpreting representing the data. Age groups 51-60 and 61+ were categorized together as “51+ y.o.” and will be referred to as the “older participants”. The remaining age groups 18-30, 31-40 and 41-50 were categorized together as “≤50 y.o.” and will be referred to as the “younger participants”. This results chapter will examine the results on a basic level and provide initial suggestions but will leave the deeper analysis for the discussion chapter. Throughout the results and discussion chapter, qualitative responses with grammatical errors will not be corrected.

7 participants were in the age group of 41-50 (30.4%), 6 (26.1%) were in both in the 31-40 and 51-60 age group, where only 2 (8.7%) were in the age groups of 18-30 and 61 and older (as seen in the Figures Q1 below). Of the 23 participants, 13 were female (56.5%) and 10 were male (43.5%) (seen in Figure Q2 below).

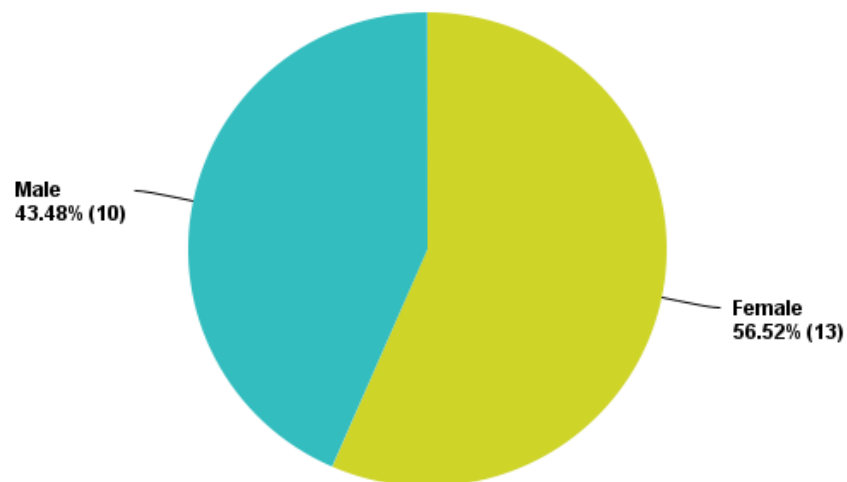
Q1 What is your age?

Answered: 23 Skipped: 0

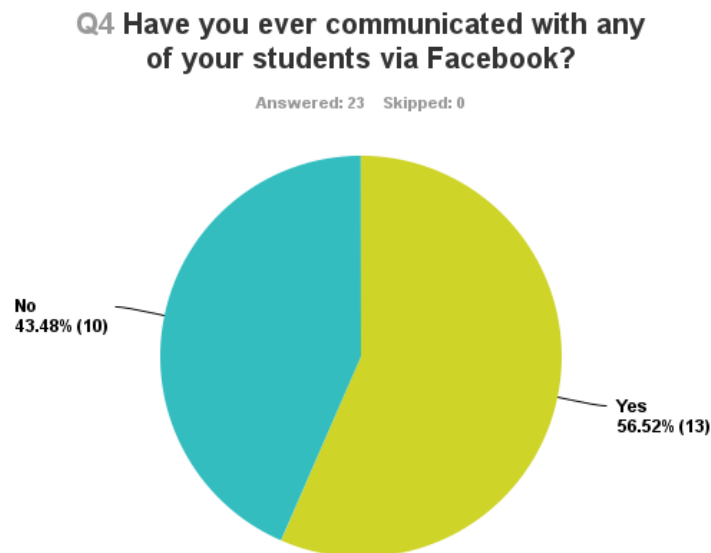


Q2 What is your gender?

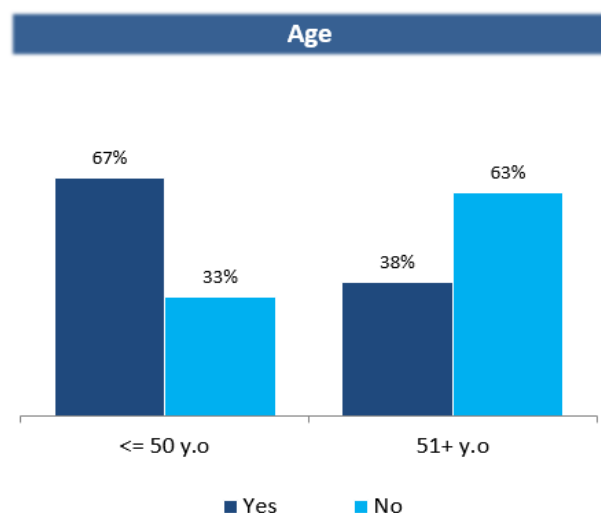
Answered: 23 Skipped: 0



Of the 23 participants who completed the questionnaire, all but 1 had answered “No” to Question #3 on whether they were a member of Facebook. In regards to question #4, “Have you ever communicated with any of your students via Facebook?”, 13 (56.5%) of the participants said “Yes” while the remaining 10 (43.5%) had said “No” (seen in Figure Q4).



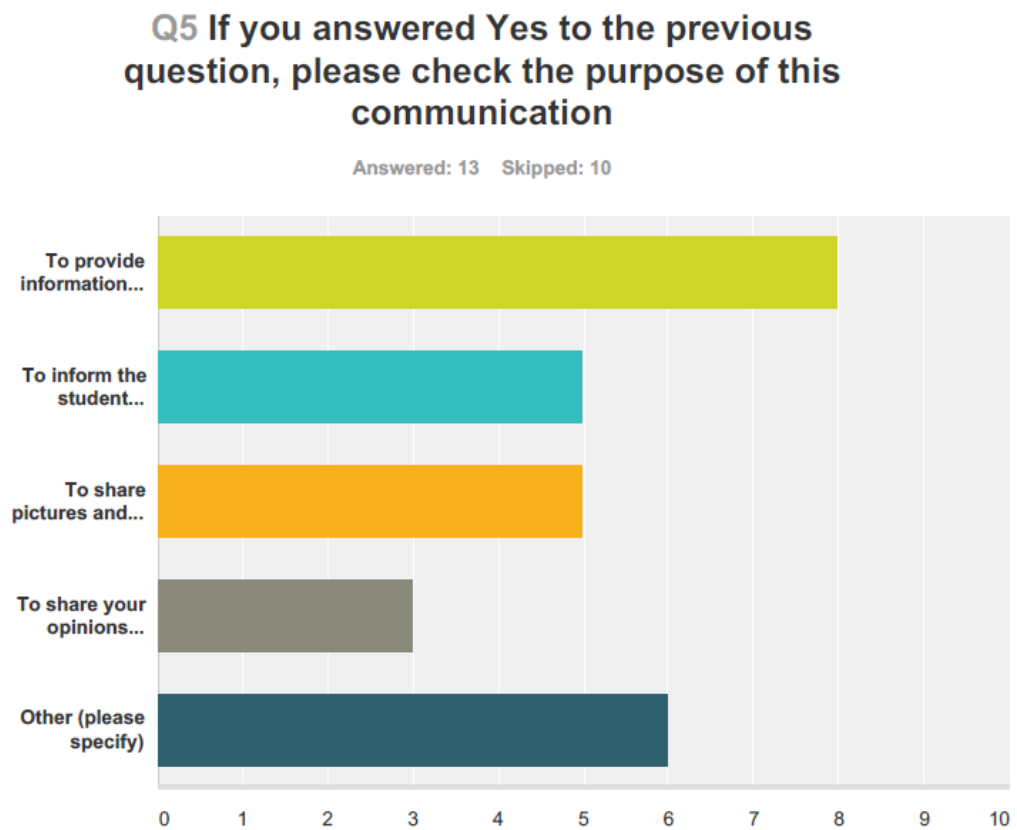
After analysing the data in SPSS, results showed that older participants had communicated less with students via Facebook when compared to the younger participants. 67% of the younger participants had answered “Yes”, whereas only 38% of the older participants had answered “Yes” (seen in Figure “Age”). This data could suggest a number of things when considering what has been found in previous research (Francois et al., 2013). Younger participants could have greater a digital literacy which allows them to control online environments with greater skill and confidence. Older participants on the other hand, could be more cautious of these online environments when



	<=50 y.o.	51+ y.o.
Base	15	8
Yes	10	3
No	5	5

it comes to communicating with their students and believe that more traditional means of communication such as email or Blackboard are sufficient for this relationship.

The research participants who said “Yes” to question #4 were then asked what the purpose was of this communication with their students in Question #5. Participants were able to check multiple answers. 8 (29.6%) answers were recorded for “To provide information regarding classwork or homework”, while only 3 (11.1%) answers were recorded for “To share your opinion regarding non-academic matters”. 5 (18.5%) were recorded for both “To inform the student concerning social events” and “To share pictures and/or videos”. These results are displayed in Figure Q5 below.



As the first 4 options were provided as common activities, the option for “Other (please specify)” was intended to provide the research participants with flexibility in adding different purposes of communication with their students. 6 (22.2%) answers were provided by participants. These can be seen in the ‘Responses’ Figure below. These responses varied from academic matters such as *“To establish an online process for building community of learners for distance students” (Participant #9)* and *“Communication as supervisor for PG students on field work overseas” (Participant #7)*, to more informal matters such as *“talking as a friend” (Participant #5)*. Another participant provided an answer which stated, *“We trialled FB as a platform closed group with student as discussin board in 2012. I created a separate account to do this” (Participant #18)*. Of the 6 responses, 4 were considered to be for academic purposes such as supervision, attending student’s events, establishing a community of learners or creating a FB class group. There was 1 response in particular which covered numerous intentions for Facebook communication with their students (shown as the first response in the table below). These responses will be analysed in greater depth in the discussion chapter.

Responses (6)

Text Analysis

My Categories (0)

Categorize as...

Filter by Category

Search responses

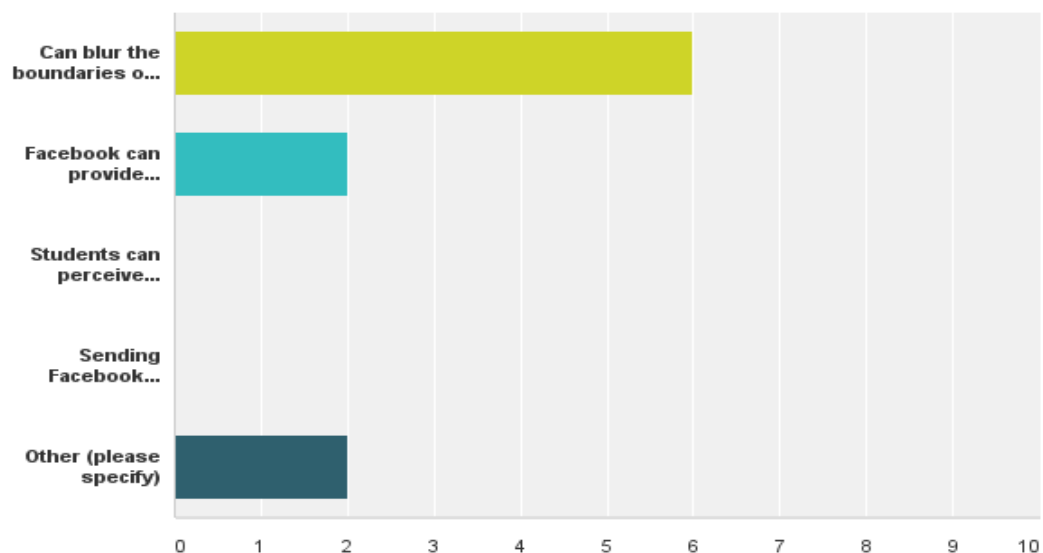
Showing 6 responses

<input type="checkbox"/>	Respond to misinformation being shared, to collect feedback for future programme development, to respond to questions that are not being answered through normal channels due to weeks of backlogs in student queries, to respond to complains made on facebook groups about one of the university's lecturers or papers, to encourage students to participate in industry events, to promote scholarship opportunities offered by the university, to showcase student success	2/12/2015 10:47 AM	View respondent's answers	Categorize as...
<input type="checkbox"/>	We trialled FB as a platform closed group with students as discussin board in 2012. I created a seperate account to do this.	1/29/2015 6:47 PM	View respondent's answers	Categorize as...
<input type="checkbox"/>	talking as a friend	1/23/2015 1:40 PM	View respondent's answers	Categorize as...
<input type="checkbox"/>	To establish an online process for building community of learners for distance students.	1/22/2015 5:25 PM	View respondent's answers	Categorize as...
<input type="checkbox"/>	to ask them to attend an information evening for students in our major	1/22/2015 3:52 PM	View respondent's answers	Categorize as...
<input type="checkbox"/>	Communication as supervisor for PG students on field work overseas	11/20/2014 5:47 PM	View respondent's answers	Categorize as...

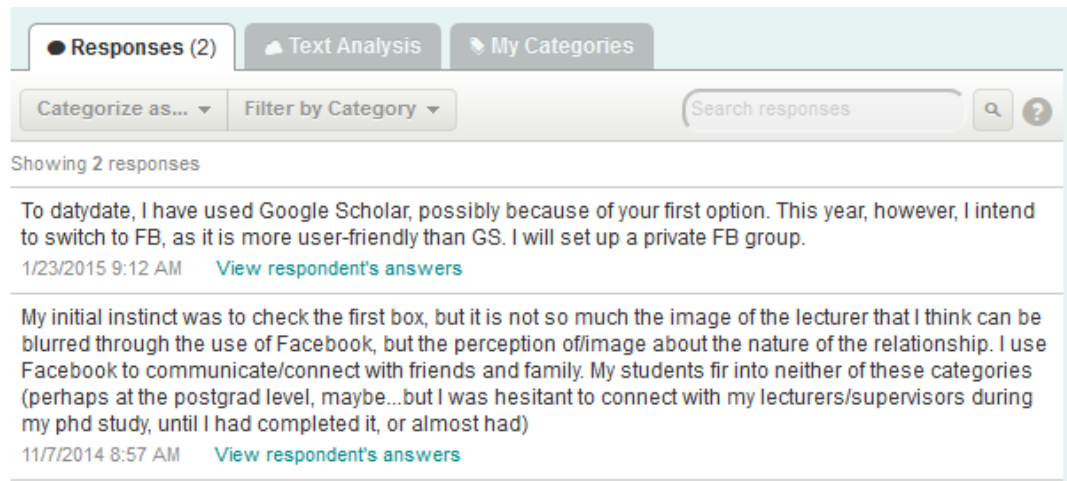
For the participants who had answered “No” to question #4, they were asked what the most important reason was to why they had not communicated with any of their students. Of the 10 participants, 6 (60%) believed that “Can blur the boundaries of both the personal and professional image of the lecturer” was the most important reason. 2 (20%) believed that “Facebook can provide unofficial content not needed for the student-lecturer relationship” was the most important reason and the remaining 2 (20%) chose the option of “Other (please specify)” with their own responses.

**Q6 If you answered No to Question 4,
please choose one, which you believe to be
the most important reason to why you have
not communicated with any of your
students.**

Answered: 10 Skipped: 13

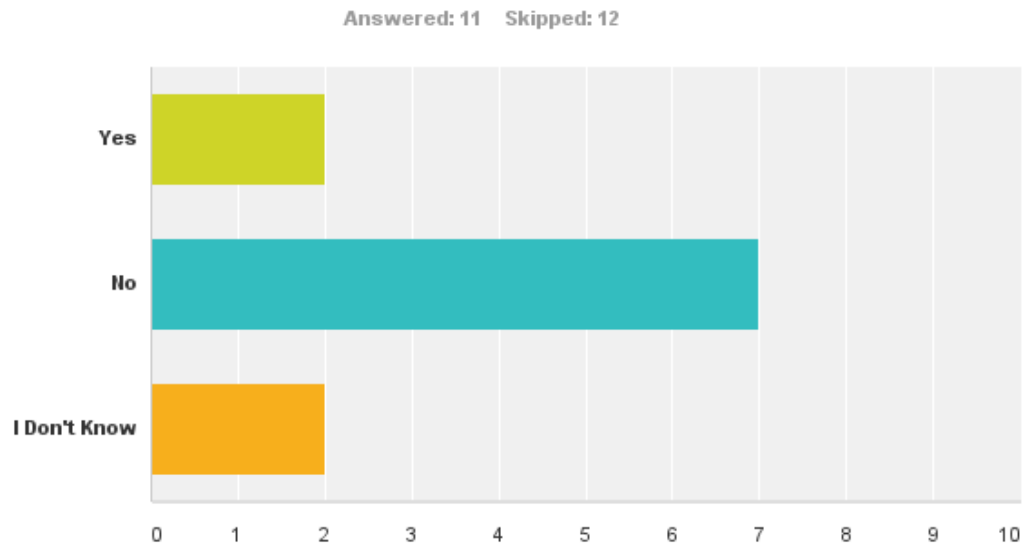


None of the 10 participants chose “Students can perceive messages through Facebook as having alternative motives” or “Sending Facebook messages can intrigue students and encourage them to search the lecturers Facebook profile and available information”. These results can be seen in Figure Q6 and the responses to “Other (please specify)” can be seen the ‘Responses’ table below.

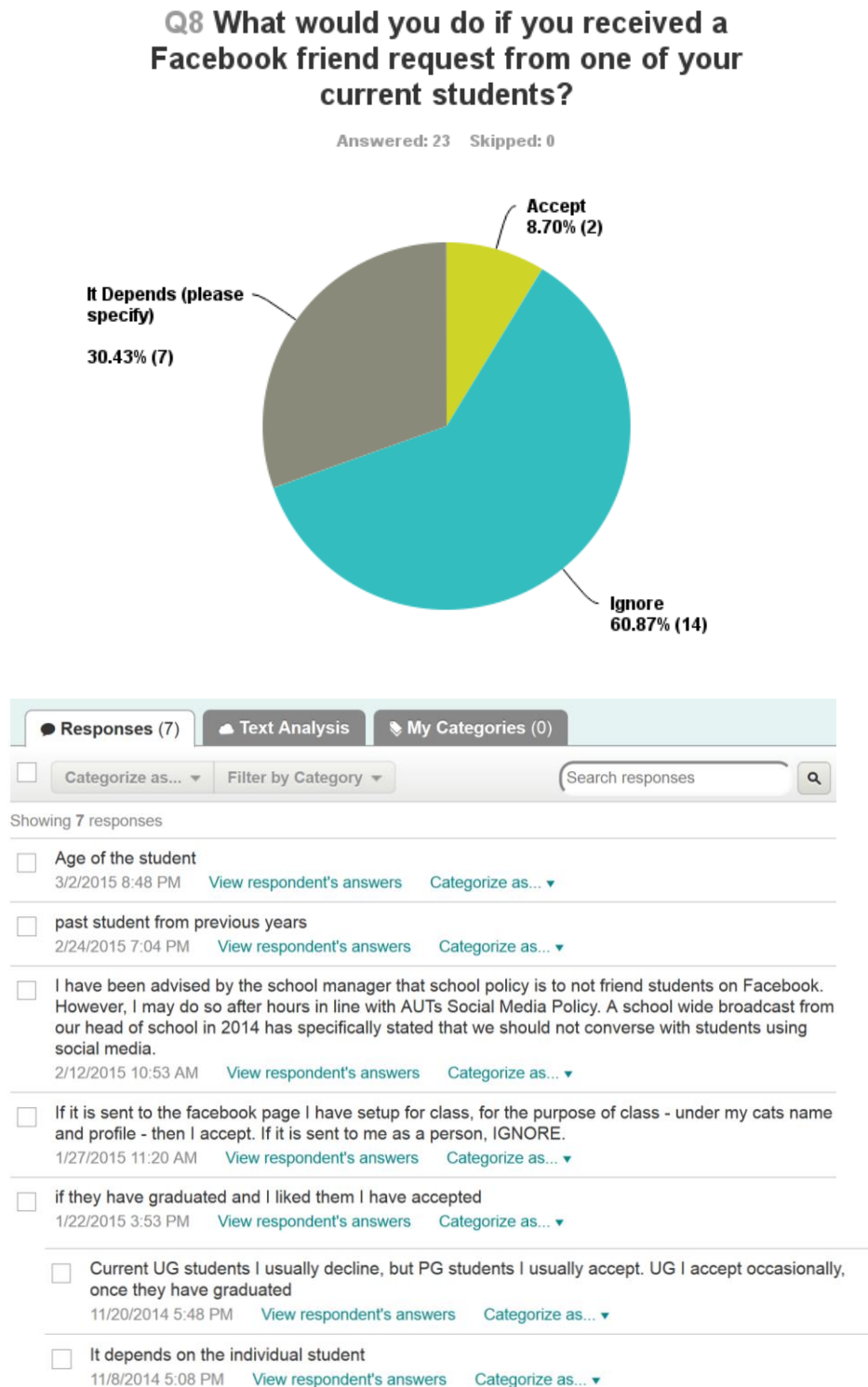


Of the 23 participants who completed the survey, 11 of those answered Question #7 in regarding to whether they think would communicate with their students in the future if they had not done so yet. 2 (18.2%) answered “Yes”, 2 (18.2%) answered “I Don’t Know” while 7 (63.6%) answered “No” (as shown in Figure Q7). These findings could suggest that those who answered “Yes” are not necessarily against using Facebook for communication but rather that they have not seen an opportunity to do so yet but are open for possibilities in the future. Those who answered “No” could be implying that those participants understand the risks at hand, are confident that Facebook use should remain outside of student-lecturer relationship. For the participants who answered “I Don’t Know” suggests that these are individuals which are unsure of the benefits and consequences of using Facebook for communication with students.

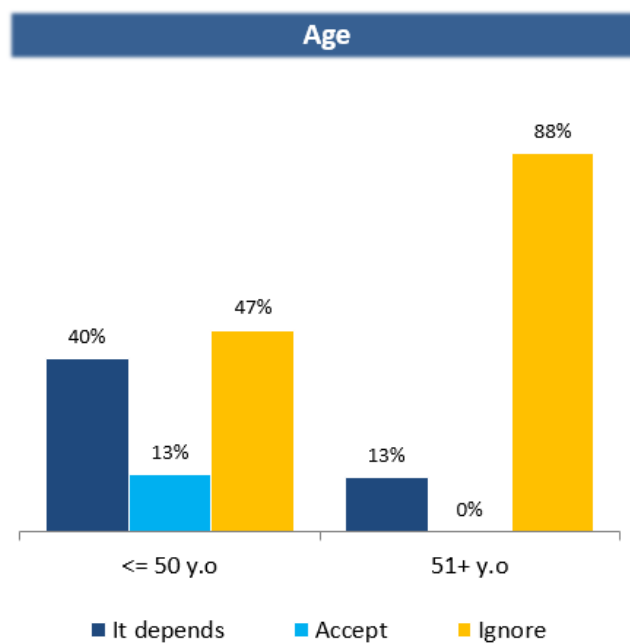
Q7 If you have not communicated with your students on Facebook so far, do you think that you may do so in the future?



Question #8 asked research participants what action they would take if they received a friend request from one of their current students. 2(8.7%) said they would “Accept”, 14 (60.87%) said they would “Ignore” and 7 (30.43%) said that “It Depends” and provided an additional response. These results can be seen in Figure Q8, where the additional responses can be seen in the ‘Responses’ table below.



Further findings from SPSS show that older participants are far more likely to ignore a friend request from their students when compared to the younger participants. 7 (88%) of the older participants answered with “Ignore” and only 1 (13%) responded with “It Depends”. Almost half (47%) of the younger participants answered with “Ignore”, 13% answered “Yes” while 40% answered “It Depends” (as seen in ‘Age’ chart below).

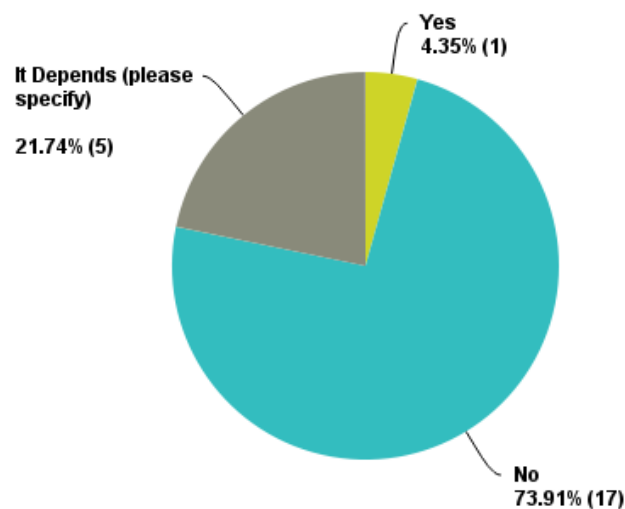


	<=50. y.o.	51+ y.o.
Base	15	8
It depends	6	1
Accept	2	0
Ignore	7	7

Question #9, which was slightly different to question #8, asked participants whether they would ever *send* a Facebook friend request to one of their current students. The summary chart (Figure Q9) below shows that only 1 (4.35%) answered “Yes”, 17 (73.91%) said “No” and 5 (21.74%) said that it depends and provided additional responses. These 5 responses can be seen the ‘Responses’ table below.

Q9 Would you ever send a Facebook friend request to a current student of yours?

Answered: 23 Skipped: 0



● Responses (5)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

🔍

?

Showing 5 responses

If they have graduated and are no longer a student.

2/12/2015 10:53 AM [View respondent's answers](#)

Work related with work account yes otherwise no

1/29/2015 6:49 PM [View respondent's answers](#)

Sometimes from my cats class page, but normally no.

1/27/2015 11:20 AM [View respondent's answers](#)

If they were asking but didn't send the request, I might send them one. Perhaps because they couldn't find me or were playing the respect card.

1/23/2015 1:41 PM [View respondent's answers](#)

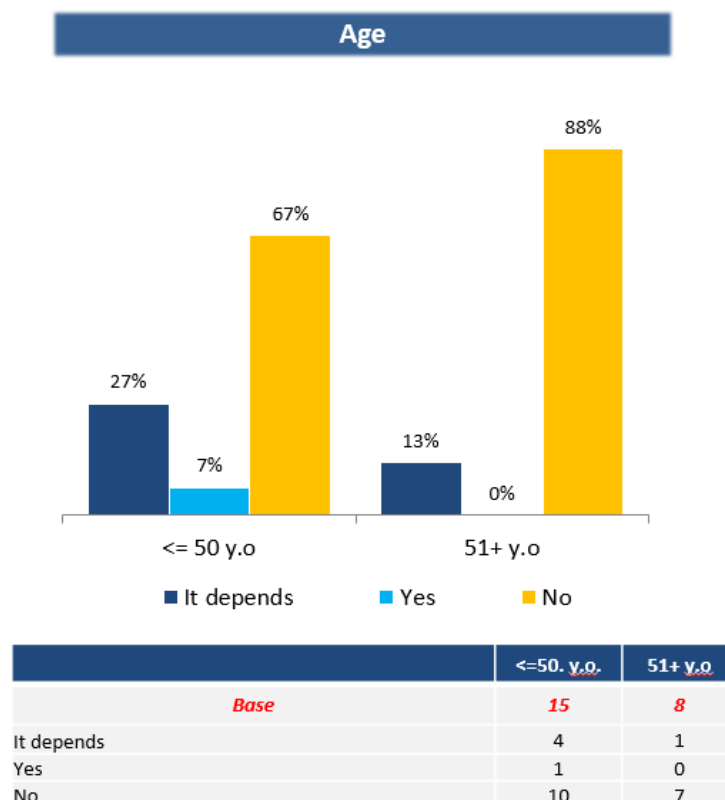
Not knowingly though FB might do this automatically

1/22/2015 5:26 PM [View respondent's answers](#)

The additional responses collected from Questions #8 and #9 for the participants who answered “It Depends” are in general quite similar. Responses provided in Question #8 ranged from “*Age of the student*” (Participant #23), “*it depends on the individual students*” (Participant #4), “*past student from previous years*” (Participant #22) to more specific responses such as, “*If it is sent to the facebook page I have setup for class, for the purpose of class- under my cats name and profile –then I accept. If it is sent to me as a person, IGNORE*” (Participant #16).

Responses from Question #9 similarly ranged from “*If they have graduated and are no longer a student*” (Participant #20), “*Work related with work account yes otherwise no*” (Participant #18) to “*If they were asking but didn’t send the request, I might send them one. Perhaps because they couldn’t find me or were playing the respect card*” (Participant #15). In any case, it is clear that from these 12 responses provided for Questions #8 and #9, some of them conflicted with the question regarding “current students” as many of the responses for “It Depends” were if the student graduated or were from previous years. This could suggest an improvement for potential future research into this topic by emphasizing the factor of “current students”. On top of everything, these responses clearly show that accepting or sending friend requests is very conditional and dependent on numerous factors. Those responses which show depth will be analysed to a greater extent in the discussion chapter.

Extended analysis of question #9 produced similar findings to Question #8. Older participants show almost no interest to send a friend request to their students as compared to younger participants. 7 (88%) of the older participants answered with “No” and only 1 (13%) responded with “It

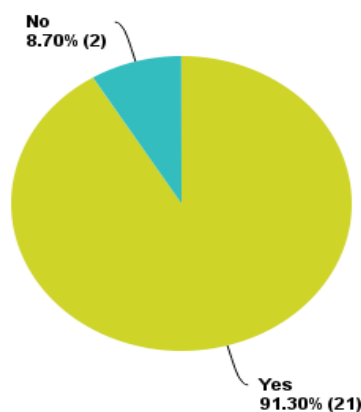


Depends”. Yet of the younger participants, 67% said “No”, 27% answered “It Depends” and only 1 (7%) responded with “Yes” (seen in ‘Age’ chart below). Comparison of older and younger participants for these questions can suggest that the younger participants are more flexible to the conditions of the student and circumstances such as age, year in degree or whether they are using their personal or professional Facebook account. In comparison to Question #8 and *receiving* a friend request, these findings could suggest that *sending* a Facebook friend request is seen as more inappropriate or unlikely.

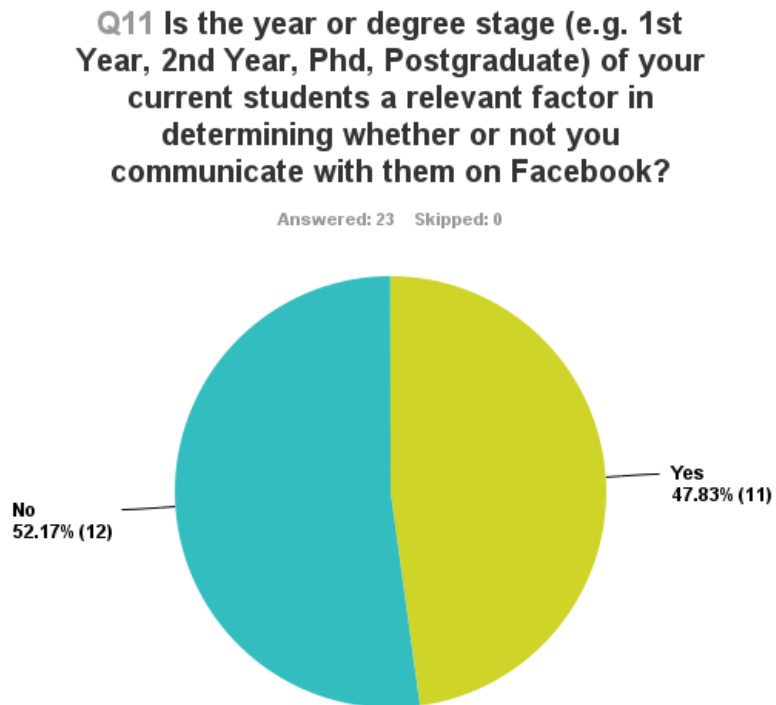
In question #10 the study participants were asked, “Are you aware that certain parts of your Facebook activity and content can be seen by students if you have mutual friends (e.g. colleagues who have friended students and those colleagues have commented on your pictures or posts)”. Results from the survey show that 21 (91.3%) of the participants are aware and 2 (8.7%) were not. These findings (shown in Figure Q10) can suggest that those who had answered “Yes” are aware that their activity and Facebook content could possibly be seen by unwanted audiences (such as their students) simply by being present on Facebook and having one colleague who has befriended students within AUT. The 2 (8.70%) who had answered “No” could suggest that these are participants who are inexperienced with using Facebook in comparison to those had said “Yes”.

Q10 Are you aware that certain parts of your Facebook activity and content can be seen by students if you have mutual friends (e.g. colleagues who have friended students and those colleagues have commented on your pictures or posts)

Answered: 23 Skipped: 0



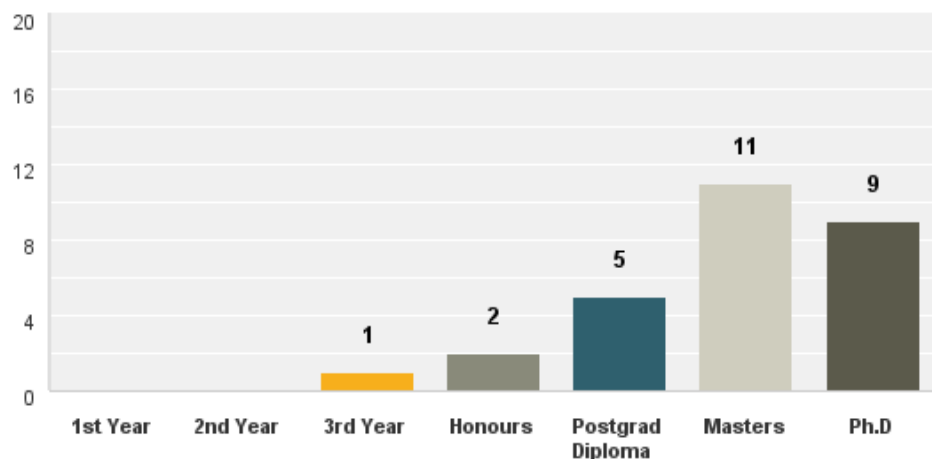
Questions #11 and #12 examined whether the year or degree stage of the student was a relevant factor in determining if participants would communicate with their current students. Results from question #11 show that 11 (47.83%) said “Yes” while the remaining 12 (52.17%) said that it was not a relevant factor (shown in Figure Q11).



Those 11 who had said “Yes” to question #11 were then asked in question #12 to check which groups they would be more inclined to communicate with over Facebook. Participants were able to check multiple boxes. Results shown in the Figure Q12 below highlight the answers from research participants. Masters (11 checks) and Ph.D (9 checks) seem to be the two groups which participants in this study are to be most inclined to communicate with over Facebook. 3rd Year (1 check), Honours (2 checks) and Postgrad Diploma (5 checks) and results of Masters and PhD, reveal a trend that lecturers are more inclined to communicate with their current students the further they are in their degrees. This suggests that participants are more likely to communicate in this trend because of factors such as age, maturity and the type of interaction with their students.

Q12 If you answered Yes to the previous question, please check which group(s) you would be more inclined to communicate with via Facebook.

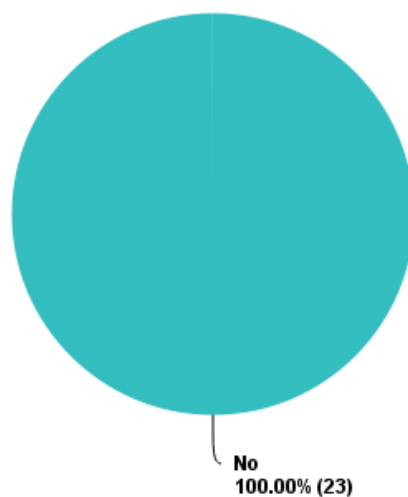
Answered: 11 Skipped: 12



For questions #13 and #14, study participants were asked “Is gender a relevant factor in determining whether or not you communicate on Facebook with one of your current students?” If gender was a factor, which gender would they be more inclined to communicate with. Results from question #13 show that all 23 of the research participants agreed that gender was not a relevant factor (shown in Figure Q13). Due to the fact that not one research participant answered “Yes” to question #13, question #14 received zero answers. Even though no answers were recorded for question #14 and all participants answered the same for question #13, there are still implications to consider. These findings can suggest that all research participants, male and female, young and old, treat their communication with students on Facebook equally when it comes to the gender of the student. In other words, no participants would more likely communicate with the same gender or less likely communicate the opposite gender due to differences in fear or comfort. Deeper examination of this will occur in section #2 of the discussion chapter.

**Q13 Is gender a relevant factor in
determining whether or not you
communicate on Facebook with one of your
current students?**

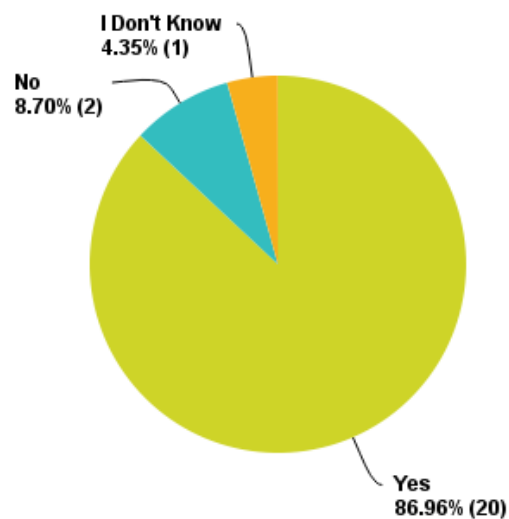
Answered: 23 Skipped: 0



In question #15 participants were asked, “Do you think that the student’s exposure to a lecturer’s personal information and content on Facebook can impact a lecturer’s professional image?” Out of the 23 total participants, 1 (4.35%) answered “I Don’t Know”, 2 (8.70%) said “No”, as the remaining 20 (86.96%) said “Yes”. Figure Q15 below shows the distribution of these answers.

Q15 Do you think that the student's exposure to a lecturer's personal information and content on Facebook can impact a lecturer's professional image?

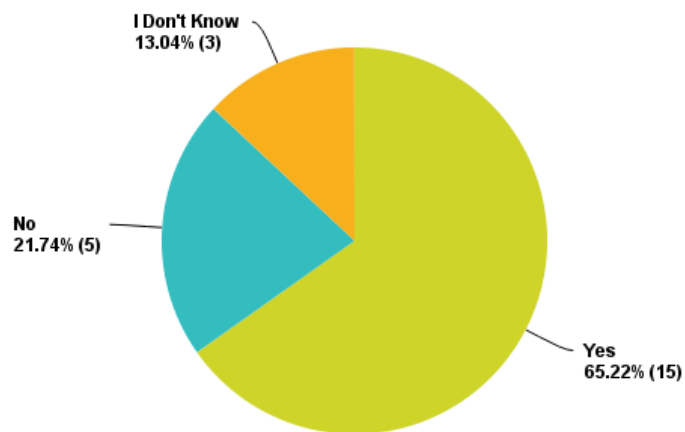
Answered: 23 Skipped: 0



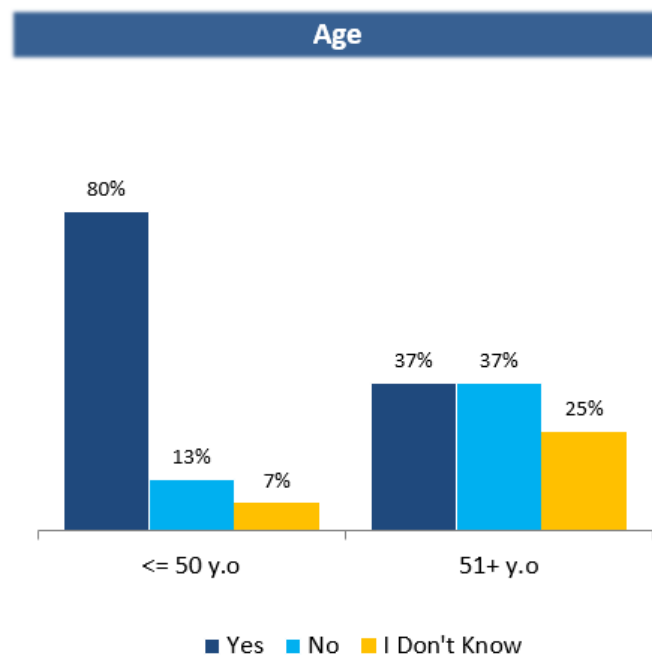
Question #16 asked the research participants whether they believe a lecturer who communicates with their students via Facebook can maintain a boundary between their personal and professional image. Results in Figure Q16 below show that 3 (13.04%) did not know, 5 (21.74%) said “No”, and 15 of the 23 (65.22%) answered with “Yes”. This data suggests that a majority of lecturers would feel comfortable using Facebook because they believe they have the knowledge and/or tools to maintain a boundary between their personal and professional image.

Q16 Do you believe that a lecturer who communicates with their current students via Facebook can maintain a boundary between their personal and professional image?

Answered: 23 Skipped: 0



Further analysis revealed that younger participants believe more that lecturers can maintain a boundary between their personal and professional image while communicating with their students via Facebook. The difference between younger and older participants is worth pointing out and examining. Of the younger participants, 12 (80%) said “Yes”, 2 (13%) responded with “No” and 1 (7%) answered “I Don’t Know”. The older participants however showed a greater distribution in their responses as 3 (37.5%) answered “Yes”, 3 (37.5%) said “No” and the remaining 2 (25%) responded with “I Don’t Know”. This data (shown in ‘Age’ chart below) suggests that younger participants are more capable or comfortable with using Facebook when it comes to maintaining a boundary between their professional and personal image. At the same time, the distributed responses from the older participants could imply uncertainty or inexperience when it comes to using Facebook. The case that 80% of the younger participants believe that lecturers can maintain a boundary could imply that their ICT or digital literacy is greater than that of the older participants.



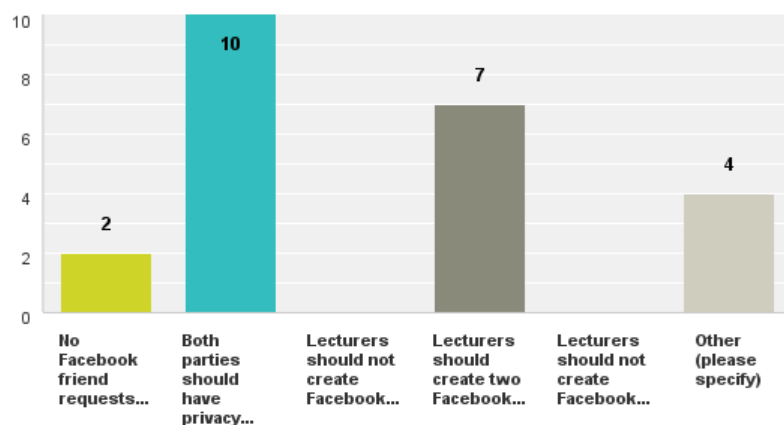
	<=50. y.o.	51+ y.o.
<i>Base</i>	15	8
Yes	12	3
No	2	3
Don't know	1	2

In question #17 participants were asked to identify what kind of boundary they believed to be the most important when it came to the Facebook relationship between participants and their current students. The most popular answer was “Both parties should have privacy settings that hide all personal content and information from non-friends on Facebook” with a total of 10 (43.48%). “Lecturers should create two Facebook accounts. One for personal use and one for professional use” received a total of 7 (30.43%) responses, while only 2 (8.70%) were recorded for “No Facebook friend requests or messages should be sent between either party”. 4 (17.39%) of the respondents chose “Other” option and provided their own responses to which they believed to be the most important boundary for this online relationship. These results can be seen in Figure Q17 below.

The findings which show “Both parties should have privacy settings that hide all personal content and information from non-friends on Facebook” as the most important reason could imply that easiest and most common way of avoiding negative consequences on Facebook is through the use of privacy settings. Additionally, the second most important response, “Lecturers should create two Facebook accounts. One for personal use and one for professional use”, suggests that participants are seeing an increased use of Facebook in the academic environment between students and lecturers. This response implies that some participants believe the benefits of using Facebook in and outside the classroom are significant enough to create a separate Facebook account solely for professional use.

Q17 What kind of boundaries do you believe should be kept on Facebook between lecturers and their current students? Please choose one which you believe to be the most important.

Answered: 23 Skipped: 0



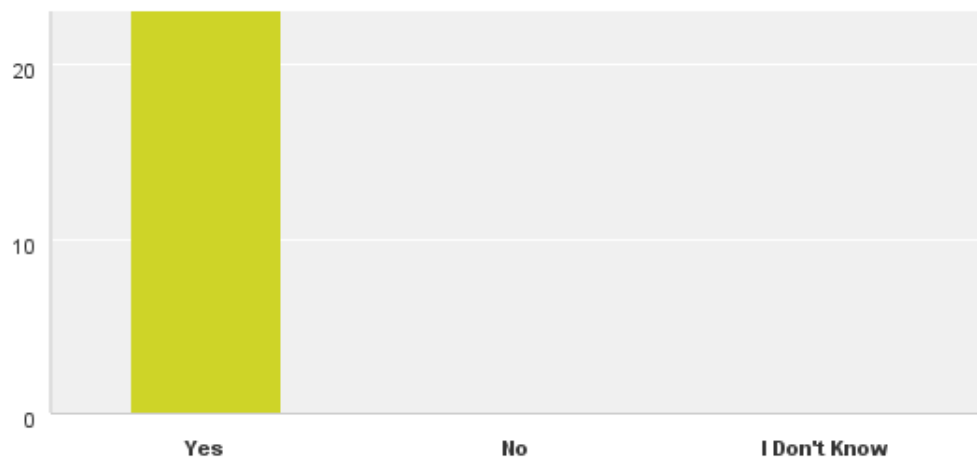
3 of the “Other” responses (shown in ‘Responses’ table below) were accurate in answering the question and showed a common trend in their answers: *“Follow the AUT Social Media Policy at all times” (Participant #20), “Appropriate language should be used by either party, be respectful and considerate” (Participant #4) and “Don't tag students for the sake of tagging; don't make comments about students whether friends or not; ask student if you can upload a highly visible image of them... play the respect game at all times” (Participant #15).* For those who chose the “Other” option, it is clear that as they might have slight differences to what boundary should be kept such as tagging, appropriate language or following a policy, in the end, showing *respect* and being *respectful* should be a regular boundary for lecturers using Facebook to communicate with their students.

● Responses (4)	☁ Text Analysis	📁 My Categories
Categorize as... ▼	Filter by Category ▼	Search responses 🔍 ?
Showing 4 responses		
Follow the AUT Social Media Policy at all times.		
2/12/2015 10:59 AM View respondent's answers		
Facebook very effective for AUT and specific-related social events.		
1/28/2015 8:24 PM View respondent's answers		
Don't tag students for the sake of tagging; don't make comments about students whether friends or not; ask student if you can upload a highly visible image of them... play the respect game at all times.		
1/23/2015 1:47 PM View respondent's answers		
Appropriate language should be used by either party, be respectful and considerate		
11/8/2014 5:12 PM View respondent's answers		

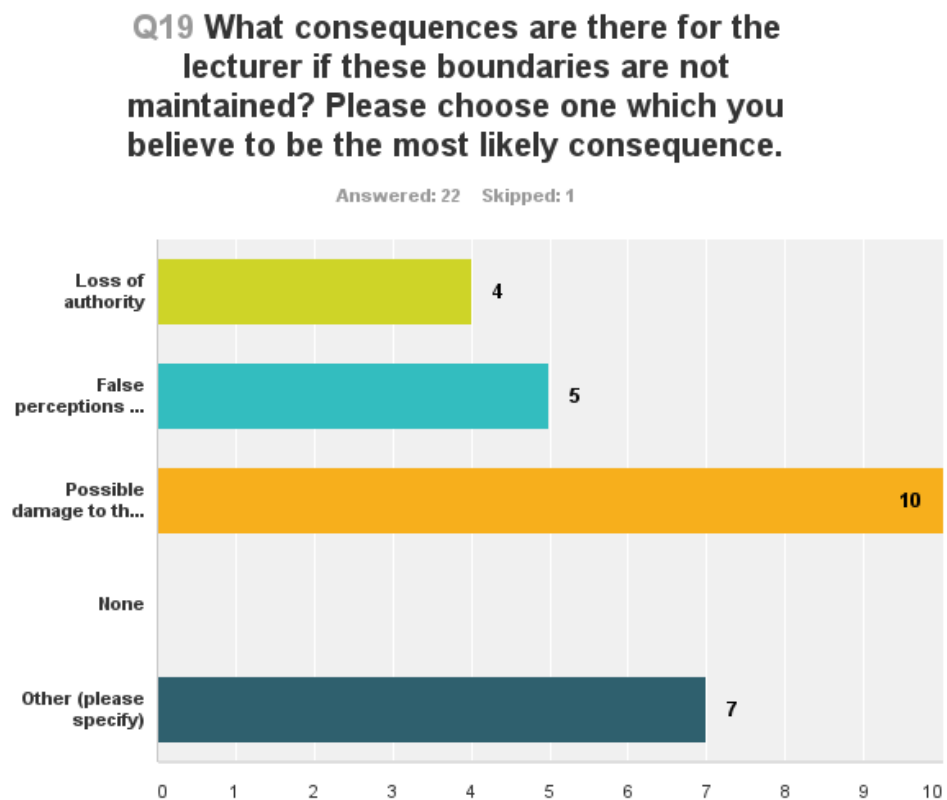
Question #18 asked respondents, “Between a student and the lecturer, do you believe it is the responsibility of the lecturer to ensure that boundaries are kept when using unofficial communication mediums such as Facebook?” All 23 of the respondents answered the question and all answered with “Yes” (shown in Figure Q18). This data suggests that the research participants understand their responsibility as a lecturer in society and that their actions on Facebook should reflect the same guidelines they follow offline.

Q18 Between a student and the lecturer, do you believe it is the responsibility of the lecturer to ensure that boundaries are kept when using unofficial communication mediums such as Facebook?

Answered: 23 Skipped: 0



Following up from the previous questions, study participants were asked that if these boundaries were not maintained which consequence would most likely occur. In this question, only 22 of the 23 participants answered the question, as one was recorded as skipped. “Possible damage to the credibility of the lecturer” received a total of 10 (45.45%), “False perceptions of intimacy” received 5 (22.73%) and “Loss of Authority” recorded the lowest tally of 4 (18.18%). Interestingly, almost a third (31.82%) of the participants chose “Other” and believed that there were other consequences which were more likely to occur. Distribution of these results can be seen in Figure Q19.



Of the total 7 additional responses to “Other” (as shown in ‘Responses’ table below), there were some which had similarities while others stood out on their own. 2 responses indicated the factor of favouritism when it came to possible consequences: *“Students might feel treated inequally” (Participant #21)* and *“loss of trust between student and lecturer (and student's friends); could possibly be seen to be favouritising particular students; seems to others that the student/lecturer relationship is too close (looking in from the outside)” (Participant #15)*. Another 2 responses were categorized to be similar as they both reflect on the notion of professional distance and conflicts of interest: *“Difficulty in maintaining professional distance during times of student assessments” (Participant #17)* and *“perceived conflict of interest and skewed power relationships” (Participant #12)*. The final 2 responses to be discussed are somewhat unique in their content and will be discussed to a greater extent in the discussion chapter.

Responses (7)
Text Analysis
My Categories (0)

☐
Categorize as...
Filter by Category
Search responses

Showing 7 responses

☐
Students might feel treated inequally
2/20/2015 8:00 AM
[View respondent's answers](#)
[Categorize as...](#)

☐
Breach of AUT Policy could lead to dismissal. There's potential for reputational damage, however that can be said of all communication channels lecturers have with students - even classroom conversation can now be captured and shared verbatim. I've personally found that my credibility as a lecturer has improved since I was invited by our students to participate in their facebook group.
2/12/2015 10:59 AM
[View respondent's answers](#)
[Categorize as...](#)

☐
Difficulty in maintaining professional distance during times of student assessments.
1/28/2015 8:24 PM
[View respondent's answers](#)
[Categorize as...](#)

☐
loss of trust between student and lecturer (and student's friends); could possibly be seen to be favouritising particular students; seems to others that the student/lecturer relationship is too close (looking in from the outside)
1/23/2015 1:47 PM
[View respondent's answers](#)
[Categorize as...](#)

☐
perceived conflict of interest and skewed power relationships
1/23/2015 8:43 AM
[View respondent's answers](#)
[Categorize as...](#)

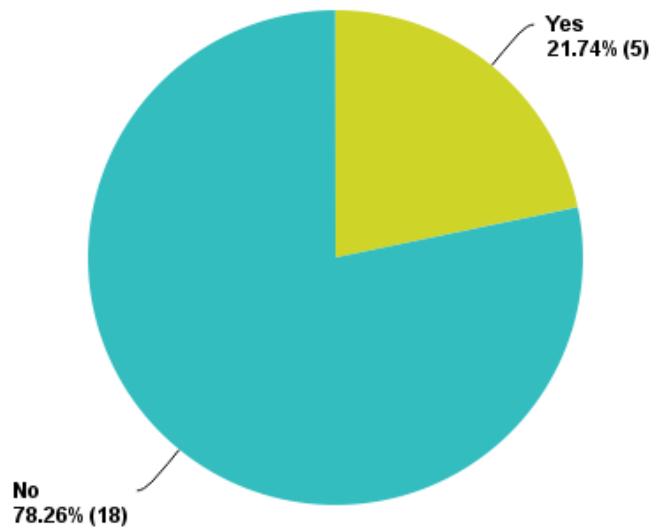
☐
the options are not definite consequences, but *potential* consequences
11/20/2014 5:50 PM
[View respondent's answers](#)
[Categorize as...](#)

☐
Depends on the case, if respect and boundaries aren't maintained I would unfriend the student. It is important as a lecturer to be considerate about posts on Facebook as well.
11/8/2014 5:12 PM
[View respondent's answers](#)
[Categorize as...](#)

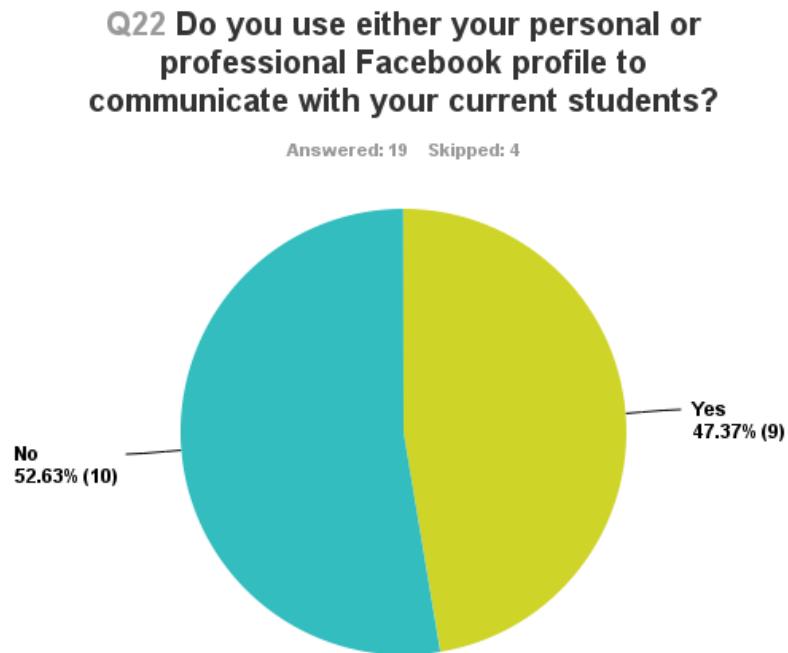
Question #20 of the survey asked research participants whether or not they had more than one Facebook account. Figure Q20 below shows that of the total 23 answers, 18 (78.26%) said “No” and the remaining 5 (21.74%) said “Yes”. For those who said “Yes” to question #20, they were then asked in question #21 whether they maintain a Facebook account for communication within the professional environment. All 5 (100%) of those respondents said “Yes”.

Q20 Do you have more than one Facebook account?

Answered: 23 Skipped: 0

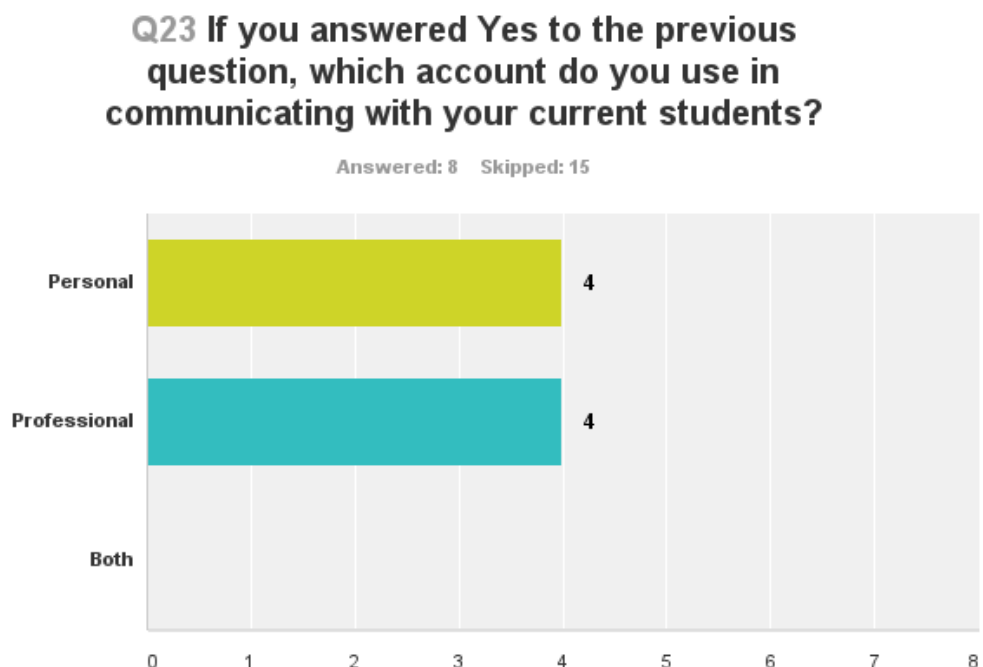


In Question #22 participants were asked whether they use either their personal or professional Facebook accounts to communicate with their current students. 10 (52.63%) said “No”, 9 (47.37%) said “Yes” though 4 participants skipped the question (as seen in Figure Q22 below).



The purpose of question #23 was to find out whether participants used either their personal, professional or both accounts in communicating with their current students. For those who said “Yes” to the previous question, 4 (50%) answered personal and 4 (50%) said professional whereas none said “Both”. These results are presented in Figure Q23 below.

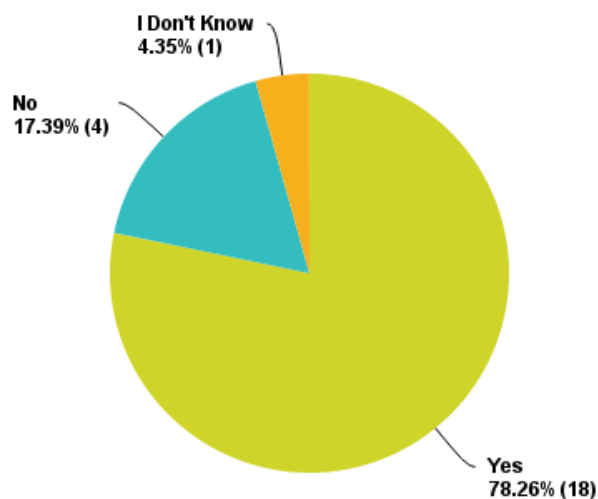
The findings from questions #20 to #23 showed no significant differences between age and gender. The findings do suggest that those who have created more than one Facebook account and are using it in the professional environment to communicate with their current students, are comfortable because those accounts are likely to be very appropriate when it comes to pictures, comments and content. Those who have created more than one Facebook account could possibly see a greater benefit to using Facebook for student-lecturer communication as they have created a new Facebook account and are willing to take on the extra workload that comes with it. Further analysis will be held in the discussion chapter.



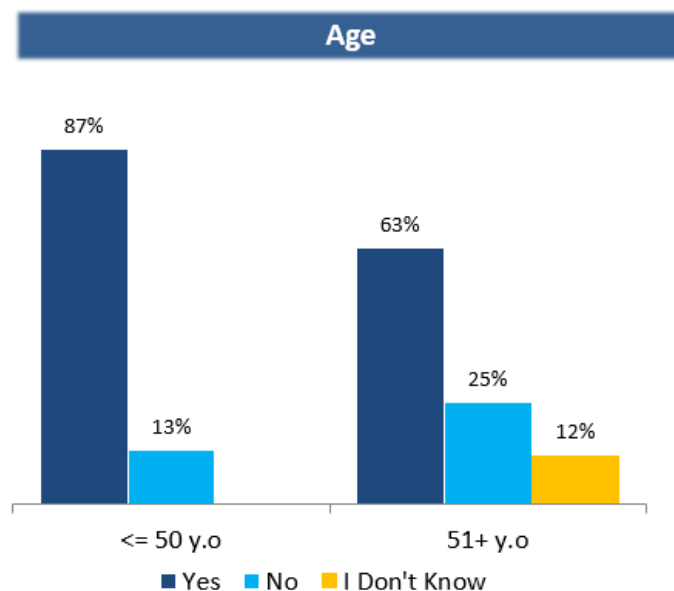
Question #24 moved away from the different Facebook accounts the research participants had and focused more on their opinion and actions in regards to Facebook use in and/or outside the classroom. In Figure Q24 below, study participants were asked “Do you think that Facebook can be used as a supplementary tool in and/or outside the classroom in order to create a better learning environment for students?” Results show that 18 (78.26%) said “Yes”, 4 (17.39%) answered “No” and only 1 (4.35%) responded with “I Don’t Know”.

Q24 Do you think that Facebook can be used as a supplementary tool in and/or outside the classroom in order to create a better learning environment for students?

Answered: 23 Skipped: 0



A vast majority agree that Facebook can be used as a supplementary tool to create better learning environment. Younger participants agreed slightly more to this than older participants. 13 (87%) of the younger participants responded with “Yes” and only 2 (13%) responded with “No”. In comparison to the older participants, 5 (63%) said “Yes”, 2 (25%) answered “No” and 1 (12%) said “I Don’t Know”. These findings (shown in ‘Age’ chart below) can suggest that younger participants have already or are more open to using Facebook in order to create a better learning environment for the students. Even though a decent number of the older participants answered “Yes”, the distribution in the answers could imply a reluctance to use Facebook or a lack of Facebook literacy or experience.

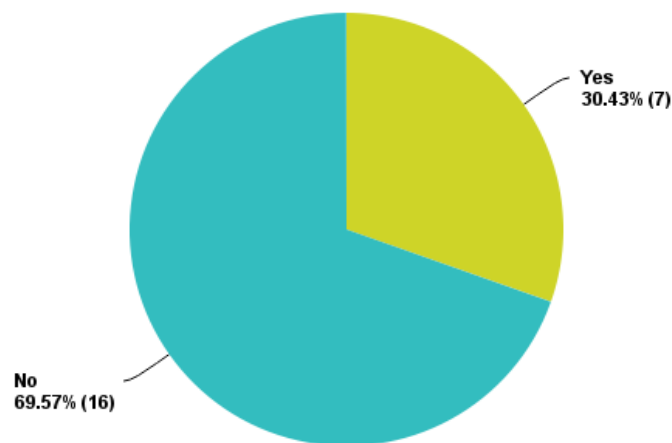


	<=50. y.o.	51+ y.o.
<i>Base</i>	<i>15</i>	<i>8</i>
Yes	13	5
No	2	2
Don't know	0	1

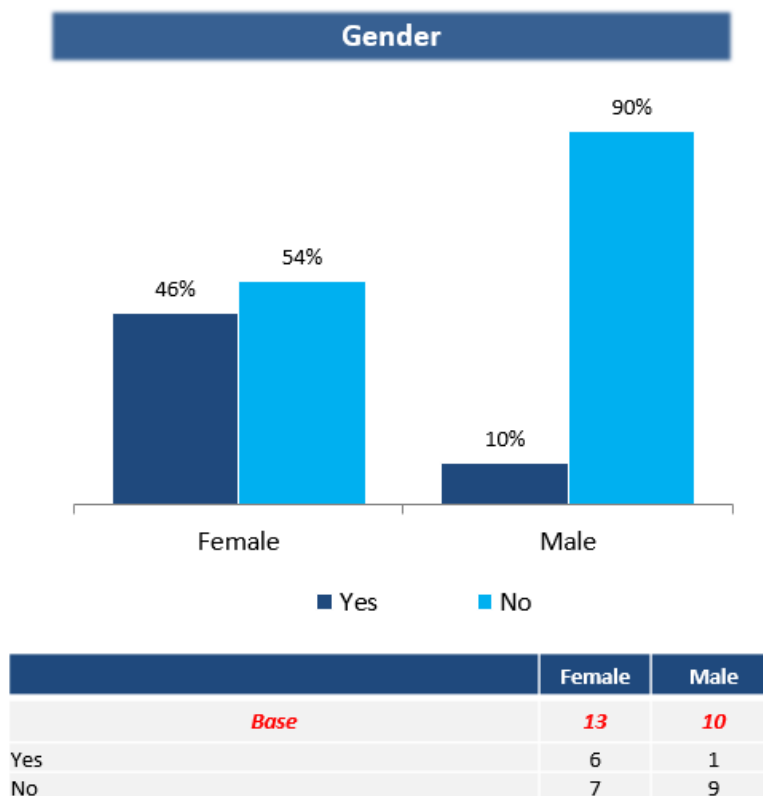
Research participants were asked in question #25 whether or not they had created any Facebook groups for their classes at AUT. From the 23 participants, 16 (69.57%) said “No” while there were a total of 7 (30.43%) who had created and used Facebook groups at AUT. Figure Q25 shows the results for this question below.

Q25 Have you created and used Facebook groups for any of your classes at AUT?

Answered: 23 Skipped: 0



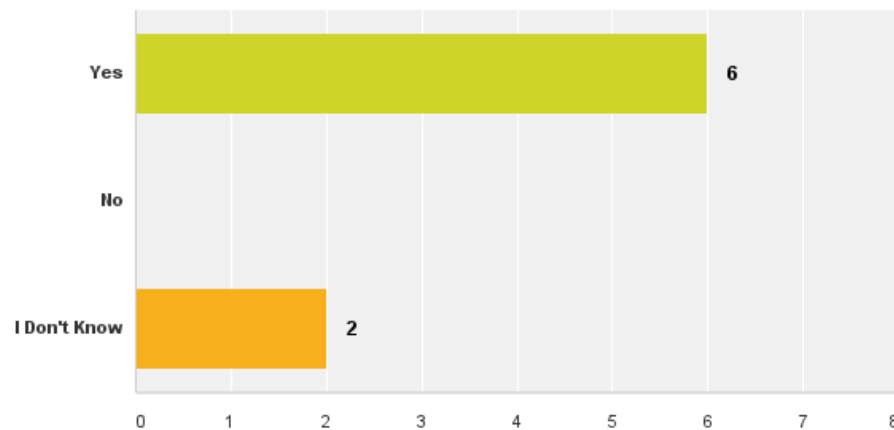
Extended research into the data revealed that female participants had created and used more Facebook groups for classes. 6 (46%) had said “Yes” and 7 (54%) responded with “No” for female participants whereas results were significantly different for the male participants. Of the 10 male participants in this study, 9 (90%) answered “No” while only 1 (10%) had said “Yes” (seen in ‘Gender’ chart below). These findings suggest that male participants are more against the use of Facebook for classes at AUT as they might have greater fears of overstepping boundaries with their students.



For those had answered “Yes” to question #25, they were asked in question #26 to give their opinion to whether or not they believe that the overall experience of their *students* was positive. 6 (75%) said “Yes”, 0 (0%) said “No” and only 2 (25%) answered that they did not know (shown in Figure Q26). Participants were given the option to provide comments if they wanted to. These can be seen in the ‘Responses’ table below.

Q26 If you answered Yes to the previous question, do you believe that the overall experience for the students was positive?

Answered: 8 Skipped: 15



Responses (2)
Text Analysis
My Categories

Categorize as...
Filter by Category
Search responses

Showing 2 responses

Yes, encouraging students to maintain open communication for clarification, important announcements, specific-related events or helpful hints. In rare cases, it can be harmful.

1/28/2015 8:31 PM [View respondent's answers](#)

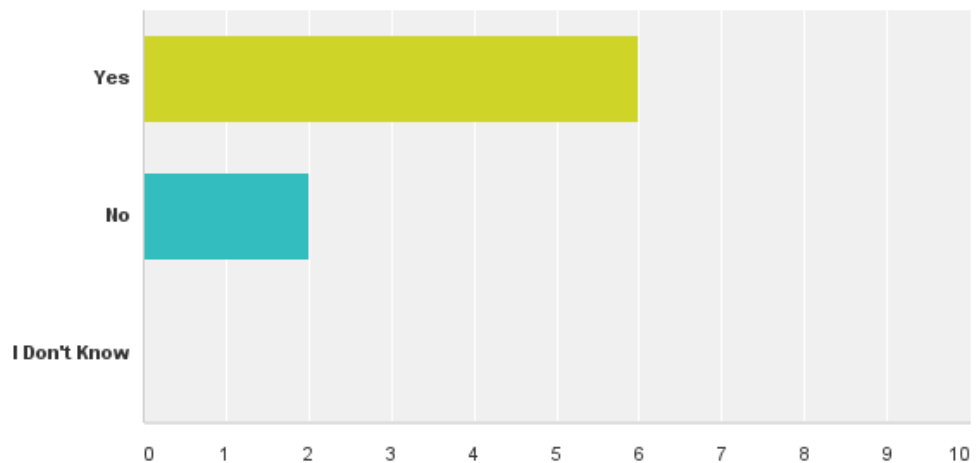
Absolutely!! Students know how to use FB messenger & do not feel vulnerable when commenting in a closed group. But... it's important the lecturer creates a "family environment" in the classroom BEFORE using this form of social media as a communication tool - everyone must feel comfortable in face-to-face discussions before they start to chat online. This form of communication - aimed at and for the student - far outweighs software such as Discussion Board on Blackboard (AUT Online). Students see the latter as "work" because they have to sign in and load up under a specific class, whereas FB is open on their devices most of the time, so it has a more casual relaxed feel about it. Lecturers can either follow the communication in silence (but students know you are there) or interject perhaps to bring the discussion back to a central point (e.g. "hey team, seems like we've gone off track for a bit, can we get back to answering the question please?...") or ensuring respect is maintained throughout the conversation (eg. "Please respect each other's feelings and cultures; I'm feeling a little uncomfortable right now..." (I would say this, even if a comment wasn't aimed at me...)). Facebook is a medium used in the industry / workplace, so using it during an AUT paper allows to them learn a few guidelines. It's also a transferable skill so when they use other social media accounts, such as Twitter, LinkedIn, etc, they don't get themselves into trouble!

1/23/2015 2:07 PM [View respondent's answers](#)

Similar to question #26, respondents were now asked whether *their* overall experience of the Facebook group they created and used was positive. In Figure Q27 below, findings show that 6 (75%) said “Yes” and only 2 (25%) said “No”. No respondents answered with “I Don’t Know”. The same options were given to the research participants as in question #25 when it came to providing additional comments. There was a total of 3 comments recorded and they all came from respondents who had answered “Yes” to question #27. These can be seen in the ‘Responses’ table below.

**Q27 If you answered Yes to Question 25,
was your overall experience of the
Facebook group positive?**

Answered: 8 Skipped: 15



● Responses (3)

☁ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses

🔍

?

Showing 3 responses

Although moderating it was time consuming.

1/29/2015 6:52 PM

[View respondent's answers](#)

Please see answer above. I don't see the difference between questions 26 & 27. As a lecturer, I facilitate their learning - I'm not the "teacher". So, the students' experiences also become my experiences. They have a positive experience, then so do I.

1/23/2015 2:07 PM

[View respondent's answers](#)

Positive for some particularly those new to digital learning who needed to create relationships with classmates to feel better about answering on line.

1/22/2015 5:30 PM

[View respondent's answers](#)

Chapter 6: Discussion

Through analysis of the results, this discussion chapter will examine 4 different sections which cover the various ways in which lecturers maintain a balance of their professional and personal image when communicating with their students on Facebook. The sections will cover relevant topics such as friend requests, factors for communication, using Facebook in AUT, multiple Facebook accounts, boundaries in the relationship and their possible consequences. Throughout the chapter significant findings will be discussed for the differences between older and younger participants and their responses to the survey questions. For the questions which allowed participants the option of providing an additional qualitative response, further analysis will take place. Throughout the chapter, literature will be integrated and compared for a discussion of greater depth. The aim of this chapter is to discuss and find out if any of these results bring anything new, contradicting or supporting to existing literature. Additionally, through comparison, this chapter aims to provide suggestions for possible future research.

Section 1 – Intentions and Reasons for Facebook Communication

Section 1 will examine questions #4 to #7 of the questionnaire. These questions examined whether participants had already communicated with their students through Facebook, and what the purpose was of that communication. Also, participants who had not communicated with their students were asked what the primary reasons were for not doing so and if they would be open to communicating with them in the future. The aim of this section is to discuss and find out if any of these results bring anything new, contradicting or supporting to existing literature when it comes to the student-lecturer Facebook communication.

In regards to question #4, “Have you ever communicated with any of your students via Facebook?”, 13 (56.5%) of the participants said “Yes” as the remaining 10 (43.5%) had said “No”. This could suggest that Facebook, as a communication tool, has

been used moderately between lecturers and their students in the Faculty of Culture and Society at AUT. While the question does not consider the specifics such as the amount of communication, type of communication or whether it was academic or educational, there is still a considerable amount of research participants who have communicated with their students via Facebook. The purpose of this question was to separate those who have and have not communicated with their students and to find out their reasons in questions #5 and #6. These questions were used to follow up and go into depth in order to find out what the purpose of this communication was or to why the participants had not communicated yet.

Older participants had communicated less with students via Facebook when compared to the younger participants. 67% of the younger participants had answered “Yes” while only 38% of the older participants had answered “Yes” to Question #4. This data can suggest a number of outcomes when considering what has been found in previous research and studies (Francois et al., 2013).

From research and literature, younger individuals are more likely to use SNS such as Facebook for their various needs. Young adults use Facebook to construct and practice their identity online with friends and contacts (Dixon, 2012). It is clear that the Internet and popular SNSs are an ideal space for young adults to practice their socializing and communication skills (Dixon, 2012). As young adults are growing up in a world surrounded by new media (Prensky, 2001), it is becomingly increasingly clear that younger participants are more likely to use, be more experienced and have a greater Facebook literacy than older participants. Younger participants could have a greater digital literacy which allows them to control online environments with greater skill and confidence (Prensky, 2001; Bosch, 2009). Older participants on the other hand could be more cautious of these online environments when it comes to communicating with their students. This could be because they are not as confident using the SNS and believe that more traditional means of communication such as email or Blackboard are sufficient for this relationship.

Results from Francois et al. (2013) showed that 75% of the staff use Facebook when at work for personal communication with colleagues and friends. Older staff in the study of Francois et al. (2013) avoided using the SNS because they considered it to be a waste of time whereas the younger staff members used it more often and were able

to self-regulate how much time they spent on it (Francois et al., 2013). Francois et al. (2013) pointed out that there is reason to believe that younger members access Facebook more often at work because they have a greater need to maintain their networks and connections online. While Facebook has the ability to control both professional and personal connections, it can be argued that the younger generations of Facebook staff have a greater obligation to the SNS because their identities are formed by their content and connections they create online (Francois et al., 2013).

As younger users are more likely to use SNSs because of their need to hold contacts and construct their identity, there are other factors to consider when it comes to the comparison of younger and older participants in this study. As the popularity and usage of the web has increased, access restrictions have risen as well which excludes many users from cyberspaces. One of these as mentioned before in Dahlberg (1998), is ICT literacy. As costs continue to fall and the availability of ICT increases, there are still key barriers to utilizing these technologies. Supplying ICT and simply being connected will not enhance the experience of the Net for all users (Dahlberg, 1998). It can be argued that the older participants in this study have a lower Facebook literacy when compared to the younger participants. This literacy can overlap with factors such as technological acceptance, privacy concerns, inability to use the SNS properly and overall attitude towards the SNS for communication with their students (Blau et al., 2014)

While the SNS provides lecturers and students with an opportunity to form a greater connection and become more socially present, it is critical that there is technological acceptance by both parties. Inability of using Facebook effectively can lead to unwanted consequences in the student-lecturer relationship (Bozarth, 2010). If the older participants in this study are unable to use these web 2.0 technologies effectively, a large reason for this could be because they are unconfident of their abilities in this foreign student dominated online space. If lecturers are to use Facebook for academic purposes there must be a certain degree of technological acceptance which can promote a growth in Facebook literacy and reduction in fear.

Students are using emerging technologies such as wikis, SNSs and other web 2.0 increasingly more for educational purposes. This however is not the case for lecturers. Many faculty members in the study of Ajjan and Hartshorne (2008) were found to be

reluctant when it came to using web 2.0 technologies in the classroom. They often still prefer to use more traditional technology to deliver the more basic content such as course information and grades. The difference in willingness towards web 2.0 technologies is a common barrier when it comes to possible collaboration amongst students and lecturers. If school administrators are willing to adapt these new technologies in classrooms, they should start by attempting to change the attitudes of faculty and their opinion of web 2.0. Educational institutions and schools are considered relatively slow in adapting to the use of newer emerging technologies (Aijan & Hartshorne, 2008). As universities are slow to adapt to the demands of more digital students, lecturers should be cautious about new teaching methods because of their potential disadvantages and possible increases in workload. As Bozarth (2010) recognizes, “a challenge of living in the information age is dealing with endless and sometimes overwhelming amount of content thrown at us every day” (p.12). The possible consequences for participants in this study of using Facebook for educational purposes could be information overload and less time for other academic matters. Besides, older participants considering Facebook to be a waste of time (Francois et al., 2013) is also very relevant to consider when comparing the attitudes and actions between younger and older participants in this study.

The research participants who said “Yes” to Question #4 were asked what the purpose was of this communication with their students in Question #5. 8 (29.6%) answers were recorded for “To provide information regarding classwork or homework” and only 3 (11.1%) answers were recorded for “To share your opinion regarding non-academic matters”. 5 (18.5%) were recorded for both “To inform the student concerning social events” and “To share pictures and/or videos”. As the first 4 options were provided as common activities, the option for “Other (please specify)” was intended to provide the research participants with flexibility in adding different purposes of communication with their students. 6 (22.2%) answers were provided by participants.

These responses varied from academic matters such as, “*To establish an online process for building community of learners for distance students*” (Participant #9) and “*Communication as supervisor for PG students on field work overseas*” (Participant #7), to more informal matters such as “*talking as a friend*” (Participant #15). Another participant provided an answer which stated, “*We trialled FB as a platform closed group with student as discussin board in 2012. I created a separate account to do this*”

(Participant #18). Of the 6 responses, 4 were considered to be for academic purposes such as supervision, attending student's events, establishing a community of learners or creating a FB class group. There was one response in particular which covered numerous intentions for Facebook communication with students:

“Respond to misinformation being shared, to collect feedback for future programme development, to respond to questions that are not being answered through normal channels due to weeks of backlogs in student queries, to respond to complains made on facebook groups about one of the university's lecturers or papers, to encourage students to participate in industry events, to promote scholarship opportunities offered by the university, to showcase student success” (Participant #20).

After analysing this response, it is clear that there are numerous intentions and actions of participant #20 when it came to using Facebook for communication. Parts of this response show that participant #20 meant well when it came to using Facebook to contact and communicate with the students. Examples of this include “to collect feedback for future programme development, to respond to questions that are not being answered through normal channels due to weeks of backlogs in student queries” and “to encourage students to participate in industry events, to promote scholarship opportunities offered by the university, to showcase student success”. If used with solid privacy settings and appropriate online etiquette, these can be considered educational communication and possibly beneficial to the academic classroom environment.

Yet there are parts of this response which raise concern in regards to what role the lecturer should play on Facebook and what should be left to students to discuss. “Respond to misinformation being shared” and “to respond to complains made on facebook groups about one of the university's lecturers or papers” can be seen as actions which should not be taken on Facebook by the participant. Previous studies have emphasized the idea that Facebook is still largely dominated by students and was a SNS created by and for students (Madge et al., 2009; Tsiakis, 2013). SNSs are an ideal space for students to procrastinate, banter, complain and collaborate. One of the risks of

creating a Facebook group for students, with the intention of creating a community of learners, is that students will often discuss things which lecturers should not see or be involved with. To respond to complaints made on a Facebook group about one of the university's lecturers or papers can be a very risky approach, possibly leading to greater consequences. The response from participant #20 is a worthy example that points out the different ways which lecturers can act on Facebook. The response also illustrates situations where it possibly might be better for lecturers to stay out of Facebook and to leave it to either the students or management.

For the participants who had answered "No" to Question #4, in Question #6 they were asked what the most important reason was to why they had not communicated with any of their students. Of the 10 participants, 6 (60%) believed that "Can blur the boundaries of both the personal and professional image of the lecturer" was the most important reason. 2 (20%) believed that "Facebook can provide unofficial content not needed for the student-lecturer relationship" was the most important reason, as the remaining 2 (20%) chose the option of "Other (please specify)" with their own responses. None of the 10 participants chose "Students can perceive messages through Facebook as having alternative motives" or "Sending Facebook messages can intrigue students and encourage them to search the lecturers Facebook profile and available information".

The 2 responses provided by participants were quite different from one another. The first response was *"To datydate, I have used Google Scholar, possibly because of your first option. This year, however, I intend to switch to FB, as it is more user-friendly than GS. I will set up a private FB group"* (Participant #14). This participant believes that the blurring of boundaries of both the personal and professional image is the reason why he chose to use Google Scholar over Facebook. Because the participant intends to switch to Facebook next year, clearly outlines the factor of user-friendliness and the importance of the user interface when it comes to social software. Flew (2008) examines how through the development of the Internet, users were able to understand the importance of things such as the user interface and usability of these software. The user interface and the usability are key to the popularity of a given product or service (Flew, 2008). Phones, tablets and computers are all quite similar today but the apps or software and their user interfaces are the key features which can separate one from the other. The participant does show initial hesitance through the use of GS instead of

Facebook. Nevertheless the participant has shown signs of technological acceptance by stating that he intends to create a private FB group to avoid any privacy concerns when it comes to blurring the image of the lecturer for example.

The 2nd response provided for question #6 was somewhat longer and detailed as it provided a criticism to one of the questions while also adding more information to their Facebook use:

“My initial instinct was to check the first box, but it is not so much the image of the lecturer that I think can be blurred through the use of Facebook, but the perception of/image about the nature of the relationship. I use Facebook to communicate/connect with friends and family. My students fit into neither of these categories (perhaps at the postgrad level, maybe...but I was hesitant to connect with my lecturers/supervisors during my phd study, until I had completed it, or almost had)” (Participant #2).

This response delivers a few interesting factors which are relevant to discuss. The suggestion that it is the perception of the nature of relationship between the student and lecturer which can be blurred and not so much the image of the lecturer, heavily ties into the concept of Facebook friends and what that could entail. Research from Jones et al. (2011) supports the idea that Facebook friends can often not convey the true nature of the relationship between a student and lecturer. Opinions between relevant parties can easily be different due to the vague concept of a Facebook friend (Jones et al., 2011). Participant #2 from this study uses Facebook to communicate with friends and family, but states that her students do not fit into either one of those categories. The participant does suggest however that there is a possibility to connect to a student at a postgraduate level, a response supported by findings from Question #11 and #12 which examines the year of the student as being a factor or not. Furthermore this response provided some greater depth, something that the quantitative data was not able to pick up. The participant expresses her previous experience as a PhD student and the Facebook relationship with her supervisor. This could suggest that lecturers might

approach the student-lecturer relationship on Facebook similarly to the way they acted when they were on the other end, as students.

Of the 23 participants, 11 answered Question #7 in regards to whether they think they would communicate with their students in the future if they had not done so yet. 2 (18.2%) answered “Yes”, 2 (18.2%) answered “I Don’t Know” while 7 (63.6%) answered “No”. Results from this study have clearly highlighted a general trend that the lecturers who have not communicated yet are either unwilling or unsure of whether to do so in the future. As 63.6% responded with “No” and an additional 18.2% answering “I Don’t Know”, it can be argued that the research participants who have not done so yet believe that Facebook communication with their students is not essential for the student-lecturer relationship. Those who answered “No” could imply that they understand the risks at hand and are confident that Facebook use should remain outside of student-lecturer relationship. Many educators believe that Facebook is a distraction and unproductive (Bosch, 2009), and those who had answered “No” could likely be lecturers who are unconvinced of the possible benefits the Facebook relationship whilst considering the risks of privacy and blurring of boundaries.

These findings also suggest that those who answered “Yes” are not necessarily against using Facebook for communication but rather that they have not seen an opportunity to do so yet and are open for possibilities in the future. These participants could be open for Facebook communication with their students if they learn or accept that it can be beneficial for the classroom. For the participants who answered “I Don’t Know”, it suggests that these are individuals which are unsure of the possible benefits and consequences of using Facebook for communication with students.

The general consensus is that students and lecturers might not be ready for full Facebook interaction. The study from Rabinovich and Robinson (2011) on the contrary found that 30 percent of their students “expressed future readiness to establish communication with their lecturer on Facebook” (p.120). Students are becoming increasingly more open to the idea of interacting with non-peer groups in an educational environment. Findings from the study of Rabinovich and Robinson (2011) are interesting to examine for this study because even though students might be expressing future readiness, lecturers must have a similar acceptance if the relationship is to be successful.

Section 2 – Friend Requests and Factors for Communication

Section 2 will discuss questions #8 to #14. These questions examined the responses of participants when it came to receiving or sending Facebook friend requests. Additionally, these questions also asked to find out whether the students stage of their university degree or the age of the student were factors for determining whether or not to communicate through Facebook. The aim of this section is to discuss and find out if any of these results bring anything new, contradicting or supporting to existing literature when it comes to factors for communication or Facebook friending.

Question #8 asked research participants what action they would take if they received a friend request from one of their current students. 2 (8.7%) said they would “Accept”, 14 (60.87%) said they would “Ignore” and 7 (30.43%) said that “It Depends” and provided an additional response. In question #9 the participants were asked whether they would ever *send* a Facebook friend request to one of their current students. Only 1 (4.35%) answered “Yes”, 17 (73.91%) said “No”, while 5 (21.74%) said that it depends and provided additional responses.

The additional responses collected from Questions #8 and #9 for the participants who answered “It Depends” are in general quite similar. Responses provided in Question #8 ranged from “*Age of the student*” (Participant #23), “*it depends on the individual students*” (Participant #4), “*past student from previous years*” (Participant #22) to more specific responses such as “*If it is sent to the facebook page I have setup for class, for the purpose of class- under my cats name and profile –then I accept. If it is sent to me as a person, IGNORE*” (Participant #16). Responses from Question #9 similarly ranged from “*If they have graduated and are no longer a student*” (Participant #20), “*Work related with work account yes otherwise no*” (Participant #18) to “*If they were asking but didn’t send the request, I might send them one. Perhaps because they couldn’t find me or were playing the respect card*” (Participant #15). It is clear that from these 12 responses, some of them conflicted with the question regarding “current students” as many of the responses for “It Depends” were if the student graduated or were from previous years. This suggests an improvement for potential future research into this topic by emphasizing the factor of “current students”.

As most of the responses for questions #8 and #9 were similar, there was one which stood out for actions to receiving a friend request: *“I have been advised by the school manager that school policy is to not friend students on Facebook. However, I may do so after hours in line with AUTs Social Media Policy. A school wide broadcast from our head of school in 2014 has specifically stated that we should not converse with students using social media”* (Participant #20). Taken from the AUT webpage, the Social Media Policy is summarized as following:

“The purpose is to ensure the appropriate use of social media by AUT staff and to provide guidance with respect to both personal and official use of social media ensuring consistency with the goals and values of the University. The Social Media Policy is not intended to limit academic freedom, and recognises that AUT has a role to play as critic and conscience of society”

The policy adds that online postings or communication can be immediate, permanent, easily spread, and that any breaches of this policy can result in disciplinary action under the Employee Discipline Policy. Communication on social media should be taken with caution, protecting and caring for AUT, its staff members and students. The response provided by research participant #20 is valuable as it brings the AUT Social Media Policy into discussion. Introduction of the policy can provide a new angle of interpretation for discussions when examining other results in this study. Despite this, the response is difficult to interpret. It seems contradicting for participant #20 to declare that one is not allowed to friend students, but may do so after hours, even though the head of school said not to converse with students using social media.

Findings from these two questions suggest that one boundary which lecturers maintain when it comes to the student-lecturer relationship on Facebook, is that they are relatively strict when it comes to sending or receiving friend requests. As 60.87% would ignore a friend request and 73.91% would not send one, it can be suggested that the majority of research participants are quite firm on the concept of Facebook friends. In comparison to Question #8 and receiving a friend request, findings from Question #9 suggests that sending a Facebook friend request is seen as more inappropriate or

unlikely. The question of friend requests between students and lecturers is something that is highly sensitive for debate (Hutchens & Hayes, 2014). The study of Hutchens and Hayes (2014) examines if Facebook presence is considered a misbehaviour, the study also concludes by asking whether or not a student or lecturer Facebook friend request counts as misbehaviour. The concept of a friend request in the already complex student-lecturer relationship makes it difficult to determine whether it is a misbehaviour or not. Friend requests, either being received or sent, can be very conditional depending on numerous factors such as age, year, maturity or type of Facebook account. Nevertheless, results from this study show that a majority of research participants could agree on the terms of not sending nor accepting friend requests from current students as they might see them as potential online misbehaviours. Knowledge in this area of research can help faculty members create a clearly defined consensus to decrease their concern when handling these possible friend requests with students.

The majority of lecturers in the study of Metzger et al. (2010) revealed that their Facebook accounts were not used to befriend any of their students and disclosed that they would ignore or decline any friend requests but reconsider it when the student graduated. The issue of boundaries and blurring is very common in these SNS relationships and there is a growing concern of the balance of being an instructor and a friend with students on Facebook. Even though interacting with students might open up possible advantages, they can often also place faculty members into awkward positions when drawing appropriate lines between their professional and personal images (Metzger et al., 2010). Where students complain about the boundary of informal and formal learning within Facebook, some students find that faculty participation within Facebook as a breach of their social personal space.

From these studies it suggests that some of the research participants may see Facebook as a space created and still used mainly by students, a space which could be risky for lecturers looking to befriend their students. It could also be suggested that there are participants which see the potential in communicating via SNS. These participants could be more open to befriending their students and it could be a matter of educating those unwilling of how to avoid any possible risks or negative consequences which might make them reluctant to Facebook friendship.

It was found in the study of Bosch (2009) that students were quick to exchange Facebook details and become friends in order to replicate classroom networks and to informally share information regarding their classes (Bosch, 2009). What is valuable to add to this discussion is that a majority of these students did not change their privacy settings, letting every member of their Facebook network view their profiles content and information (Bosch, 2009). If it was the case that research participants in this study were afraid or hesitant to expose themselves and their Facebook content, it is crucial to remind relevant parties that both the students and lectures should be using privacy settings in order to avoid skewed images. If lecturers did prepare themselves and appropriately act online using their Facebook account and privacy settings, the relationship might still be flawed if students are not keeping similar privacy levels.

Analysis into the findings from Question #8 have shown that older participants are far more likely to ignore friend requests from their students when compared to the younger participants. 7 (88%) of the older participants answered with “Ignore” and only 1 (13%) responded with “It Depends”. The one older participant who had answered “It Depends” provided a specification in the comments section. The answer which they provided was “if they have graduated and I liked them I have accepted”. While the question is in regards to current students, this reply implies that the participant would ignore a friend request from a current student, turning the 88% into a 100% for older participants answering “Ignore” to question #8. Almost half (47%) of the younger participants answered with “Ignore”, 13% answered “Yes” and 40% answered “It Depends”. Comparison of older and younger participants for this question suggests that the younger participants are more flexible to the conditions of the student and circumstances such as age, year in degree, or whether they are using their personal or professional Facebook account.

At the same time, results from Question #9 produced similar findings in that older participants showed almost no interest in sending a friend request to their students when compared to younger participants. Of the younger participants, 67% said “No”, 27% answered “It Depends” and only 1 (7%) responded with “Yes”. 7 (88%) of the older participants answered with “No” and only 1 (13%) responded with “It Depends”. The one older participant who had answered “It Depends” provided a specification in the comments section: *“Not knowingly though FB might do this automatically”* (Participant #9). This response suggests that the older participant is not fully aware of

the way Facebook and Friend requests functions. The participant should understand that Facebook does not automatically send out friend requests without the permission or knowledge of the user.

Findings from questions #8 and #9 suggest that there are differences in opinion when it comes to friending students. Many participants from the study of Jones et al. (2011) see the idea of a Facebook friend to be emotive, which may often not convey the true nature of the relationship between a lecturer and student. Studies have shown differences in opinion between those working in the academic environment when it comes to friending students on SNSs like Facebook. Tutors who were involved in the professional programmes such as accounting or teacher education, believed strongly that you cannot be friends with someone you grade and they maintained a hierarchal relationship offline which is not open to SNS relationships (Jones et al., 2011). Tutors from media, games and computing on the other hand were found to be more open to the idea of communicating with their students via SNSs as they found that it can bring various beneficial learning factors to the classroom. These differences found from the study of Jones et al. (2011) could be applied to the findings presented in questions #8 and #9. As there could be differences in the programs being taught, there could also be differences in age due to ICT literacy, technological acceptance or teaching methods. The concept of friending and Facebook friends is a very complex term to agree on, especially in an academic environment where there various cultures, ages, teaching and learning methods (Jones et al., 2011).

In the case of this research, it could be that due to varying ICT literacy levels, older participants are more unwilling to accept or send friend requests and less likely to make their decisions which depend on factors such as age, past student, year of student or if it's for a AUT group page. This shared space and informal communication can show signs of the breaking down of traditional power hierarchies between students and their lecturers. Perceptions of both the students and lecturer might be impacted both positively and negatively. From the study of Bosch (2009), it was pointed out that lecturers could find it difficult to use Facebook appropriately because of the varying ICT literacy levels found within academic institutions. The study from Bosch (2009) is key to mention because their results show that their lecturers *routinely* ignored friend requests from their students, implying that these situations are occurring often enough to be considered relevant.

If lecturers are to communicate with their students through Facebook, Mendez et al. (2014) suggests that it is best to use Facebook pages rather than their actual accounts. Results have shown that students are curious to find out more about their lecturers by searching and viewing their Facebook profiles (Mendez et al., 2014). Moreover, one of the most common activities of Facebook users is not communicating, sharing or creating, rather browsing and stalking other users. By using Facebook pages, participants in this research can avoid the issue of friending and possibly crossing any social boundaries between the student and lecturer. Wang et al. (2012) add that Facebook groups are able to be made private, closed and do not require lecturers and students to be friends. This is key because universities, such as AUT, will often find that some of their lecturers are alien to SNSs for educational purposes (Jaffar, 2014). In the case of this research, findings have revealed that it is likely that lecturers within AUT have a variety of opinions when it comes to student-lecturer Facebook communication. Some research participants may feel very comfortable befriending their students and using Facebook groups for their classrooms. Others however might feel unsure of how to safely use the SNS as an educational tool. It is likely that AUT, as an academic environment, hosts lecturers with differences in culture, age, ICT literacy, teaching and learning methods. When approaching new media teaching methods, such as Facebook, it is vital to consider the differences in lecturers at AUT. The reason for this is because it only takes a vulnerable few lecturers to create enough of a negative impact in a student-lecturer relationship to ban further educational use of Facebook for all.

In question #10 the study participants were asked, “Are you aware that certain parts of your Facebook activity and content can be seen by students if you have mutual friends (e.g. colleagues who have friended students and those colleagues have commented on your pictures or posts)”. Results showed that 21 (91.3%) of the participants are aware where 2 (8.7%) were not. These findings imply that those who had answered “Yes” are aware that their activity and Facebook content could possibly be seen by unwanted audiences (such as their students) simply by being present on Facebook and having just one colleague who has befriended students within AUT. The 2 (8.70%) who had answered “No” suggest that these are participants who are inexperienced with using Facebook in comparison to those had said “Yes” and might not fully understand the mechanics of the SNS.

Research from Hutchens and Hayes (2014) identifies that due to the structure of Facebook, there is an increased number of ways in which teachers can misbehave even though they might not be friends with their students. Kearney et al. (1991) identifies three main types of misbehaviours; teacher incompetence, offensiveness and indolence. Some of these acts of misbehaviour can be seen through mutual Facebook friends. This question was relevant to ask because it was able to examine how many of the research participants were aware of this activity and unknown visibility. Due to viral capabilities of Facebook and the vague concept of a 'friend', users often accumulate hundreds of friends on the SNS, many of which are simply acquaintances. As there are numerous ways in which Facebook can expose users to unwanted content through the means of mutual friends, often enough it is a matter of using the SNS inappropriately which places the user at risk. In the case of the research participants, "the potential for credibility damage is probably more related to the way Facebook is used, if done so in an inappropriate manner" (Hutchens & Hayes, 2014, p.18). The intention of this question was to examine how many participants are aware of this type of activity or exposure. While only 2 (8.70%) responded "No", it could be argued that these participants are more likely to be at risk of exposing themselves and their content to unintended audiences such as their students. Something to consider for this question is that some of the research participants could have initially not known about the mutual friend exposure on Facebook but would have answered "Yes" after reading the question as it provided the reader with knowledge on the situation. This is something to consider for potential future research. The question structure should be recreated to avoid providing knowledge to the reader in answering the question.

Questions #11 and #12 examined whether the year or degree stage was a relevant factor in determining if participants would communicate with their current students. Results from question #11 show that 11 (47.83%) said "Yes" whereas the remaining 12 (52.17%) said that it was not a relevant factor. Those 11 participants who had said "Yes" to question #11 were then asked in question #12 to check which groups they would be more inclined to communicate with over Facebook. Answers revealed a trend that lecturers are more inclined to communicate with students the further they are in their degree. These findings are relevant to examine because they show that many of the participants are against communicating with their students on Facebook, many have also commented that it really depends on the situation or the student. Answers from

these questions regarding friend requests reveal that a solid number of participants are open to communicating with their students but that it is dependent on various factors such as age, maturity, the type of interaction or if they have multiple Facebook accounts.

In this question it can be assumed that a student grows in both age and maturity the further he or she is in their university degree. Likewise, class sizes and levels of interaction between students and their lecturers also differ from undergraduate levels all the way up to a PhD level. Results from this question reveal that some of the research participants are more inclined to communicate with their students which are further in their university degree, but it might not necessarily be the same on the side of the students. One of the previously examined studies from Madge et al. (2009) discusses the technological acceptance of digital natives compared to those who might be older or further in their university degree. Madge et al. (2009) point out that educational use of Facebook is more likely to be accepted by younger digital natives when compared to older Master students who have not grown up as much with Facebook. Results from this research and the study of Madge et al. (2009) creates a conflicting situation which is valuable to examine. These two results can suggest that while some lecturers are more inclined to communicate with older, more mature students which are further in their university degree, it could be that those same students are less likely to be open to using Facebook to communicate with their lecturers. In other words, the 1st, 2nd and 3rd year undergraduate students which many of the research participants did not choose for their answers, could be more open to communicating with their lecturers on Facebook for educational communication as they are more likely to be considered the “younger digital natives” described in the study of Madge et al. (2009). For answering questions #11 and #12 of this research, these findings imply that some of the lecturers maintain a boundary between their personal and professional image by considering the year of the student in determining whether or not they will communicate with them on Facebook and being more inclined to communicate with the students who are further or higher up in their university degree.

For questions #13 and #14, study participants were asked, “Is gender a relevant factor in determining whether or not you communicate on Facebook with one of your current students?” and if so, which gender would they be more inclined to communicate with. Results from question #13 show that all 23 of the research participants agreed that

gender was not a relevant factor. Due to the fact that not one research participant answered “Yes” to question #13, question #14 received zero responses. No answers were recorded for question #14 and all participants answered the same for question #13, there are still implications to consider. These findings can suggest that all research participants, male and female, young and old, consider their possible communication with students regardless of the student’s gender. Likewise, these findings also suggest that there are no participants who would more likely communicate with the same gender or less likely communicate the opposite gender due to differences in fear or comfort.

Situations such as these are key to consider when it comes to both on and offline relationships between students and lecturers. When it comes to friending or deciding to communicate with a student over Facebook, being consistent can help avoid many issues in regards to favouritism or perceived unfair treatment (Cain, Scott, Tiemeier, Akers & Metzger, 2013). Consistency is important when it comes to friending students on Facebook. Being consistent is key because it avoids some students from feeling as if favouritism is occurring. Cain et al. (2013) argue that “unless an instructor is Facebook friends with every student, other students may perceive bias or favouritism” (p.6). The fact that 100% of the participants said that gender is not a relevant factor implies that they are aware of favouritism and the implications it might bring to other students which they may not have befriended on Facebook. This factor is important to consider for this research and possible future research because Facebook easily displays mutual friends between Facebook users, making it easier for students to see if their lecturers are friends with any of their friends. If there are research participants in this study which are open to befriending their students, these participants must be open to the idea of befriending *all* of their students. Bosch (2009) found that students were quick to exchange Facebook details and become friends in order replicate classroom networks and to informally share information regarding their classes. AUT students are likely to do the same when they join a class and meet new classmates. Students finding out that their lecturers had befriended some students and not others can give off implications of favouritism.

Section 3 – Maintaining Boundaries and the Lecturer's Image

Section 3 will discuss questions #15 to #19. These questions examined the responses of participants when it came to a lecturer's image on Facebook and whether they believe lecturers can maintain a boundary between their images online. Additionally, these questions also asked to find out what boundaries they believed to be the most important and what the potential consequences were if these boundaries were not maintained. The aim of this section is to discuss if any of these results bring anything new, contradicting or supporting to existing literature on maintaining boundaries on Facebook and the potential consequences there might be.

In question #15, participants were asked "Do you think that the student's exposure to a lecturer's personal information and content on Facebook can impact a lecturer's professional image?" Out of the 23 total participants, 1 (4.35%) answered "I Don't Know", 2 (8.70%) said "No" while the remaining 20 (86.96%) said "Yes". Questions such as this are key when it comes to understanding where research participants stand in terms of the potential impact Facebook can have on a lecturer's professional image. It is likely that the 2 (8.70%) participants who answered "No", are very confident in the way they use the SNS and their ability to draw a line of what is considered appropriate or inappropriate on Facebook.

Facebook as a SNS is commonly used to connect with friends, family, colleagues and acquaintances. Users often form stronger connections through the disclosure of personal information. Facebook users often disclose more information online because it allows for easier communication, better relationship building and a better perceived trustworthiness (Hewitt & Forte, 2006). Educators often self-disclose by telling personal stories, sharing information and describing personal beliefs (Mazer et al., 2007). Sturgeon and Walker (2009) state that "students want to have relationships with their professors and to know them as real people, not as people who are always kept at arms-distance" (p.7). In addition to this, this lecturer self-disclosure can create a more comfortable learning environment for students as well as allow educators to be seen in a better light (Mazer et al., 2007). Research from other studies are relevant to bring up when discussing question #15 because it supports the claim that Facebook exposure (whether intended or unintended) could create a better learning environment

between students and their lecturers. 86.96% of the research participants answered that they believe that Facebook exposure can impact a lecturer's professional image. This question could have been formed differently to differentiate whether this impact was either positive or negative. Working with these results suggests that research participants believe that Facebook exposure can be a positive and lead to a more positive professional image for the lecturer. This balance of positive or negative impact on the lecturer's image does in any case rely heavily on the type or amount of content the student is exposed to.

This online disclosure can raise privacy concerns for both students and their lecturers. Students in the study of Hewitt and Forte (2006) believe they should not have to worry about being monitored on Facebook by educators, as many have profiles which contain personal information and pictures that educators should not see. There are chances that these situations might unfairly skew the lecturer's perception of the learner. Just as the students in the study of Hewitt and Forte (2006), research participants in this study might have very similar opinions when it comes to self-disclosure and privacy concerns. Research participants should not have to worry about being monitored by their students as it might unfairly skew their professional image due to possible exposures of personal information and content. Despite this, the reality is that if research participants are willing to create Facebook accounts and be present online, they should take responsibility for their online actions, content and privacy settings. Therefore, there is significant importance on what participants are posting and how, especially if they have intentions of communicating with students through AUT Facebook groups, as Facebook friends or even through the visibility of mutual friends.

Lecturers from the study of Prescott (2014) suggested that the Facebook profiles of lecturers should have limited access and that the relationship between students and their instructors is mainly impacted if there is access to the profiles. Findings from Prescott (2014) suggest "a recognition of the blurring of boundaries between professional and personal life or a more realistic attitude and awareness of what is made public" (p.125). Many students would prefer not to be contacted by their teachers through Facebook, however if lecturers are looking to do so they should be cautious and only disclose appropriate information if they do not want to lose their credibility or image as an authority (Mazer et al., 2007). The importance of privacy and content separation is crucial if lecturers are open to the idea of exposing their Facebook profiles

online. Educators in other studies showed ways in which they would manage their friends in order to not blur the boundaries between the various friend circles they might have on Facebook (Lewis & West, 2009). Participants in the study of Lewis and West (2009) limited what they posted and limited the friends which saw their posts because users believed that some of the content posted was only appropriate for certain friend circles.

Simply being present on Facebook, befriending students or creating class groups which allow students to be a click away from a lecturer's Facebook page, all increase the importance of privacy settings and literacy of what to post on Facebook. Participants should be reminded that studies have shown that a substantial amount of time on Facebook is used to stalk and browse other people's profiles as opposed to sharing and communicating with friends (Lewis & West, 2009). The main intention of Facebook was to connect users and allow them to share or communicate with one another, yet there is very large portion of time which is spent simply browsing or stalking other user's profiles. This case can be very similar when it comes to AUT students searching and browsing through their lecturer's Facebook profiles. Whilst being aware of the browsing and searching activities of students, appropriate posts and solid privacy settings are crucial for participants who are looking to be present in this online environment.

Question #16 asked the research participants whether they believe a lecturer who communicates with their students via Facebook can maintain a boundary between their personal and professional image. Results show that 3 (13.04%) did not know, 5 (21.74%) said "No" and 15 (65.22%) answered with "Yes". This data suggests that a majority of research participants would feel comfortable using Facebook because they believe they have the knowledge and/or tools to maintain a boundary between their personal and professional image.

Extended analysis revealed that younger participants believe more that lecturers can maintain a boundary between the personal and professional image while communicating with their students via Facebook. The difference between younger and older participants is worth pointing out and examining. Of the younger participants, 12 (80%) said "Yes", 2 (13%) responded with "No" and 1 (7%) answered "I Don't Know". The older participants on the contrary, showed a greater distribution in their responses

as 3 (37.5%) answered “Yes”, 3 (37.5%) said “No” and the remaining 2 (25%) responded with “I Don’t Know”. This data suggests that younger participants are more capable or comfortable with using Facebook when it comes to maintaining a boundary between their professional and personal image. The case that 80% of the younger participants believe that lecturers can maintain a boundary could imply that their ICT or digital literacy is greater than that of the older participants.

For many it is difficult to approach such an online space because Facebook was originally designed, created and intended for students. As many educators have seen and experienced advantages with establishing identities in these online spaces with their students, for others, it is difficult to enter a somewhat foreign online space which is risky or where they believe they are unwanted (Maranto & Barton, 2010). These discussion points are very relevant when examining the difference of younger and older participants in this study. The Facebook literacy and experience using the SNS plays a large role in whether participants may feel they can maintain a boundary online when communicating with their students. As younger participants have shown to have communicated more with their students whilst also likely spending more time on the SNS for connection, identity construction and socializing, it could be suggested that older participants are less inclined to believe they can maintain a boundary due to their lack of experience, usage of the SNS and overall Facebook literacy.

For those attempting to use Facebook for educational purposes, it is important for the research participants to realize the different options they have in creating an online relationship. An instructor should and can separate their personal and professional identities by creating a different Facebook account for the private AUT page. Those who are concerned of the potential issues which may arise through the interaction with students over Facebook, should be reminded that creating an additional Facebook account can be extremely advantageous. Even though some research participants might consider this extra account creation to be time consuming, it can avoid many concerns in regards to privacy (Ractham et al., 2012).

Instructors must use both outside and inside classroom communication tools to create an effective learning environment for their students. Introducing new and different learning strategies that are suited for themselves is key, but they should be aware of the demands of modern digital students (Prensky, 2001) which want new, fun,

honest and articulated interaction in their classroom spaces (Racham et al., 2012). Results from previous chapters have shown that older participants believe that Facebook use is time consuming and a waste of time when compared to younger participants (Francois et al., 2013). If older participants in this study are likely to believe that using one Facebook account for regular purposes is a waste of time, then it could be suggested that making an additional account is even more time consuming and unlikely to occur. Creating an additional account is an extremely effective way for educators to meet students on Facebook whilst avoiding many concerns. If older participants in this study are unlikely to create an additional Facebook account, then it could be suggested that this is a reason to why older participants have shown less belief to a lecturer's ability to maintain a boundary between their personal and professional image when using Facebook to communicate with their students. Continued discussion of additional accounts will take place in section #4.

In question #17 participants were asked to identify what kind of boundary they believed to be the most important when it came to the student-lecturer Facebook relationship. The most popular answer was, "Both parties should have privacy settings that hide all personal content and information from non-friends on Facebook" with a total of 10 (43.48%). "Lecturers should create two Facebook accounts. One for personal use and one for professional use" received a total of 7 (30.43%) responses where only 2 (8.70%) were recorded for "No Facebook friend requests or messages should be sent between either party". 4 (17.39%) of the respondents chose the "Other" option and provided their own responses to which they believed to be the most important boundary for this online relationship.

Of the 4 additional responses by those who chose the "Other" option, 3 were considered to be very similar in content whereas the odd one could be seen as irrelevant for question #17: *"Facebook very effective for AUT and specific-related social events"* (Participant #17). The question asks "What kind of boundaries do you believe should be kept on Facebook between lecturers and their current students? Please choose one which you believe to be the most important." This response is difficult to interpret and does not clearly answer the question, but could imply that Facebook should only be applied for academic use within AUT and specific events for AUT. Another way of interpreting this response is by suggesting that the participant did not fully understand the question. The other 3 responses were more accurate to answering the question and

showed a common trend in their answers: “*Follow the AUT Social Media Policy at all times*” (Participant #20), “*Appropriate language should be used by either party, be respectful and considerate*” (Participant #4) and “*Don't tag students for the sake of tagging; don't make comments about students whether friends or not; ask student if you can upload a highly visible image of them... play the respect game at all times*” (Participant #15). From one of the previous discussion sections, it was shown that the purpose of the AUT social media policy “is to ensure the appropriate use of social media by AUT staff and to provide guidance with *respect* to both personal and official use of social media ensuring consistency with the goals and values of the University” (AUT Social Media Policy). For those 3 who chose the “Other” option, it is clear that while they might have slight differences to what boundary should be kept, in the end showing *respect* and being *respectful* should be a common boundary for lecturers using Facebook.

The findings which show that “Both parties should have privacy settings that hide all personal content and information from non-friends on Facebook” as the most important reason implies that the easiest way of avoiding negative consequences on Facebook is through the use of privacy settings. Controlling ones Facebook privacy settings is of high importance for not just lecturers and students but all Facebook users. Having a secure Facebook account to non-friends can mitigate a number of possible unintended consequences such as exposure to mutual friends (Hutchens and Hayes, 2014).

In the discussion of boundaries and possible online misbehaviours on the side of the lecturer, it should be made clear that both students and lecturers would benefit if identification and elimination of these lecturer misbehaviours would occur (Benfield et al., 2006). If through research, students and lecturers can come to an understanding of what is considered to be a misbehaviour, there is an increased chance that the relationship could succeed with minimal negative consequences. Benfield et al. (2006) define credibility as “an attitude of a receiver which references the degree to which a source is perceived to be believable” (65). Trustworthiness, goodwill and competence are the three key aspects of credibility. The research participants in this study which might misbehave on Facebook can lead to a damaged credibility. Through extended research into these areas of appropriate online behaviour and types of boundaries, both research participants and their students can become more comfortable using Facebook.

The second most important response, “Lecturers should create two Facebook accounts. One for personal use and one for professional use”, suggests that participants are seeing an increased use of Facebook in the academic environment between students and lecturers. This response implies that some participants believe the benefits of using Facebook in and outside the classroom, are significant enough to create a separate Facebook account solely for professional use. Browning et al. (2011) recognize how “these external portals allow for educators to create a hyper diverse learning experience for students, a classroom without boundaries” (p.7). Facebook does provide opportunities for both students and their lecturers, but it is clear that there are numerous boundaries which should be held to avoid certain dangers. Quotes such as those from Browning et al. (2011) argue of the advantages of creating a diverse learning environment both in and outside the classroom as well as on and offline. While there might be opportunity in this ‘boundaryless’ classroom, there is clear reason for hesitance in this ‘boundaryless’ classroom as well. An AUT Facebook group which can connect students with lecturers through mobile devices, during office hours or during weekends, might allow for a greater learning community but can also increase the chance of online misbehaviours. This balance of opportunity and risk is very important to consider when it comes to boundaries which should be maintained between research participants and their students. Some of the research participants might see the factor of this ‘boundaryless’ classroom as dangerous or risky, whereas other participants might see it as an opportunity.

Question #18 asked respondents, “Between a student and the lecturer, do you believe it is the responsibility of the lecturer to ensure that boundaries are kept when using unofficial communication mediums such as Facebook?” All 23 of the participants answered the question and all answered with “Yes”. This data suggests that the research participants understand their responsibility as a lecturer in society and that their actions on Facebook should reflect the same guidelines they follow offline.

Increased use of Facebook by both educators and students has created new ethical, legal and professional challenges for educators. While SNSs are personal web pages, they are nevertheless in many aspects still public. Various circumstances can arise from AUT lecturers using SNSs. Some can lead to unintended consequences and breaches of codes of conduct within the country or university (Russo, Squelch, & Varnham, 2010). Inappropriate comments, pictures, videos or information can place

research participants in the light of professional misconduct. Any content uploaded by AUT lecturers onto SNSs can be downloaded and spread easily and without the knowledge of the lecturer. It is clear that lecturers should carefully evaluate their posts and content which they upload because it becomes close to impossible to undo and permanently delete anything once on Facebook (Russo et al., 2010). Russo et al. (2010) discuss the importance “for teachers to weigh up the value of the information posted against the possibility of it being used against them” (p.13). Even though some lecturers understand how to use SNSs appropriately, many school administrators might play it safe and censor SNS activity in order to avoid unwanted problems. Other school administrators take an additional approach where they develop policies encouraging their faculty to use SNSs in a responsible and risk free manner (Maranto & Barton, 2010). The research participants or AUT lecturers who join SNSs with little regard to privacy settings and boundaries are placing both themselves and their students at risk. Prescott (2014) found that faculty often tend to not use Facebook for teaching purposes in general but if they do, it should be both the students and staff who should be held accountable for unprofessional online behaviour. Facebook has a high capability of blurring the lines between unacceptable and acceptable communication between the research participants and their students.

As both students and lecturers are discussed in the matter of risks from Facebook activity, there are specific individuals which should be reminded of their particular duties. Student-lecturers are specific and ideal cases in which the blurring of student or lecturer responsibility might occur. Student-lecturers should be reminded of their professional responsibilities and that if something were to occur online, any disciplinary action would treat them as employees rather than as students (Russo et al., 2010). Whether a professor or student-lecturer, it is clear that for their position, any educator should maintain and aim for the highest standards in order to maintain public and student confidence. The New Zealand Teachers Council (2012) clarify that educators “are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense” (pg.1). Research participants who might be considered student-lecturers should be aware of their professional responsibilities as an employee if they are to attempt any risky online behaviour.

Following up from the previous question, study participants were asked in Question #19 if these boundaries were not maintained which consequence would be most likely to occur for the participants and their relationships with their current students. “Possible damage to the credibility of the lecturer” received a total of 10 (45.45%), “False perceptions of intimacy” received 5 (22.73%) and “Loss of Authority” recorded the lowest tally of 4 (18.18%). Interestingly, almost a third of the participants (31.82%) chose “Other” and believed that there were other consequences which were more likely to occur from unmaintained boundaries. One of the responses did not provide an actual answer to the question but did provide a useful suggestion to the question. Participant #7 clarified that *“the options are not definite consequences, but *potential* consequences”*.

Of the 7 additional responses to “Other”, some had similarities as others stood out on their own. 2 responses revealed the factor of favouritism when it came to possible consequences: *“Students might feel treated inequally”* (Participant #21) and *“loss of trust between student and lecturer (and student's friends); could possibly be seen to be favouritising particular students; seems to others that the student/lecturer relationship is too close (looking in from the outside)”* (Participant #15). These responses can reflect on the question which asked research participants if gender was a factor for determining Facebook communication. These responses can support the claim that favouritism is a factor to consider when it comes to treating students equally and that not respecting the boundaries could lead to students feeling as if favouritism is taking place. As previously mentioned, when it comes to friending a student over Facebook, being consistent can help avoid many issues in regards to favouritism or perceived unfair treatment (Cain et al., 2013). Consistency is important when it comes to respecting the boundaries of the student-lecturer relationship on Facebook. To become friends or to communicate with certain students on Facebook while not doing the same with other students, can lead to the possible negative consequences argued by these two responses in question #19.

Another 2 responses were categorized to be similar as they both reflect on the notion of professional distance and conflicts of interest: *“Difficulty in maintaining professional distance during times of student assessments”* (Participant #17) and *“perceived conflict of interest and skewed power relationships”* (Participant #12). The study from Bosch (2009) made remarks concerning the limitations this informal

communication on Facebook might have. This shared space and informal communication showed signs of the breaking down of traditional power hierarchies between students and their lecturers (Bosch, 2009). Perceptions of both the AUT lecturers and their students might be impacted both positively and negatively if this communication is to occur through informal mediums such as Facebook. If the traditional power hierarchy between AUT lecturers and their students is at risk due to boundaries not being maintained on Facebook, participants should weigh up whether the potential benefits are worth the potential consequences. These two potential consequences are significant to consider for research participants, when deciding whether or not to communicate over Facebook.

The final responses to be discussed are somewhat unique in their content: *“Depends on the case, if respect and boundaries aren't maintained I would unfriend the student. It is important as a lecturer to be considerate about posts on Facebook as well” (Participant #4)*. Here the participant is implying that she would friend one of her students under certain conditions but would essentially test out this Facebook friendship. The participant acknowledges that because there is friendship and visible content, the posts being made should be appropriate. If respect and boundaries are not maintained, then the lecturer would unfriend the student. Data shows that participant #4 does not have multiple Facebook accounts, so it rules out the possibility that the participant was befriending students using her professional Facebook account. This response is of concern because while friending students on Facebook is considered a debatable action for many, there has not been much research into the significance of *unfriending* a student. This is something interesting to discuss but also to suggest for future research into the student-lecturer relationship. There is a chance that unfriending a student or lecturer could have significant impact on the relationship both on and offline. Many Facebook users see the term ‘friend’ on Facebook to be vague and allow ‘friends’ to range from family, friends, colleagues to public figures or one time acquaintances. For a research participant or AUT lecturer to unfriend a student might seem significant enough to give off the impression that the relationship both on and/or offline has been damaged.

The final response worth discussing is in regards to the AUT Social Media Policy and the potential consequences which it outlines:

“Breach of AUT Policy could lead to dismissal. There's potential for reputational damage, however that can be said of all communication channels lecturers have with students - even classroom conversation can now be captured and shared verbatim. I've personally found that my credibility as a lecturer has improved since I was invited by our students to participate in their facebook group” (Participant #20).

The possibilities of dismissal and reputational damage, even for all communication channels, is clear and there is not much room for discussion. The more interesting part of this response is where the participant believes that his credibility as a lecturer has improved since being invited to the students Facebook group. Trustworthiness is a key factor of credibility (Benfield et al., 2006) and as we are examining the students' AUT Facebook group, it can be suggested that the students invited their lecturer to their Facebook group because he already had a certain degree of credibility offline. Furthermore, it could also be because they believed that he could act appropriately in their online community. This response is interesting to examine because it takes on a different view in which students invite their lecturer to their Facebook group, as opposed to a lecturer creating a Facebook group where they are the administrator. It is clear from past research that students use Facebook for informal learning purposes and that they communicate between each other to discuss academic matters (Madge et al., 2009; Tsiakis, 2013). There is a general idea that Facebook is an online student space and that educators should be cautious if they are to create Facebook accounts and attempt to communicate with their students. If students however were the ones which invited the AUT lecturers to their online space, instead of AUT lecturers forcing the communication, it could be that this a new take on approaching the student-lecturer relationship on Facebook as well as something to consider for future research. Mazer et al. (2007) discuss in their study how many students would prefer not to be contacted by their teachers through Facebook. While the study from Mazer et al. (2007) argues this, it suggests that AUT students might have a different opinion if they are the ones inviting their selected lecturers to their AUT Facebook groups.

Section 4 – Multiple Accounts and AUT Facebook Groups

Section 4 will discuss questions #20 to #27. These questions examined the responses of participants when it came to the participants' number of accounts as well as the forms of communication they used with those accounts. Additionally, these questions also asked research participants if they believe Facebook can be used as a supplementary educational tool, if they created any AUT Facebook groups for their students and what the experience was from those groups. The aim of this section is to discuss and find out if any of these results bring anything new, contradicting or supporting to existing literature when it comes to multiple Facebook accounts and using Facebook as a supplementary educational tool.

Questions #20 to #23 examined participants' number of accounts as well as the forms of communication they used with those accounts. Question #20 of the survey asked research participants whether or not they had more than one Facebook account. Results show that of the 23 participants, 18 (78.26%) said "No" and the remaining 5 (21.74%) said "Yes". For those who said "Yes" to question #20, they were then asked in question #21 whether they maintain a Facebook account for communication within the professional environment. All 5 (100%) of those respondents said "Yes". These results made it clear that those 5 participants who have multiple accounts have at least one which they maintain for professional communication.

In question #22 participants were asked whether they use either their personal or professional Facebook accounts to communicate with their current students. 10 (52.63%) said "No", 9 (47.37%) said "Yes" and 4 participants skipped the question. The purpose of question #23 was to find out whether participants used either their personal, professional or both accounts in communicating with their current students. 4 (50%) answered personal and 4 (50%) said professional while none said "Both". These findings made it clear that those with multiple accounts which communicate with students, keep their accounts separate as none of the participants answered "both" for question #23.

The findings from questions #20 to #23 showed no significant differences between age and gender. The findings did suggest that those who have created more

than one Facebook account, and are using it in the professional environment to communicate with their current students, are comfortable doing so because those accounts are likely to be more appropriate. Those who have created more than one Facebook account could possibly see a greater benefit to using Facebook for student-lecturer communication as they have created a new Facebook account and are willing to take on the extra workload that often comes with it.

Data collected from question #16, which asked participants to identify what kind of boundary they believed to be the most important, revealed that 7 (30.43%) of the research participants believe that “Lecturers should create two Facebook accounts. One for personal use and one for professional use”. Results from question #20 and #16 reveal that just under a third of the research participants believe that having multiple Facebook accounts is important enough to spend extra time to create and maintain a second account.

There are few studies which have looked into users who have multiple Facebook accounts and the different activities they use with them. Findings from Aljasir et al. (2014) show that 83% of their students in their study had only one Facebook account whereas 17% had more than one. The main reasons for having one account was to communicate with family and friends. The main reasons for having the second account on the other hand was for forming romantic relationships, freedom in expressing opinion and to communicate to real or closer friends. Students in the study of Aljasir et al. (2014) did not feel comfortable using their primary Facebook accounts for sensitive communication or friendships. Research and approaches such as these are significant to consider for this research into lecturers potential Facebook use of multiple accounts. There is a lacking amount of research into the use of multiple Facebook accounts by lecturers. Results from question #20 to #23 have revealed that there are a decent number of lecturers which do create multiple Facebook accounts to separate their personal and professional image and communication. These findings should encourage future research to examine lecturers’ use of multiple Facebook accounts to similar extents presented by Aljasir et al. (2014).

Research participants should, and can, separate their personal and professional identities by creating different Facebook accounts. While some might consider this extra account creation to be time consuming, it can avoid many concerns in regards to

privacy (Ractham et al., 2012). Also, educators often do not have the time to explore and experiment with these new technologies due to their already tight schedules (Conole & Culver, 2010). Some the research participants in this study have shown differences in their use of Facebook communication with their students, there could also be a difference for those who created an additional Facebook account and those who have not. After deeper analysis into the research participants which have multiple Facebook accounts, findings revealed that 4 of the 5 (80%) use their professional account to communicate with their students. These findings can suggest that those who do have multiple Facebook accounts are more likely to communicate with their students because they have a reduced fear of possible exposure to inappropriate online content.

Previous sections have shown that older participants believe that Facebook use is time consuming and a waste of time when compared to younger participants (Francois et al., 2013). If older participants in this study are likely to believe that using one Facebook account for regular purposes is a waste of time, then it could be suggested that making an additional account is even more time consuming and unlikely to occur. Creating an additional account is an extremely effective way for educators to meet students on Facebook. It could be suggested that any research participants, old or young, would unlikely create an additional Facebook account if they are not convinced of using Facebook for academic purposes. If research participants do not have the time to maintain two Facebook accounts or if they have too much hesitance using Facebook, they could believe that the solution to successful student-lecturer communication is more than simply creating a second professional Facebook account. It is difficult to suggest and make solid conclusions to the reasoning behind lecturers' use of multiple Facebook accounts. Findings from Aljasir et al. (2014) into students have shown promise that if future research is to examine lecturers use of multiple Facebook accounts to a greater extent, there could be interesting results to discuss.

Questions #24 to #27 moved away from multiple Facebook accounts and focused more on their opinion and actions in regards to Facebook use in and/or outside the classroom. Study participants were asked in question #24, "Do you think that Facebook can be used as a supplementary tool in and/or outside the classroom in order to create a better learning environment for students?" Results show that 18 (78.26%) said "Yes", 4 (17.39%) answered "No" and only 1 (4.35%) responded with "I Don't Know".

A majority of the research participants agree that Facebook can be used as a supplementary tool to create better learning environment. Younger participants agreed slightly more to this than older participants. 13 (87%) of the younger participants responded with “Yes” while only 2 (13%) responded with “No”. In comparison to the older participants, 5 (63%) said “Yes”, 2 (25%) answered “No” and the remaining 1 (12%) said “I Don’t Know”. These findings suggest that younger participants have already or are more open to using Facebook in order to create a better learning environment. As a decent number of the older participants answered “Yes”, the distribution in the answers could imply a reluctance to use Facebook due to a lack of Facebook literacy or experience.

While it is clear that web 2.0 technologies provide numerous possible benefits to the academic sphere, it should be clarified that one of the greatest challenges for web 2.0 to be successful, is that it takes time, knowledge and more than simply supplying the technologies (Fewkes & McCabe, 2012). Where the solution might be using new tools, there is more to it than just providing the tools. Understanding how to use them is vital the success of a possible online community of students (DeSchryver et al., 2009).

Most teenagers today enrolled in universities are considered to be experienced with online communication technologies. This experience and immersion into online technologies should be tapped by academics. There is an ongoing debate of whether traditional LMSs or new alternatives such as Facebook groups are the best online platforms to create an online community of learning (Fewkes & McCabe, 2012). Studies have concluded that one of the new trends for educators amongst universities is to become more like knowledge facilitators instead of just a source of information (Lewis & West, 2009; Bute, 2012; Boghian, 2013). As researchers attempt to find new answers in this academic debate, some believe that providing students with a bit more trust and freedom in a lesser controlled online environment such as Facebook, could be the key to successful online learning. Fewkes and McCabe (2012) conclude in their research how “teacher perceptions of Facebook and more qualitative research about how Facebook has been used in classrooms, would be beneficial for this field of research” (p.98). Facebook groups can become a fully functional LMS and medium for student-lecturer communication if enough research and practice is placed into how they function and why (Meisher-Tal et al., 2012).

From previous analysis of studies, there is great potential for Facebook to be considered as a unique tool for informal learning between students (Madge et al., 2009; Tsiakis, 2013). There is however a barrier which halts the development of Facebook into an academic setting because many students find that Facebook is not suitable for formal learning purposes (Madge et al., 2009). In the study of Madge et al. (2009), most students indicated that Facebook should stay a social tool and not become an academic one whilst also presenting unhappiness in the idea of using Facebook for formal learning. Students use Facebook to promote themselves as being academically incompetent and to lure in moral/academic support from other students (Selwyn, 2007). It is very common to find that the communication between students on Facebook is very similar to the chatter which lecturers can find in the back row of classrooms. Instead of logically finding solutions and collaborating with one other, students on Facebook often rant, complain and discuss their educational issues (Selwyn, 2007).

Results from question #24 show that a large portion of the research participants believe that Facebook, to some extent, can be used as a supplementary tool in/outside the classroom to create a better learning environment. The data from this question cannot conclude to what extent Facebook should be used, but it is clear that research participants see the potential. Literature and research analysed above has shown that the student-lecturer relationship is complex when it comes to the Facebook environment. If research participants are to use Facebook as a supplementary tool, whether through friending, Facebook groups, facilitating discussions or simply monitoring student-student activity, it can be argued that students might have a tendency to keep any academic learning informal. While some of the educational chatter on Facebook is unproductive, educators should not force formal educational practices and should allow students to continue this chatter “unabated” (p.21). Even though some aspects of Facebook seem promising for formal learning practices, in the end if AUT students prefer to keep Facebook in a more informal setting then maybe it is best for AUT lecturers and research participants to keep it that way.

Research participants were asked in question #25 if whether or not they had created any Facebook groups for their classes at AUT. From the 23 participants, where 16 (69.57%) said “No”, there were 7 (30.43%) who had created and used Facebook groups at AUT.

Further analysis revealed that female participants had created and used more Facebook groups for classes. 6 (46%) had said “Yes” and 7 (54%) responded with “No” for female participants whereas results were significantly different for the male participants. Of the 10 male participants, 9 (90%) answered “No” and only 1 (10%) had said “Yes”. These findings suggest that male participants are more against the use of Facebook for classes at AUT as they might have greater fears of overstepping boundaries with their students.

Data from the survey has shown that there could be differences in opinion, technological acceptance, hesitance and literacy when it comes to the 23 research participants. Results from question #24 have shown that 78% of the research participants believe that Facebook can be used as a supplementary tool to create a better learning environment. Yet results from question #25 have shown that only 30% of the research participants have actually created Facebook groups for their students at AUT. These differences in data suggest that there is large gap in believing that it can be beneficial in the academic environment, and actually creating an AUT Facebook group to experience this potential supplementary tool.

In relation to the data found in question #25, the study of Prescott (2014) revealed that male faculty members were more for the idea that lecturers in general should not register on Facebook at all. Female lecturers on the other hand, suggested that the Facebook profiles of lecturers should have limited access and that the relationship between students and their instructors is mainly impacted if there is access to the profiles (Prescott, 2014). The study from Prescott (2014) provides a new viewpoint to the discussion of the student-lecturer relationship because it not only provides differences in the opinion of female and male faculty members but also declares that if these online relationships are to occur, that both the student and lecturer should be held accountable. These findings can relate to the results shown in question #25. Question #25 revealed that 90% of the male participants had not created an AUT Facebook group and only 54% of the female participants had not. These findings support the claim that male lecturers are more against the idea of creating Facebook accounts and Facebook groups for their classrooms environments.

In some universities, faculty are encouraged to use Facebook to create a group for their students due to the benefits which can be produced from an online community

of learners (Browning et al., 2011). By creating a Facebook page, research participants in this study can create an online space which are full of course information, hyperlinks, diverse media and questions which is accessible to students no matter their location. Even though some lecturers are encouraged to explore the potential benefits of Facebook, they should be reminded of the extra workload and possible privacy concerns which might come along with it. Duncan and Barczyk (2013) add that “the instructional efficacy of Web 2.0 technologies is still being explored, so instructors should approach integrating social media into their courses with guarded enthusiasm” (p.12).

For research participants to create an environment of interaction in their Facebook group, they need to setup rules of participation. To create an effective online community of learners, there are cautions that need to be taken at both the students’ and lecturers’ end (Pi et al., 2013). Some students might be new to using Facebook and are still inexperienced in contributing to an AUT Facebook group. The same goes for lecturers looking to create the Facebook group for their students. If AUT lecturers need to setup rules of participation, they themselves need to have a certain degree of confidence and literacy. Creating and maintaining an AUT Facebook page for a class can be difficult for lecturers who are inexperienced, hesitant or have low levels of ICT literacy. As previously stated, this supports the argument that there could be a gap in those who believe Facebook could be a supplementary tool and those who actually create a group to test it. Research participants who are willing to test and experience a potential Facebook group for their students, might have to take on the additional burden of educating their students of how to participate in such an online community. Additional burdens such as these might separate AUT lecturers which are very confident in using Facebook, to AUT lecturers who see the potential but are not fully confident in their capabilities.

For those had answered “Yes” to question #25, they were asked in question #26 to give their opinion on whether or not they believe the overall experience of their students was positive. 6 (75%) said “Yes”, 0 (0%) said “No” and only 2 (25%)”.

The first comment recorded by the participant who answered “I Don’t Know”, outlined the benefits of communicating to their students via Facebook with a risk of damage: *“Yes, encouraging students to maintain open communication for clarification, important announcements, specific-related events or helpful hints. In rare cases, it can*

be harmful” (Participant #17). This comment at first is somewhat general but does indicate that a student’s experience can become more positive through encouragement, open communication and clarification between both students and the lecturer. Of the two comments however, the second comment is of much deeper value for discussion because it provides numerous topics for examination. For the sake of effectively examining the following comment (Participant #15), it has been split up into smaller sections as the topics within the comment are at times quite different.

Creating private Facebook groups is often considered to be one of the better options if Facebook is to be used to for educational purposes. The main reason for this is because private Facebook groups can secure all comments, information and content and allow only group members to view this content.

“...Students know how to use FB messenger & do not feel vulnerable when commenting in a closed group. But... it's important the lecturer creates a "family environment" in the classroom BEFORE using this form of social media as a communication tool - everyone must feel comfortable in face-to-face discussions before they start to chat online...”

There are students which believe that Facebook is only a social tool and are still not fully open to the idea of using the SNS for formal learning. One reason for this is because students have shown signs of fear to participate in these Facebook groups because they do not want to be incorrect in their posts and be scrutinized by other group members (Singh, 2013). Even though private AUT Facebook groups could secure students from possible viewers from the outside, it seems as if students could still have their fears within the community of learners itself. This section from the comment outlines the possibility that students might feel vulnerable commenting in a closed group and that the lecturer should create a comfortable environment for both on and offline settings. Singh (2013) points out that students still show signs of hesitation from their own classmates. The response in this study could suggest that private Facebook groups increase a student’s comfort but do not entirely eliminate all fears. Just as

students might be afraid of saying something wrong in an offline classroom, similar behaviours would be present in an online private AUT Facebook group.

Research participants should recognize these concerns and tell students at the start of the course about the privacy settings to reduce their fear. Not to mention, they should also educate students on online contribution in order to allow students to feel more comfortable and willing to participate in the given AUT Facebook group. Studies have shown that if lecturers are willing to use a Facebook group for their classroom, it is best for the lecturer to play the role as a facilitator and let students interact and learn amongst each other (Lewis & West, 2009). At the same time, lecturers who have taken on the role as a facilitator can still have the option of contributing if needed. The following section from the comment clearly outlines the aspect of lecturers and their various options to maintain a Facebook group for their classroom.

“...Lecturers can either follow the communication in silence (but students know you are there) or interject perhaps to bring the discussion back to a central point (e.g. "hey team, seems like we've gone off track for a bit, can we get back to answering the question please?...") or ensuring respect is maintained throughout the conversation (eg. "Please respect each other's feelings and cultures; I'm feeling a little uncomfortable right now..."

Even though a lecturers ‘interjection’ to a Facebook group can be ideal to bring back the original discussion and to clarify any questions, there are some risks at hand when lecturers contribute to an online community mainly created for students. Lecturer’s actions in a Facebook group can impact the participation of their students and the overall appeal of the group. It could be that research participants in this study are not up-to-date on how to use the SNS and therefore sometimes do not use it properly. Research has shown that posting too much information and updates on the Facebook page makes it increasingly clear that students do not have the time to combine both social and formal learning purposes in a single network (Jones et al., 2010). These actions can interfere with a student’s social interactions, become distracting, decrease the appeal/attitude of the group and most importantly, discourage participation

(O'Bannon et al., 2013). If research participants in this study are attempting to create and facilitate a Facebook group, they need to be cautious because their actions can almost instantly limit the amount to which students effectively use the group.

Miller (2013) points out in his research that Facebook is a great tool for increasing student participation when compared to more traditional LMSs. One of the main reasons for this is because students are easily notified when there are updates to the page and posting new content is only a few clicks away. Compared to Facebook, students usually only login to Blackboard to check grades or download required materials (Schroeder & Greenbowe, 2009). Moreover, discussion boards in traditional LMSs make participation difficult as it requires students to login, navigate, decide how to contribute and also provides little means of letting students know if their posts have received feedback once they have logged out (Miller, 2013). These findings outlined by previous studies can find similarities in the comment produced by this research. Below is another section from the response which discusses the difference between Facebook and traditional LMSs such as Blackboard.

“...This form of communication - aimed at and for the student - far outweighs software such as Discussion Board on Blackboard (AUT Online). Students see the latter as "work" because they have to sign in and load up under a specific class, whereas FB is open on their devices most of the time, so it has a more casual relaxed feel about it...”

Research participants might consider this slight difference of logging into a different account or webpage as insignificant. Students could argue that this difference is worth mentioning because it could be considered a nuisance to constantly log into Blackboard to see if any updates occurred. Keeping this activity on a SNS, which one logs into several times a day, could easily increase the chance of following feedback. While many universities use traditional LMSs which often do not have effective mobile applications, Facebook takes advantage of these digitally mobile students and can allow lecturers to engage with students in ways which were not possible years ago (Browning et al., 2011).

Instructors are starting to use Facebook to informally communicate with their students as another medium for classroom communication. It is however common that the instructors receive very little feedback from their student participants (Ractham et al., 2012). In other studies, most participation by students was limited to ‘lurking’, reading, ‘liking’ and only gathering information in the Facebook group, rather than actually posting or contributing to the discussions at hand (Ractham et al., 2012). Findings from Ractham et al. (2012) are key to bring up for discussion because respondents in question #26 had answered that they believe their students experience was positive. There are ways in which research participants can judge their students experience using an AUT Facebook group. Despite this, findings from Ractham et al. (2012) question the common feedback and participation there is from students. Just as Bird (2011) pointed out, in a majority of online environments it is often the case that even though online users might now have the ability to produce content freely within a community, only a few actually produce on a regular basis (Bird, 2011). Several students might follow, while only few actually join but only very few really participate and interact. Another way of putting this distribution of interaction is by saying that roughly 1/100 are active online content producers (Bird, 2011). If a large number of AUT students are hardly contributing to the Facebook group and lecturers are only judging this experience based on those who have contributed, this could be an unrealistic reflection of the AUT Facebook group experience.

Similar to question #26, respondents were asked in question #27 whether *their* overall experience of the Facebook group they created and used was positive. Findings show that 6 (75%) said “Yes” and only 2 (25%) said “No”. The same options in question #26 were given to the research participants when it came to providing additional comments. There was a total of 3 comments recorded and they all came from respondents who had answered “Yes”.

One participant declared that, *“Although moderating it was time consuming”* (Participant #18) where another responded by saying that it is *“Positive for some particularly those new to digital learning who needed to create relationships with classmates to feel better about answering on line”* (Participant #9). The third comment illustrated a difficulty in finding a difference between this question and the previous one:

“Please see answer above. I don't see the difference between questions 26 & 27. As a lecturer, I facilitate their learning - I'm not the "teacher". So, the students' experiences also become my experiences. They have a positive experience, then so do I.” (Participant #15)

This comment provides multiple directions for discussion. On the one hand, it is correct in saying that there is an overlapping of students and lecturer experience where a great deal of the positive experience of a lecturer would come from students having a positive experience as well. On the other and, responses such as the first one in regards to time consuming moderation is an example of where the lecturers experience is separate to that of the students' experience. A lecturers experience, separate to that of a students, could be in regards to responding to feedback, maintenance of the page, keeping the discussion on track, communicating with students, increases in online contribution compared to Blackboard or if it was too much extra work. Even though there are overlapping experiences, there are numerous ways in which the lecturers' experience is based really solely on the lecturer's experience.

Regardless of whether it was a combination of the students and lecturers experience or not, it could be suggested that these research participants judged their experience based on comparison with their traditional LMS, Blackboard. Miller (2013) found through the comparison of a traditional LMS (eCollege) and Facebook that eCollege students only posted the minimum required. Yet on Facebook, there were 48% more posts, students posted far more than what was required, responded quicker and also received updates about the group sooner (Miller, 2013). Schroeder and Greenbowe (2009) found that when comparing to WebCT (traditional LMS), there was a 400% increase in the number of posts by students. Not only were there more posts but the posts were more complex, interesting and generated more feedback. By comparing the number of posts, type of posts, complexity of the posts or how often there were new posts, the research participants in this study could have been able to get a feel of whether or not their students and the Facebook group they created was successful. Just as students were able to receive notifications through the SNS, similar benefits can be seen on the side of lecturers because they are able to receive notifications to follow

updates from their students as they occur without having to login onto Blackboard every time (Boghian, 2013). Besides, results from the study of Wang (2013) showed that both the students and instructors were able to receive immediate feedback on posts, questions and comments, as these were great advantages over traditional LMSs such as Blackboard.

The comment, *“Positive for some particularly those new to digital learning who needed to create relationships with classmates to feel better about answering on line”* (Participant #9) is interesting to examine in depth as well because it shows that Facebook can be great medium for particular students. Facebook groups provide great communication channels for participation but also allows the ‘quiet’ students to ‘like’ posts and contribute in a different manner (Boghian, 2013). Just like in a traditional classroom, there are plenty of students which remain quiet throughout the class and do not contribute much. Facebook groups however allow these quiet students to contribute differently by liking comments and posts (Meisher-Tal et al., 2012). There could be AUT students that could possibly begin by reading, learning and liking and eventually gain enough confidence online to begin commenting and making their own posts. Quiet students from the study of Hew (2011) claim that Facebook is ideal for students who are shy in traditional class rooms. Not only can they ask questions to students or lecturers through the Facebook group, but they can also use the private chat function to talk to members separately (Hew, 2011). It could be argued that some of these research participants in this study are able to observe the students which are normally quiet in the offline classroom. For research participants or AUT lecturers to notice quiet students begin to ask, comment and contribute online can be considered a positive experience. This type of online interaction could be seen as a positive experience because it allows the quiet students with an alternative classroom contribution.

Chapter 7: Conclusion

Recently there has been substantial amount of effort spent in order to find new techniques for teaching, classroom participation and adaptation to the evolving digital information age (Bute, 2013; Blau et al., 2014). There are numerous social media tools being used in the realm of education and many began due to a high student interest (Bennett & Maton, 2010). Traditional methods of teaching are often seen to be a one way process in which students are seen as passive listeners (Bute, 2013). With the growth of web 2.0 applications, the general teaching process has been changed (Bennett & Maton, 2010). Research is showing positive results in arguing that these new media applications are aiding students with better attitudes, more enthusiasm and a greater engagement with their studies (Bute, 2013). Research is finding that lecturers are becoming more of a facilitator in the traditional student-lecturer relationship within schools (Boghian, 2013). By combining traditional FTF interaction and computer-mediated activities, educators believe that this mixed learning can go a long way in the educational environment (Bute, 2013; Blau et al., 2014). There is a new generation of students who have been raised in an environment surrounded by digital technologies that are now starting university courses with expectations of changes in teaching which adapt to their digital literacy and skills (Bennett & Maton; Blau et al., 2014). With the growth of research into the possible benefits of Facebook, many believe that these new media applications should be taken seriously for application into academic systems.

Studies continue to attempt to remind relevant parties of the importance of respecting institutional hierarchy when it comes to formal teaching encounters (Siqueira & Herring, 2009). CMC has found to have a ‘democratising’ effect, which in a way levels out the status of online participants (Siqueira & Herring, 2009). Siquera and Herring (2009) identify that “as academic advising is increasingly carried out via email, chat, social network sites—the possibility arises that institutionally hierarchy will break down” (p.4). As the possibilities for students and lecturers to interact in an informal CMC setting increase, there is a greater chance for misjudgement, misunderstanding and missed opportunities to successful communication.

At this stage the majority of research has been placed on the usage of SNSs by students, with a particular emphasis on self-disclosure, student attitudes, professional

online behaviour and the impacts these SNSs have on academic performance (Manca & Ranieri, 2013). While SNSs blur the boundaries between leisure, social and learning spaces, there are attempts by educators to find learning success by mixing these spaces together. Academics should be cautious and aware of the possible risks which could arise as the traditional hierarchical structure of education might clash with this new structure of online networks (Manca & Ranieri, 2013). Facebook has grown and presented itself as a viable tool for communication, community building and cross-cultural collaboration. The SNS, as a learning space, does create a complex environment where new challenges and opportunities are mixed with old issues.

This study had two main research questions:

- 1) Are lecturers taking any measures in order to maintain a balance between their personal and professional image when using Facebook?
- &
- 2) If lecturers are taking any measures, what types of measures are they taking?

In answering these two questions, results from the 27 different questions revealed that a majority of the research participants are taking measures in order to maintain a balance between their personal and professional image when using Facebook. However, the second research question was of greater interest to analyse because it examined what types of measures they were taking.

Results revealed that research participants maintained numerous measures when using Facebook. A majority of research participants recognized and agreed that settings and multiple Facebook accounts were the most important boundaries to be kept on Facebook. Multiple research participants maintained two Facebook accounts to separate their professional and personal communication on Facebook. Findings revealed that accepting or sending Facebook friend requests was very dependent on the circumstances of the student. A majority of participants would not friend their current students.

Furthermore, sending a friend request was more unlikely to occur as opposed to accepting a friend request. All research participants acknowledged that the gender of the student was an irrelevant factor when determining Facebook communication or not, suggesting that favouritism was considered as a measure taken. Research participants displayed a preference of communicating to students which were further in their university degree, suggesting that the age, maturity and type of relationship were factors taken into consideration. Only a few research participants had created AUT Facebook groups for their classes, suggesting that one measure taken was not creating/entering an online realm which might place their image at risk. For research participants which had already communicated with their students over Facebook, most had communicated for academic purposes. Not to mention, almost all research participants believed that it was the responsibility of the lecturer to maintain the boundaries on Facebook.

Throughout the study, deeper analysis examined the difference between younger and older research participants. For numerous questions, data revealed clear differences between the two in their responses. Older participants had communicated less with their students and were also more likely to ignore and not send Facebook friend requests. In comparison to younger participants, older participants also showed less belief in having the ability to maintain a boundary between their professional and personal image on Facebook. At the same time, they also agreed less with the idea that Facebook can be used as a supplementary educational tool. These findings suggest that a measure present in maintaining a boundary online could be connected to the age, literacy and experience of the research participants. Younger participants could have a greater digital literacy which allows them to control online environments with greater skill and confidence (Bosch, 2009). Older participants on the other hand could be more cautious of these online environments when it comes to communicating with their students. This suggests that they are not as confident using the SNS and believe that more traditional means of communication such as email or Blackboard are sufficient for this relationship. Prensky (2001) summarizes that the “biggest problem facing education today is that your Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speak an entirely new language” (p.2).

Results from question #24 show that 78% of the research participants believe that Facebook can be used as a supplementary tool to create a better learning environment. Despite this, results from question #25 show that only 30% of the research

participants have actually created Facebook groups for their students at AUT. These differences in data suggest that there is large gap in believing that it can be beneficial in the academic environment, and actually creating an AUT Facebook group to experience this potential supplementary tool. Research participants who are willing to test and experience a potential Facebook group for their students, might have to take on the additional burden of educating their students of how to participate in such an online community. Additional burdens such as these might separate AUT lecturers which are very confident in using Facebook, to AUT lecturers who see the potential but are not fully confident in their capabilities.

There is a lack of research in the area of Facebook when it comes to the usage and attitudes of university staff, especially when focused on the growing student-staff relationship (Prescott, 2014). It is important to effectively understand how faculty use Facebook, what they consider and what they take into account when it comes to using Facebook in or outside the classroom. Previous research focusing on students has provided plenty of meaningful material and data to ensure that future research into this area is worthwhile. Conducting this research is valuable because as Facebook continues to become a more prevalent communication medium between students and lecturers, both parties should be educated on how to use it properly.

The reason why this research topic was of particular interest to myself was because I am classified as a student-lecturer at AUT. I was studying the student-lecturer relationship which requires a view from both sides. By working and studying in this middle ground, it has allowed me to experience both sides of the student-lecturer relationship. Using both my student-class experience and student-supervisor experience, I was able to apply my study to the university experience. Questions of what is appropriate on Facebook, from friending to posting to tagging, have all been made even clearer. During my time as a student and lecturer, I scoped the field of Facebook profiles of both my students and lecturers to examine what their profile settings were like. From this experience it was made clear that a significant amount of individuals are unaware of their privacy settings, their visibility to other users or simply do not care much for it. At the start of this research I believed I had a fair judgement of what it would be like to be in the position of a lecturer when it came to Facebook interaction and friend requests from students. This belief was altered as students not only attempted to befriend me on Facebook online but also suggested it offline in the classrooms. This

research made it clearer that handling the student-lecturer relationship from both sides is more sensitive than I thought, especially in such classrooms with a variety of cultural backgrounds.

This research is of value to lecturers who are interested in the online relationship between students and their lecturers. Both lecturers who have already used Facebook for educational purposes and those who have not, can find these results valuable. Lecturers can identify if other lecturers are taking any measures in order to maintain a balance between their personal and professional image when using Facebook. If lecturers are taking any measures, they can examine what types of measures are being taken. This research can also be useful for the program leaders which are in control of regulating whether or not Facebook is allowed to be used. Understanding where lecturers might stand in their attitude and Facebook literacy, can provide program leaders with an additional perspective into possible new teaching or learning methods.

This study encountered some limitations worth highlighting for potential future research. One limitation was its sample size. The initial goal of this research was to collect roughly 50 completed questionnaires from lecturers in the Faculty of Culture and Society. This seemed plausible even when considering the response rate often connected with online questionnaires. With a total of 23 completed questionnaires, some of the sample sizes when examining particular questions or groups were too small to make solid conclusions or suggestions.

Another limitation in this study was related to the format of a few questions in the survey. Questions #8 and #9, which examined Facebook friend requests, could have been reformatted to emphasize the factor of ‘current students’ in the questions. Research participants conflicted with the question regarding “current students”, as many of the responses for “It Depends” were if the student graduated or were from previous years.

Through discussion of results and previous literature, there have a number of conclusions which provide direction for possible areas of future research. One suggestion from this study was within the methodology. The quantitative approach which the study took was useful in examining many research participants and examining their answers in a broad scope. After receiving some of the research participant’s responses, for example in the “Other” or “It Depends” sections, it became clear that this information provided a greater depth of analysis in regards the student-

lecturer relationship on Facebook. The quantitative approach was useful for the basis of this research however if this topic of research were to continue to a PhD level, it is clear that a qualitative approach should be considered.

The second suggestion is in regards to the invitation or setup of the classroom Facebook groups. After review of literature and responses, there is a limited amount of research which looks into the possible difference of lecturers getting invited to a Facebook group as opposed to lecturers setting up the Facebook group. Further research into this could supply knowledge for approaching Facebook groups in classrooms, avoiding barriers and potential concerns for both parties.

Another suggestion for future research comes from results in questions #20 to #23. Data from these questions revealed that there are a decent number of lecturers which do create multiple Facebook accounts to separate their personal and professional image. These findings should encourage future research to examine lecturer's use of multiple Facebook accounts to similar depths presented by Aljasir et al. (2014) which examined multiple Facebook accounts of students.

The final suggestion for potential future research is setting up and actually creating a Facebook group for analysis. Examples such as the study from Jaffar (2014) should be considered for future research. The current research conducted on lecturers does not study the student-lecturer relationship on a real-time Facebook group, this should however be considered for future research. Here there is a clear research gap when it comes to the number of studies which have created Facebook groups for classrooms, used the "Insights" tool for analysis and examined the lecturer's perspective. Gaps such as these provided motive to ask questions in this survey in regards to Facebook group use in AUT for possible leads towards research on a PhD level.

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Appendix

‘Surveymonkey’ Online Survey and Questions:

Participant Information Sheet

Date Information Sheet Produced:

1st October 2014

Project Title

The Student-Lecturer Relationship on Facebook: Identifying the measures lecturers take in order to maintain a balance between their personal and professional image when using Facebook.

An Invitation

My name is Maurits Pieper. I am a Master's student and lecturer at the Auckland University of Technology (AUT). I would like to ask you about your experience with using Facebook as a lecturer at the AUT. This research is part of a Master's Thesis at AUT.

Before you decide whether to take part in the study, it is important that you understand what the research is for and what you will be asked to do. Please take time to read the following information. It is up to you to decide whether or not to take part. If you decide to take part you will be giving consent through completion of this survey. You can change your mind at any time and withdraw from the study without giving a reason. You also do not have to answer any question if you do not want to.

What is the purpose of this research?

The purpose of the research study is to examine / explore the lecturer's perspective of this growing Facebook relationship between students and lecturers. The main aim for this research is to identify if lecturers take any measures in order to maintain a balance between their personal and professional image when using Facebook.

This research can provide potential benefits because there is an increasing amount of Facebook communication occurring by both students and lecturers. Previous research has shown that many lecturers believe that Facebook provides educational potential when it comes to teaching their students and creating an effective learning environment. While there might be educational potential in Facebook communication, the results of this research can potential provide deeper meaning into the perspective of lecturers, how they approach the student-lecturer relationship on Facebook and if they aware of the risks that might come with it. Potential results from this research can help educate the relevant community on how to approach the growing trend of the student-lecturer relationship on Facebook.

How was I identified and why am I being invited to participate in this research?

You have been chosen because you are lecturer at AUT. Lecturers only working in the Faculty Culture and Society are invited to complete this survey. Only academic staff and lecturers are to complete the survey for this research. Permanent, part-time and contract based lecturers are included in the criteria for participating and completing this survey. Recruitment for this research has occurred through invitations posted on AUT newsletters and faculty bulletin boards.

What will happen in this research?

This research will involve an online survey which asks lecturers to complete and answer questions. The survey will ask questions about what it is like for you, your thoughts, your opinions as well as situations and events connected with your experience. The survey will take approximately 10 minutes to complete.

Participant Information Sheet

What are the discomforts and risks?

The questions might seem as if the research is aiming to evaluate teaching performances. However, this research is not aiming to evaluate teaching performance. The main aim of the research is to identify what measures are taken in the student-lecturer relationship.

How will these discomforts and risks be alleviated?

Identities will be kept completely anonymous. There will be no attempt to identify research participants. Analysis of results and data will not evaluate teaching performances.

What are the benefits?

This research will assist me in obtaining my Master's in Communication at AUT. Please help me in my research project and potentially adding to the existing knowledge of the student-lecturer relationship on Facebook.

How will my privacy be protected?

The identities of research participants will be kept completely anonymous. The researcher will not be able to identify which lecturers responded and how. IP address collection through SurveyMonkey has been disabled. No names will be required to complete the questionnaire. Results and data will be stored securely on a password protected external hard drive. The data and results will provide no means of identifying those who completed the questionnaires.

What are the costs of participating in this research?

This survey will take roughly 5-10 minutes to complete. There are no further costs in participating in this research.

What opportunity do I have to consider this invitation?

One month total to complete the survey or until 50 usable/completed questionnaires have been recorded on SurveyMonkey. If 30 days is not sufficient time to achieve 50 completed/usable questionnaires, the time for survey completion will be extended.

How do I agree to participate in this research?

Consent will be provided through completion of the survey.

Will I receive feedback on the results of this research?

At the end of this research study, a summary of the findings will be provided both in a Master's thesis and as part of the AUT newsletters where the initial invitation was placed.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Lorna Piatti-Farnell, lorna.piatti-farnell@aut.ac.nz, Phone: +64 (0)9 921 9999 ext. 6831
Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTC, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Whom do I contact for further information about this research?

Researcher Contact Details: Maurits Pieper – maurits.pieper@aut.ac.nz
Project Supervisor Contact Details: Dr Lorna Piatti-Farnell, lorna.piatti-farnell@aut.ac.nz, Phone: +64 (0)9 921 9999 ext. 6831

Approved by the Auckland University of Technology Ethics Committee on 22nd October 2014, AUTC Reference number 14/339.

Brief Summary

Thank you for agreeing to take part in my survey.

Only lecturers in the Faculty of Culture and Society are invited to participate in this research.

Before you decide whether to take part in the study, it is important that you understand what the research is for and what you will be asked to do. Please take time to read the following information. It is up to you to decide whether or not to take part. If you decide to take part, you will be giving consent through completion of this survey. You can change your mind at any time and withdraw from the study without giving a reason. You also do not have to answer any question if you do not want to.

The purpose of the research study is to examine / explore the lecturer's perspective of the growing Facebook relationship between students and lecturers. The main aim for this research is to identify if lecturers take any measures in order to maintain a balance between their personal and professional image when using Facebook.

Identities will be kept completely anonymous. There will be no attempt to identify research participants. IP address collection through SurveyMonkey has been disabled. Analysis of results and data will not evaluate teaching performances. This survey will take roughly 5-10 minutes to complete. You will be asked to answer 27 questions. Please answer honestly and as accurate as possible in order to achieve the most reliable results.

Researcher Contact Details: Maurits Pieper – maurits.pieper@aut.ac.nz

Project Supervisor Contact Details: Dr Lorna Piatti-Farnell lorna.piatti-farnell@aut.ac.nz, Phone: +64 9 921 9999 ext. 6831

AUTEC Contact Details: ethics@aut.ac.nz - +64 9 921 9999 ext. 6038

Thank you

Survey Questions

1. What is your age?

- ☐ 18 to 30
- ☐ 31 to 40
- ☐ 41 to 50
- ☐ 51 to 60
- ☐ 61 and Older

2. What is your gender?

- ☐ Female
- ☐ Male

3. Are you a member of Facebook?

- ☐ Yes
- ☐ No

Survey Questions

4. Have you ever communicated with any of your students via Facebook?

- ☐ Yes
☐ No

5. If you answered Yes to the previous question, please check the purpose of this communication

- ☐ To provide information regarding classwork or homework
☐ To inform the student concerning social events
☐ To share pictures and/or videos
☐ To share your opinions regarding non-academic matters (i.e. books, movies etc.)
☐ Other (please specify)

6. If you answered No to Question 4, please choose *one*, which you believe to be the most important reason to why you have not communicated with any of your students.

- ☐ Can blur the boundaries of both the personal and professional image of the lecturer
☐ Facebook can provide unofficial content not needed for the student-lecturer relationship
☐ Students can perceive messages through Facebook as having alternative motives
☐ Sending Facebook messages can intrigue students and encourage them to search the lecturers Facebook profile and available information
☐ Other (please specify)

7. If you have not communicated with your students on Facebook so far, do you think that you may do so in the future?

- ☐ Yes
☐ No
☐ I Don't Know

Survey Questions

8. What would you do if you received a Facebook friend request from one of your current students?

- ☐ Accept
- ☐ Ignore
- ☐ I Don't Know
- ☐ It Depends (please specify)

9. Would you ever send a Facebook friend request to a current student of yours?

- ☐ Yes
- ☐ No
- ☐ I Don't Know
- ☐ It Depends (please specify)

10. Are you aware that certain parts of your Facebook activity and content can be seen by students if you have mutual friends (e.g. colleagues who have friended students and those colleagues have commented on your pictures or posts)

- ☐ Yes
- ☐ No

Survey Questions

11. Is the year or degree stage (e.g. 1st Year, 2nd Year, Phd, Postgraduate) of your current students a relevant factor in determining whether or not you communicate with them on Facebook?

- ☐ Yes
☐ No

12. If you answered Yes to the previous question, please check which group(s) you would be more inclined to communicate with via Facebook.

- ☐ 1st Year
☐ 2nd Year
☐ 3rd Year
☐ Honours
☐ Postgraduate Diploma
☐ Masters
☐ Ph.D

13. Is gender a relevant factor in determining whether or not you communicate on Facebook with one of your current students?

- ☐ Yes
☐ No

14. If you answered Yes to the previous question, please check which you would be more inclined to communicate with via Facebook

- ☐ Male
☐ Female

Survey Questions

15. Do you think that the student's exposure to a lecturer's personal information and content on Facebook can impact a lecturer's professional image?

- ☐ Yes
- ☐ No
- ☐ I Don't Know

16. Do you believe that a lecturer who communicates with their current students via Facebook can maintain a boundary between their personal and professional image?

- ☐ Yes
- ☐ No
- ☐ I Don't Know

Survey Questions

17. What kind of boundaries do you believe should be kept on Facebook between lecturers and their current students? Please choose one which you believe to be the most important.

- ☐ No Facebook friend requests or messages should be sent between either party
- ☐ Both parties should have privacy settings that hide all personal content and information from non-friends on Facebook
- ☐ Lecturers should not create Facebook accounts
- ☐ Lecturers should create two Facebook accounts. One for personal use and one for professional use.
- ☐ Lecturers should not create Facebook groups for classes at AUT
- ☐ Other (please specify)

18. Between a student and the lecturer, do you believe it is the responsibility of the lecturer to ensure that boundaries are kept when using unofficial communication mediums such as Facebook?

- ☐ Yes
- ☐ No
- ☐ I Don't Know

19. What consequences are there for the lecturer if these boundaries are not maintained? Please choose one which you believe to be the most likely consequence.

- ☐ Loss of authority
- ☐ False perceptions of intimacy
- ☐ Possible damage to the credibility of the lecturer
- ☐ None
- ☐ Other (please specify)

Survey Questions

20. Do you have more than one Facebook account?

☐ Yes

☐ No

21. If you answered Yes to the previous question, do you maintain a Facebook account for communication within the professional environment?

☐ Yes

☐ No

22. Do you use either your personal or professional Facebook profile to communicate with your current students?

☐ Yes

☐ No

23. If you answered Yes to the previous question, which account do you use in communicating with your current students?

☐ Personal

☐ Professional

☐ Both

Survey Questions

24. Do you think that Facebook can be used as a supplementary tool in and/or outside the classroom in order to create a better learning environment for students?

- ☐ Yes
☐ No
☐ I Don't Know

25. Have you created and used Facebook groups for any of your classes at AUT?

- ☐ Yes
☐ No

26. If you answered Yes to the previous question, do you believe that the overall experience for the students was positive?

- ☐ Yes
☐ No
☐ I Don't Know

Other (please specify)

27. If you answered Yes to Question 25, was your overall experience of the Facebook group positive?

- ☐ Yes
☐ No
☐ I Don't Know

Other (please specify)