MAGISTERARBEIT

Titel der Magisterarbeit

The use of Facebook in universities in Austria and the United Kingdom

Verfasserin

Kathrin Schneider, Bakk. phil.

angestrebter akademischer Grad

Magistra der Philosophie (Mag. phil.)

Wien, 2014

Thank You

I want to thank Prof. Sarikakis for her support and help in this dissertation.

My family, Hans and Andrea, who always supported my throughout my studies, who were always patient with me and my various changes of studies, careers and places of residence.

Thanks to all the students in Austria and the United Kingdom who helped me with filling out my questionnaires and wish them good luck with their future studies and that they enjoy their ways of use of online learning platforms in the future.

To Julius, who completes me.

Eidesstattliche Erklärung

Ich erkläre hiermit an Eides Statt, dass ich die vorliegende Arbeit selbstständig und ohne Benutzung anderer als der angegebenen Hilfsmittel angefertigt habe. Die aus fremden Quellen direkt oder indirekt übernommenen Gedanken sind als solche kenntlich gemacht.
Die Arbeit wurde bisher in gleicher oder ähnlicher Form keiner anderen Prüfungsbehörde vorgelegt und auch noch nicht veröffentlicht.

Wien, 31.10.2014

Kathrin Schneider

Contents

1. Introduction

1.1. Introducing words

> "If Facebook would be a country, it would be the third biggest country of the world today." (Adamek 2011, p.15)

Social platforms, where individuals have the opportunity to interact with friends or complete strangers exists for some years now and we become more and more used to having social interactions online. We use those platforms to keep in touch with friends, to interact with people who share the same interests and also to ask for advice.

In the beginning of the social media platforms, there were various different types of platforms, which tried to catch people's attention through concentrating on their interests. There was MySpace for music, StudiVZ for German speaking students or even local ones like Lokalisten for Bavarians.
But then, in 2006, Facebook appeared and changed the social media landscape known to this point. One of the differences to the social media options before Facebook was that this platform was able to be a global and multilingual space for people to connect (up to now, Facebook has seventy different languages (Adamek 2011, p.15)). In the beginning Facebook aimed for being a social media tool especially for students, as it was originally set up for students of the Harvard University and tried to mirror an online yearbook. With having a relationship status set on the front wall, Facebook very soon became a place for everyone and many wanted to become part of this online world. Although originated in North America, it is nowadays the most used social media platform in whole Europe, including Austria and the United Kingdom.

With Mark Zuckerberg as the CEO, a young and intelligent person, with flexibility to change and recreate the platform constantly, Facebook has seen various changes in its time. For a while it seemed, that Facebook wanted to go back to its' former focus and help students to connect through their hobbies and classes in universities. Members have the possibility to create groups for studying and also upload files to work on with their classmates.
To the younger generation, the "Like-button" is as well-known as the Facebook logo or

the blue colour of the website. Rather than only a certain group of people, like formerly the students, everyone is now on Facebook. The population of this platform stretches from from babies, over children up to grandparents. And as Facebook themselves states it:

"It's free and everyone can join!" (Facebook start page, 3.1.2014)

With Facebook being everywhere and as everyone is able to access it from everywhere through modern technology like smart phones or tablets, it is used not only for social reasons but also for marketing and market research purposes. Social platforms have become part of marketing strategies even for conservative and less social media adaptive companies such as IT companies.

The average Facebook user spends around 700 billion minutes per month online (Adamek 2011, p.15). One very important reason to be on Facebook and not on other social media sites is the pure dimensions of it when it comes to reach bigger groups of people for example to get personal advice. For most of the students it is easier to access Facebook than other sites like MySpace or StudiVZ, because those tend to be either very old or also not many of their peers are using it anymore. That means, Facebook is the main platform for students to get information and advice for all sort of university information. Also it is a quick way, as other students are likely to be online as well with mobile applications bringing the option to be possibility to be online everywhere and every time.

Many universities work with online learning platforms, where students will be given tasks and hand in their housework. There platforms are designed for the specific need and benefits of students. At the time those platforms give the option of interacting with either their tutors or other students. But often those forums are rarely being used and seldom questions are being asked to tutors. And at the same time, groups on Facebook are full of those.

The question is here, where the motivation should be in using online learning platforms rather than Facebook and the other way around? Why should students use an e-learning platform which is be especially designed for them? Especially if they already have a

platform, Facebook, which offers them all those possibilities and much more? And what do students think if their tutors want them to use Facebook in their seminars?

This dissertation should give an overview of the correlation between students, online learning platforms and Facebook in terms of learning, interaction, benefits and also privacy. It focuses on the questions of the preferences of Facebook or online learning platforms such as Moodle in the university field. What do students think how they are using those two platforms and where are their risks and benefits?

For this dissertation, there will be a concentration on Facebook, as it is the most used social media tool and Moodle, as it is widely used for its user friendliness, it`s various using options and not at last, because it is a free tool.

The outcome of this dissertation and research is not only useful for tutors and universities to understand their students and their need in information and interaction. It is also important for students to understand how they are using different platforms, although they would probably not like to admit it. It can help them to see their own online presence critical and understand where risks and benefits in social media interaction lie and how beneficial social media tools as well as online learning platforms are in university related information gathering are.

1.2. Problem definition

"Facebook is part of the 'social glue' that helps students settle into university life, that keeps the student body together as a community and which aids in communication (especially about social events) between the student body. However, care must be taken not to over-privilege Facebook: it is only one aspect of students' social networking practices and clearly face-to-face relationships and interactions remain significant." (Madge et al 2009, p.48)

Privacy is a right, written down in many constitutions all over the world. But how far is privacy secured in the online world? And do the privacy regulations and rules set up in Europe also apply to international websites like Facebook? With international scandals like the NSA leak, how do students feel about their privacy? With German speaking countries being very fearsome about privacy issues, and the UK feeling generally more

close to the US, how do students in those countries differ in their wishes, needs an behaviours?

Facebook is in the centre of privacy concerns for many years, but although there are lots of discussions, criticism and uproar, little has really changed in Facebook`s privacy strategy and nonetheless our own behaviour with our social media footprints. Still thousands of students give away their private information and data which leads to a huge information storage. And what happens with this storage?

And what happens if tutors and lecturers use Facebook to communicate with their students in order to be for example closer to them? Or try to get on the same level as their students to be able to help them and improve their learning?

The focus of this dissertation will be on the difference in use of social media as well as learning platforms such as Moodle between students in Austria and the United Kingdom. These two countries do not only differ in their language but also in their media competence and media usage and perception.

This dissertation want to find out, I if the UK is using more social media in a university surrounding and if universities embed social media more in their every-day teaching and learning than Austrian universities.

The focus as a mutual benefit for both countries should be to see and understand where the other one is having benefits in the services for students or in the understanding of students privacy needs. How do the students think about their usage of Facebook as an e-learning tool and online learning platforms to gather information? Why do they use Facebook in the university context and what effects can be seen on their social and university life?

As this dissertation is focussing on the differences between two countries, the cultural dimension should be mentioned as well. Also differences due to language and size of country will have a strong impact on this study. The UK as an island who like to see themselves as different to the so called mainland seem to be more connected with other English speaking countries, predominantly the US in terms of culture, media usage and especially to be mentioned in terms of students, the closeness to the US youth subculture. Austria on the other hand, as being very much embedded in the European continent and functioning since the Second World War as a gate between Eastern and Western Europe is less attached to the US, but more connected to Germany and other European countries.

In Austria and the United Kingdom, the one of the main e-learning platform which is being used is Moodle. This is due to the usability but also to the free usage of this platform. It gives not only the option of presenting information and content but is also useful for the students to hand in their tasks online and discuss issues in the forum.

1.3. Limitation

With every research there need to be limitations mentioned, which influence the research and show, that results can not be applied in general. For this dissertation, the following limitations need to be mentioned:

The first limitation is the concentration of undergraduate students and therefore a general presumption of students can not be done. The problem with graduate students would be the differences between Austria and the United Kingdom, as in German speaking countries it is more common to do a Master than in the UK and also in the UK a Master's study only lasts one year. Also it is assumed that many graduate students already work during their studies while this dissertation wants to concentrate on full-time students.

Another limitation is the focus on the two countries Austria and the UK, which means that there can be no assumption made for whole Europe. Also there will be only a research in the two capitals, Vienna and London, which means that this survey will not be valid for the whole country. Also due to the small amount of individuals raking part in the research, the results can not be applied to the whole cities or the universities, where students have been asked to take part.

The survey in Austria was done by asking students in the university surrounding (like the Campus in the main university or the Innenhof of the Hauptuniversität Wien), whereas the survey in London, due to universities not being approachable by outsiders and the lack of university areas in London needed to be send out online. Therefore Facebook forums were used to ask students of various universities to take part. But that meant a difficulty in the comparison between those, which will be discussed later.

Another limitation can be seen in the recent NSA scandal, which led to a higher protest and also awareness in German speaking countries than in English speaking ones. This

scandal could have changed the interaction from universities and students with social media in Austria more than it would have changed it in the UK.

2. Theory

2.1. Relevance

In 2013 I started to be an online tutor for Step4 at the University of Vienna. During this time I figured that although the students had many options to ask me or other students questions at Moodle, the traffic on the forum option was rather low. The first reaction was, that I thought my explanations on Moodle were enough in depth that questions were not necessary. But when I received the first task of the semester, I had to rethink. After researching well known groups on Facebook for first semester students to exchange their information and questions, I found some of the students with rather low results in their first task asking questions there. And other students form other groups answering them. This could be a perfect solutions, if the tutors of all Step4 groups would have been different and having different focusses on different parts. This all was being mentioned various times before to the students. I started to wonder why students would rather use Facebook where the tutors can't help them, but their peer group who often give misleading answers. Especially due to having an online learning platform such as Moodle to ask questions to other students and being monitored by tutors to help and explain best practices.

The results of this dissertation will help tutors to understand a bit better why students behave online in the way they do and how they could interact in a better and more prosperous way with them. And it will help to improve turning the online learning platforms into more useful and information loaded tools for students to use and for tutors to step in when information is misleading.

Additional to this, it will help students themselves to think about their use of Facebook in comparison to e-learning platform and what they themselves want to change about it. Maybe it will let them think more about their use of Facebook and which benefits and problems this might cause and how online learning platforms are in comparison to it.

Last but not least it will be very interesting for universities and cities who invest and buy e-learning platforms to see and understand why they do this and what they could change about the current system to improve the interaction and the usability.

2.2. Ethical consideration

Every research which is done involving individuals should have a section concerning ethics. An ethical behaviour should consider the possibility of harming those who are taking part in the research.

In this research, students will be asked questions about their very personal and private behaviour online. They will be asked how they feel about Facebook and online learning platforms, and how they use both or either of them to communicate with their co-students or tutors.

While doing this research, there should be taken care not to harm the students who will be interviewed. Therefore the privacy of the students who take part in the questionnaire will be secured. Their personal data will not be stored on online platforms and handled with care. These factors will be made clear to the students before they are asked to take part in this questionnaire.
Also there will be no questions about their name or country of origin or other intimate questions, where those individuals could be traced back.

When it comes to the analysis of the data, there will be no focus on individual fill outs of surveys, but the results will be seen as group results (results from Austria or results from the UK).

But when discussion ethics, there should not only be a concentration on the risks of privacy for the individuals. Also the risk of emotionally harming those individuals should be taken into consideration.
As the questions of the survey are focussing on personal behaviour, they could harm individuals in that sense, that they will reconsider their online footprints and change their behaviour. This can also result in a scariness of being and acting online. Therefore the survey needs to take these difficulties into consideration and try to avoid serious harm as much as possible.

Additionally to being careful of wording there will be the option of getting the results via email and if needed to ask for help and advice.

The questionnaires will be in both languages (English and German) and it will be made sure that the language of the questionnaire will be simple and free of difficult wordings, which could also harm the students. The instructions of the questionnaire will be easy to follow.

Taking care of all those possible the risks of harming will be lowered, but no survey can completely be free of this risk.

2.3. Terminology and description

2.3.1. Virtual rooms

2.3.1.1. Description

Virtual rooms, as in rooms which exist only in the web and who's user only interact online have different looks and purposes. Online platforms as well as discussion forums offer the users the possibility to act as they would act just as themselves or they have the option to create some sort of avatar.

The user of discussion forums mostly stays anonym, but for an active participation at the forum, the user predominantly needs to sign in with an "about me" page. Typical for the discussion forums are rules and rituals as well as a special of hierarchy structure which differs to the one in the offline world. Those rules are mostly used for the exchange of information and experience. Some users also use and in a way need these forums to gain power and influence in the community which leads to the demonstration of their part in the hierarchy and their broad knowledge of special topics. In this very specific forum world, there needs to be a division between the topic led forums, support and user forums. (Schenk et al 2013, p.25)

Those discussion forums are in general online spaces, where like-minded user can exchange themselves about specific topics through a question-answer scheme. That means one user is asking specific questions, and everyone in the forum is able and also asked to answer. (Schenk et al 2013, p.25) The hierarchy in those forums is determined through knowledge or the duration of usage of the forum.

When considering the definition of online communities, Bühl thinks of them as social platforms, which have a worldwide technical based network as their mutual reason for existence. He believes that the existence of a virtual space will lead to a change in the definition of the term space, which used to be only based on the geometrical termination of Euklid or the mechanical one of Newton. (Bühl 1996, p.40)

This idea of online communities is criticised by Meister and Meise. They believe that when it comes to the assessment of media in connection with education, experts mostly concentrate on media as a channel to transfer information. But a more modified perspective results from the relation of the technical possibilities of new media and possible connection points with education. (Meister; Meise 2009, p.23) That means that they think online learning platforms such as Moodle should not only be seen from the aspect of being a channel for information but more as a tool which offers different aspects of interaction for teaching and learning.

2.3.1.2. Social identity

For the use of Online Learning platforms as well as social media tools, it is necessary to create some kind of avatar to interact with others in this medium. The creation and storage of these avatars online can be seen as some sort of identity work which is more intense than the identity work taking place outside of the internet. Clothing, gestures and opinions are parts of the interaction with others and vary depending on the social role which they inhere. (Meister, Meise 2009, p.24) And many parts of the creation of identity such as gestures and cloth can not or hardly be transferred in the online world. The concentration of creating an identity online is predominantly focussed on the personality and the opinion of the individual and none the less their social surrounding such as friends and family and their interaction with the user.

There is more to social networks than just creating an identity by talking about and showing oneself. The social group to which the user belongs to is also very important for the creation of identity in the web. A social identity in this case means, that some group members share partly the same characteristics and therefore form a unity within the group members who have contraire characteristics. (Meister; Meise 2009, p.27) To form a unity within an Online Learning platform can be beneficial if the same characteristic is to create a presentation or to fulfil a task within this group, but it can

also mean that other members are excluded which is a negative direction for the whole group. But this negative direction can also be seen as a socialisation process which helps the individuals to learn what works within this network and what kind of behaviour is socially accepted by their peers. (Meister; Meise 2009, p.29) A more detailed definition and analysis of the socialisation process of groups will be discussed below.

2.3.1.3. Criticism of virtual avatars

Those avatars in social platforms, which are helpful to interact with other user can not only be beneficial for creating an identity for young people, but it can also cause problems. One point of criticism is that a self-presentation of individuals can appear unreal. Many researches show, that the users predominantly want an avatar that is authentic and a better version of them. At the same time they are very sceptical about other profiles. (Meister; Meise 2009, p.25) This means that the creation of avatars is not only helping the user to identify the own identity but is rather used to create an avatar which might have little to do with the real person behind the screen. This can sometimes help to create a voice for shy individuals but can also lead to cyber bullying, which would in the offline world not be typical for this individual. The situation of being detached from the others, as in not seeing them makes it easier to criticise them and become very personal in those criticisms. This can be very dangerous also for online learning platforms as group members can be bullied because of their comments and therefore disturb the stability and harmony of the group and end in the risk of losing a learning quality for all members.

2.3.2. Social networks

2.3.2.1. Online vs. offline definition

The definition of social networks went through a change in recent years due to constant reinvention of the online world. Over ten years ago, when talking about social networks, it was defined as a group of people who have some kind of social bond in their real life. Nowadays, when we talk about social networks, we think about online communities of various different sizes, which generally aim for social interaction.

Michael Schenk, who discussed social networks in 1995 and focussed on the definition of Mitchell in 1969, was one of those defining social network as an offline phenomena:

> „A specific set of linkages among a defined set of persons, with the additional property that the characteristics of these linkages as a whole may be used to interpret the social behaviour of the persons involved." Clyde Mitchell (1969:2) Mitchel, C.L. (ed) –social Networks in Urban situations: Analysis of Personal Relationships in Central African Towns. Manchester, Großbritanien, 1969) (Schenk 1995, p.4)

In difference to this offline interpretation, Reese defines social networks as online communities, which need to combine all of the following details:

- "People, who interact socially as they strive to satisfy their own needs or perform special roles such as leading or moderating
- A shared purpose, such as an interest need, information exchange or service that provides as reason for the community
- Policies, in the form of tacit assumptions, rituals, protocols, rules and laws that guide people's interactions
- Computer systems, to support and mediate social interaction and facilitate a sensation of togetherness" (Reece 2000, p.10; translated by the author)

The biggest goal of mass communication lies in the ability of transferring information to a wide amount of individuals, whereas the interpersonal communication benefits from being able to see and interpret information and content which is not reachable through the things being said. (Schenk 1995, p.40) Social networks, although being more social than traditional mass communication, still makes it hard to see behind those written words and capture the whole and correct meaning – or at least the correct version, the transmitter intended to send out - of the content. The interpretation of words can vary depending on the person reading and writing it and also on the condition and background or the interaction. In terms of interaction in online learning communities, this aspect can be vital for the functioning of seminar groups as they need to understand each other and can not afford being captured in problems of interpreting sentences, especially not in a negative way.

With the rise of computer as a mass medium as well as through the cheap and easy access to internet, an own orientation and trading space had arisen for individuals. But this upcoming of online communication also meant a change not only a change in the way of communication, but also in the content of it. Social communication which takes place in these spaces tends to be more rational, social or concentrated on different spaces than it would be in an interpersonal communication. (Thiedeke 2004, p.15) This understanding of a drifting apart from online and face-to-face communication concluded in huge concerns. Schenk therefore understands that there are various different researches about social communities which lead to the assumption that in our modern times, social networks in terms of the real world and social relationships still exist and are as important as ever. There have been changes of the function of social networks, compared to pre modern societies, but the difference between various social backgrounds should also be taken into consideration. (Schenk 1995, p.27)

To sum up, online and offline communication differs widely in both transmitting and reception and needs to be taken into consideration when discussing online learning platforms.

2.3.2.2. The social aspect of social networks

Social relationships are defined by the first contact and the further important ones happening online and can also be found under the names internet relationships, virtual relationships or online relationships. (Döring 2003, p. 424)

Meister and Meise describe social networks as online platforms, which offer their users the possibility to create personalized profiles like avatars with which they can get in contact with their friends and other users on a public or semi-public sphere. (Meister; Meise 2009, p.21) With these avatars they interact not only with their friends but also with people, they have not met before. The difference to virtual rooms is that the interaction is only based on the social aspect and not so much on the aspect of seeking information as it is the case in social rooms like discussion forums.

Schenk describes the very interesting aspect, that the more social influence a person has, the broader their social interactions are when it comes to personal aspects and problems. Those ones with a very broad social network not only consulted relatives or

neighbours, but also friends. (Schenk 1995, p.26) And with the rise of online communication, the social network of individuals consulting a person for information or his or her experience and opinion is even wider. The wider the social network of a person online is, the more it is likely that this person is asked about advice in their specific field of interest and knowledge.

In contrary to this, Reece sees online communities not only from their technical or hierarchal side but also from the individual background of the user. Online communities can be seen as something which depends on the personal experience and reality. It can be reassuring, helpful and a good experience, whereas it might be full of brutality and conspiracy for others. (Reece 2000, p.8) This difference of experience depends on the individual and can be a high risk for online communities which are based on teaching and learning in a group. But it can be also argued that offline interaction can have the same or even a worse negative effect on individuals than online interactions.

The media messages only get their specific meaning and interpretation through the individuals getting the information to communicate about it with others from their social network (online and offline). Important for the success of the communication process is not the transport of information itself but more the symbolic exchange in those networks which it to be transferred through the content: the coordination with the members of the networks as well as the exchange on both sides which builds the foundation for another interpretation, importance and definition of experienced mass media messages. According to Schenk, there is a higher relevance reachable in social networks than in mass media: the images and opinion are shaped thoroughly with interpersonal communication in an extraordinary way. (Schenk 1995, p. 42) Schenk also thinks about the more personal and individual part of online communities and communication and sees the modern network analysis in the field of sociology as defined through relations of a certain kind of social elements like people, organisations or positions. Within this definition it is crucial to know and define which relationships will be researched. (Schenk, 1995, p.14) According to this, Eckold also considers this aspect when he explains, that researches show, that an important amount of the every-day communication happens within digital platforms. This public space for communication grounded its' existence in being a space for socialization and brought the interpersonal communication in the focus of the media based acting. (Eckold 2007, p.171) This change in interpersonal communication led to new possibilities of research which can now take place only online without the risk of disturbing the communication

within the groups. This risk of interfering in discussions is higher for researching of offline communication, because it is harder to disguise the researcher and his or her intention in a face to face environment.

2.3.2.3. Online identity

Online identities can be different in virtual rooms and in social networks. Thiedeke describes in his book his view of the problems of online identities. He believes, that when an individual becomes part of an online chat forum or a platform, he or she needs to think about how and how and what they want to be in this environment, if they show their real identity or if they give themselves another name. Maybe they will even look different on profile pictures or act different as they would in real life. (Thiedeke 2004, p.16) Here is a huge challenge in taking part in online platforms, as the change of identities can distract the process of learning a lot. Especially considering Facebook as a social media platform which is often used to impress other users and to build up an identity of oneself which often has not too much in common with the actual person. Here Moodle has a different outcome, as there is not too much space for self-presentation. Moodle offers only the possibility of uploading a profile picture and nothing else except student's number and email address on the profile site. That means Moodle helps students to not be distracted by how they want to be seen and how they might see others and can concentrate on the purpose of the platform, learning.

2.3.2.4. A space for one's own

Social platforms can also be seen very positive as an option for young people to create a space for protection and retreat. This can also be described as a peer group specific form of self-socialization. Some user of the German social platform SchülerVZ for example claim to have the possibility of a space where they can seek for self-determination. (Meister, Meise: 2009, p.29) This freedom of being self-determined is not protected or overly protected by the adults being in charge for them. As every individual seeks for freedom, this is a great possibility for young people, but it also creates problems for adults of risking to lose control and not being able to protect their children from possible online dangers.

2.3.3. Facebook

Facebook is one of various social media platforms and the one which is used more broadly than any other up to now. The reason of this might lie in the fact, that it has a wide range of users all over the world and is not, like many others, concentrating on specific interests of topics. Although still extremely broad and successful, Facebook seems to lose their users in a slow but steady way as young users have different needs than Facebook can offer. Fast describes the beginnings of Facebook as a place for students who used their real names to find people and to be able to be found by others. (Fast: 2013, p.49) Facebook sees itself as a so-called Social Networking Community, which means that they intend to help the connectivity of different people in various countries and with various interests. Originally, Facebook was created to connect students from specific universities and different countries, but it quickly spread all over the generations. So nowadays among the user are grandparents, designer, companies or agencies and also public figures like politicians and singer. Since September 2006 Facebook became accessible for everyone and in spring 2008, Facebook started to spread the world in languages like German, Spanish and French. (Faermann 2010, p.16f)

There are various factors which are important for how to use Facebook. First of all you need a registration before you can use Facebook. After this, the profile site can be filled with information about interest and hobbies. This data is structured and looks the same on every Facebook profile as an addition to the usability. Relationships to other Facebook members are shown and the mutual friends, so that you can see how you might know this person. Facebook in general focusses on the social relationships, which makes it a makes it a more social platform than for example MySpace. (Ebersbach et.al 2011, p.96) This concentration on the social relationships can be seen as highly complicated in combination with universities. Tutors who want to interact with students within the tools they are using risk to endanger the student`s privacy and the student`s interest in keeping their private tool to themselves. But how about using those tools when interacting with their co-students? This is also interference in their privacy and not always wanted from both sides.

According to Ebersbach, Facebook began to become the most important and popular

social network worldwide in 2008 with over 400 million user. And there are various ways to use Facebook. It gives their users not only the opportunity to stay in contact with friends and relatives, other students or work colleges, but the user can also play various games and interact with other people who share similar hobbies and interests. Facebook supports acting social and helps organizing life with various friends from all over the world. On the other hand, Facebook is highly criticised of their handling of sensitive data and their security. Due to this point, Facebook is up to now the most criticised network worldwide. (Ebersbach et.al 2010, p.100) This aspect of data privacy is also very important for the use of Facebook in university backgrounds as it may have a negative impact and influence on the students.

2.4. Media education

2.4.1. Traditional mass media

2.4.1.1. Overview

With the upcoming generations being shaped by various forms of mass media, it is interesting to have a closer look on media education. For a long time, mass media have been part of the socialisation progress of the youth, as well as families, schools and peer groups. They are part of the every-day life of young people and have a huge impact on their way they see the world. It is well known, that in general, younger generations are using more online media tools than their parent generation, but are at the same time more socially and physically active. Compared to their parents, they read less newspaper in the traditional print form and do less handwork like do it yourself or handicraft work. (Vollbrecht 2003, p.13-16) These changes are due to various facts for example the change from handicraft work to work which is more demanding for the mind and also the change in the wealth of the population. With less and a different kind of work it is possible to concentrate more on the own free time and focussing on media.

2.4.1.2. Definition

Media competence according to Krucsay is the ability a person in our society needs for an individual and social communication. That means that this ability is the goal for

media educational and informational efforts. (Krucsay 2008, p.59) Without media competence, a person does not know how to use or how to react to media. It is also important to gain a critical opinion of media.

In the field of media socialisation there are two main questions researchers concentrate on, according to Süß:

1. "Wie lernen Menschen den Umgang mit Medien und welche Formen des Umgangs lassen sich unterscheiden?" (concentrating on media competence)
2. "Wie verändern Medien die allgemeinte Sozialisationsprozesse und sind dies entwicklungsfördernde oder gefährdende Veränderungen?" (concentration on media effects)(Süß 2004, p.65)

2.4.1.3. Socialisation

In any form of communication, no matter if in university, group or mass communication, the language it a very important tool. But this tool changes with a growing amount of participants and is getting more and more dependent on technical projections and options to save the communication: interpersonal communication can be supported by media like for example the electronic diary. And the mass communication needs to take place with media as otherwise it is not possible to get in touch with a broad and widely spread public. The communication itself can, according to Döring, be informal or formal and institutionalised. (Döring 2003, p.42)

Süß understands the media as having a big role in the socialisation of our society. Media is like a mirror or a transporter of other socialisations and the youth is getting shaped by the media to some kind of opinion leader. (Süß 2004, p.65) Vollbrecht does not see media as a passive tool but more like a space where socialisation can take place. Mass media, according to him, is one of the four big places for socialisation, next to school, family and peers. We all design our own individual media world in which young people nowadays grow up. That means the media world defines and also constructs the social world. (Vollbrecht: 2003, p13)

Mass media, no matter if traditional or new, always has and had an important influence on the society. It is arguable if there is an influence on how we think about different

topics, but it is very likely that they influence the topics we are thinking about.

2.4.2. New media

2.4.2.1. Definition

There has been a huge change in the way we communicate nowadays. Before mass media the communication was limited by the actual presence of the individuals wanting to communicate. Nowadays we are able to communicate with people living far away, for example on other continents. Döring defines the internet as a complex medium which predominantly takes place with text based communication through a computer. This gives the user the opportunity to take part in online scenarios or virtual realities at the same time. This happens with other individuals and those experiences can be also shared online. (Döring 2003, p.38) Thiedeke points out that there is an extension of possibilities to communicate as well as the former reasonable remuneration of the virtualisation, as they can appear in a computer-based communication. (Thideke 2004, p.22) Döring sees the special and important part of the internet in the offer to the user of being the one who sends out information and at the same time be able to receive it. But this option for the user to send out information to a huge public can be seen as a huge advantage for democratisation or as a danger. (Döring: 2003, p.18) When everybody has the possibility to express their opinion and ideas online, this is a democratic process and environment. But the problem is that there is a need for media competence from the user side. Not everything which is posted is the truth and should be trusted. And there is also the risk of hurting and negatively influencing individuals through posts.

According to Schenk are social platforms online places for getting into contact as well as treating existing friendships through having dialogues with other user. To use these websites, it is obligatory to be a member as well as having a personal profile for getting into contact with others. (Schenk et al 2013, p.24)

Another new side of the web 2.0 is that most of the content is open to public. That means the public can see this content and also give feedback. As a result, there is a high transparency according to data, connections and actions, which also leads to the fact, that once the content is online, it is hard to delete it again. (Schenk et al 2013, p.21) This is especially often criticised according to young people making posts, who are seen as to not understand well enough how important data security and the behaviour online

really is. But there are also voices who speak up for the young generation, as being grown up with online worlds and as citizens of this world, know very well how to behave there. Behlina sees young people being influenced by the constant input on information, which influences the tool and the way they further share them and with whom. They act as opinion leader in their peer groups, and their friends will further act as opinion leader in their social environment. Behlina thinks that before there can be any discussion about young people and their use of social media tools, there must be an understanding of how they interact in those social platforms. (Behlina 2011, p.46) In contrary to this opinion, Meister and Meise believe that young people are absolutely able to use social media in a social way and with enough media literacy as they are growing up with it and use it as a socialization tool in a self-determinant way. (Meister, Meise: 2009, p.30) But even though, children are growing up with these tools and develop a better media socialisation than their parent's generation, it does not mean that they are really aware of all the risks, the internet can cause.

Schenk defines the online population in Germany for example as young, educated and fairly connected people, who are ready for innovations, have an eye for new ways to communicate and play their part in the taking the online possibilities to the broader public. There are many opinion leaders who influence their social group and therefore also be part of transferring the online world to the public. The benefits, which the users are gaining through the use of online media, are partly the same as they would gain from traditional media. Additionally, various parts like social exchange and interaction can be only found in the online media. And this interpersonal way of communication can strengthen the feeling of community online as well as offline. The benefits, which social platforms promise are very high and they seem to outnumber the risks like the partial loss of privacy through self-revelation online. (Schenk et al 2013, p.210) As those different voices show, it is not possible to make an assumption on how the so called digital natives are and if they are as vulnerable and little reflexive as their parent generation fears.

2.4.2.2. Socialisation

Mass media have a dominant role in the every-day life of young people. Social platforms give young people the possibility to have a space where they can find out more about their own identity. This results from the detachment of their family to their

peer group within the online context. Media preferences build a feeling of community and also symbolize a form of demarcation. (Süß& Hipeli 2010, p.142) The decision why someone uses a special tool and which benefits they offer is also very interesting when considering new media tools. In his dissertation, Eckoldt wanted to research the phenomena that many students got a StudiVZ account (a social media platform which was for German speakers only and was popular at the time when Facebook came up in the US), where it seemed very important how they acted and appeared to be and where they lived their every-day social interactions. Eckholdt defined the difference here to other former social media platforms, that a real identity was not only recommended but also forced in order to give the real name which the system found through the email addresses. The outlay of StudiVZ of imitating the real social interactions through real avatars with real identities made it fashionable and desirable for students to use it. (Eckoldt 2007, p.54) This can be adapted to Facebook, as StudiVZ and Facebook have and had a lot of similarities, whereas nowadays StudiVZ, though still existing, can be seen as more or less as dead as Myspace.

A typical sign of a virtual identity is that a person can watch their identity presentation on the screen and act through orders from the computer like an external object. The net-based identity construction therefore is something to have under control and is generally easier and more controllable than the construction of identity outside of the web. (Döring 2003, p.343) Beck sees the advantage of the online communication in the weak, loose and widely knitted relationships and their interactions. The users like these loose bondages as it won't replace interpersonal contact but rather give an additional option compared to the every-day liabilities. (Beck 2006, p.170) When it comes to online media, there is no need to meet up in person with the peer group. Therefore social media platforms have a very important impact on the growing up process and the process of getting more and more in contact with the peer group. Chatting and gambling online uses so called avatars with user generated identities and are used for interpersonal interaction. (Süß& Hipeli 2010, p.146) This interaction online helps children to generate media socialisation and media literacy. Behlina therefore describes the term media literacy as an important tool to benefit the process of teaching to have a critical mind and read critical nowadays with the background of new media. This gives the possibility to create media literacy, which gives students a feeling for creativity and also helps them to create a curiosity for lifelong learning. (Behlina 2011, p.36) There should always be a focus on media literacy when teaching online, as tutors need to show

students how to use platforms. Although most students have a strong media literacy nowadays, there could still be one or two in a class, who can`t live up to those expectations.

2.4.2.3. Danger of new media

Butler criticises that American students, although they are consuming media their whole life are only taught about seeing the critical side of media at university. This means that young people, who won`t go to university will be an easy target for the media industry. (Butler 2011, p.2) Young individuals are vulnerable, especially when not being warned of specific things. And those ones are still likely to become victims of all kinds of marketing strategies or other danger in the online world.

Behlina raises the concerns of adults about young people taken little care about their privacy online. Within the students there seem to be a high awareness of basic privacy issues which should be considered, such as not posting their phone number online. On the other hand, many students do not realize that also everything they post or comment online can help others to trace this back to where they are and live, for example pictures or restaurants they have been to. (Behlina 2011, p.96) In comparison to this, Schenks' findings in his research of self-revelation show, that there is a high degree of self-revelation. This can not only be seen in cold facts like name, birthday and job positions which are shared online by many user, but also more sensitive data like private photos, personal experiences and living location. According to Schenk's quantitative questionnaire, more than two thirds of the user showed a majority of this private information online. Those users also declared that there is no direct connection between the worries about their own privacy and this self-revelation behaviour. Interestingly, also two thirds of the user claim that they are very worried about their privacy but at the same time show most of their private information online. Schenk comes to the conclusion, that knowledge and awareness of possible privacy impairments online is not very high. Additionally, other facts which influence the behaviour of self-revelation seem to be more important to the user. The reasons for the type and the extent of individual online revelations were divided in three categories in the group discussion by Schenk:

1. Personal facts as in the individual view and opinions which influence their actions. Also motivation and the goals of the usage belong to this.

2. Social factors, which are influenced by the social surroundings. There seems to be an inner pressure of self-revelation, which concludes of other user also showing this information. But at the same time, other external influences are very important here: situative influences seem to be very important for the revelation of private information. Social standardizes are and important factor for the amount of self-revelation online, but also standardizes of the working environment are very relevant.

3. Application factors which are in direct connection with the usage. That means also the setting of the specific social platform is important for the decision of the kind and amount of information being revealed. (Schenk et al 2013, p.153)

It nearly seems that although young people are highly aware of the risks and dangers in their online appearance and actions, when it comes to their posting online, they seem to either forget or to not take it as serious anymore.

2.4.2.4. Theories for new media

Charlton and Neumann-Braun thought about a theory of mass communication which should involve the every-day life of human beings. Therefore they believe this theory need to take into account various social background information such as the media experience, the social context of the user's situation, the availability of online supply or the need to convince according to the media message. (Charlton& Neumann-Braun 1992, p.82) But this should also not forget social structures and connections of individuals with each other as well as the media message itself.

Döring suggests that the media ecological frame model gives the idea that the use of internet should not be seen by itself, but in connection to other types of media usage. Furthermore, she asks, if and how the integration of online contacts in the everyday communication takes places and if sooner or later there will be a change in the use of media. The most feared type of media change is the replacement of direct communication with online communication. (Döring 2003, p.435) This fear of us becoming more and more technically focussed to the point where we prefer to interact virtually and have no offline relationships anymore is very present. There are many

movements and groups which warn of being too focussed on smartphones and computers and return to the offline world.

2.4.3. Online vs offline

According to Dröge the media is the part which produces not only in a formal but also in terms of the content a huge part of the subjective knowledge of a person. (Dröge 1979, p.62) This can be seen as good as well as bad, as it always depends on the media itself and the content. The important knowledge which should be taught at online learning tools should be objective.

Schenk describes the functions and the use of the web as having a lot of similarities to specific mass media. There is especially a resemblance between video and picture platforms and radio and television as they both show a concentration of information as well as entertainment. Also blogs, online forums, wikis and newspaper show similarities to each other and mainly have the use of information as well as the orientation within this information. All of these online usages additionally support the interaction and the communication, which the traditional mass media can not offer. According to these facts, it would mean that online tools would replace the use of the traditional mass media, as they offer the same functions and more. According to Schenk, effects of replacement can not be found in the data. It is actually the opposite, people who use these online tools, also read more newspaper than the ones not using online tools. But on contrary to this, no connection between the use of radio and TV and online tools could be found in the research. Therefore Schenk suggests that there is more a coexisting between traditional media and online media at the moment. Up to not, it is not clear if this relation will change in the future or if the media budget of the use will rise and more media will be integrated in their media menu. (Schenk et al 2013, p.144) Döring focusses on her definition of online media as a hybrid media which comes from the fact that the internet doesn't only offer their services to the individual or a group but actually makes a mass communication possible. (Döring 2003, p.8) The worlds which are created in online spaces come from questions and answers, signals and echoes with the common goal to create a consensus within differences. (Schachtner 2008, p.33) Behlina sees the difference between the traditional mass media and the social media forms in the ability to take part in it. Traditional media like television is only one sided, the consumer can not interfere. On the contrary, online media lives from the interaction with the one sending the message and the one who receives it. (Behlina 2011, p.9) But

31

is this chance of gaining interaction really used?

Schenk thinks that many people still use the online media more in a passive way, just as they use traditional media like radio and television. Others only partly take the possibility of an active participation through comments ore posts about contents of other user. Only a small percentage of the users actually produce user generated content. (Schenk et al 2013, p.27) Does this mean the great advantages of new media are actually not needed? The options and possibilities not used because we are generally too lazy or not interested in taking part in the democratization process?

2.4.4. How to choose a medium?

As media is such an important factor for the creation of knowledge of individuals, (Dröge 1979, p.62) it is extremely important to not only gain media competence but also to understand the media and therefore choose the ones being useful for specific interests and goals.

A rational choice of media will be made if the medium, which is the most fitting to the social and content-belonging challenges, is chosen in a special situation. This can be seen as media appropriateness. (Döring 2003, p.131) The question here is if Moodle or Facebook is the best platform for studying online, which can only be answered by the students themselves, but when answering this question there are a lot of factors like privacy regulations, data security and problems of communication which need to be taken into consideration.

2.5. Social networks

2.5.1. Social groups vs social teams

2.5.1.1. Teams

Teams are defined as a small number of individuals, who work together via computers and aim to handle a task within a fixed time schedule. Döring gives an example of students who study remote from university. Those students for example have the task to build virtual teams for a presentation. This shall help them to work through the isolation of a remote study. (Döring 2003, p.520) But most of the times, university students build

groups together, as they come from the same background and are a specific amount of students. The difference between teams and groups can be seen in this document:

Unterschiede zwischen Gruppe und Team

	Gruppe	Team
Zusammensetzung	Feste Anzahl	Variable Anzahl
	Mitglieder aus demselben Fachbereich	Mitglieder aus verschiedenen Fachbereichen
	Mitglieder besitzen vergleichbare Kenntnisse und Fähigkeiten	Mitglieder ergänzen sich bezüglich ihrer Kenntnisse und Fertigkeiten
	- Jedes Mitglied hat festen Aufgabenbereich	- Jedes Mitglied hat eine Hauptaufgabe, kann aber auch jede andere Aufgabe im Team wahrnehmen
	- kaum Wissenstransfer	- Regelmäßiger Wissenstransfer
Führung	An der Spitze steht ein Gruppenleister, den auf unbefristete Zeit „von oben" offiziell benannt wurde	Teamleiter „von oben" oder Teamsprecher vom Team gewählt
	Gruppenleiter hat alleinige Führung und Entscheidungsgewalt	Führungsfunktionen und Entscheidungsgewalten verteilen sich auf Teammitglieder
Organisation	Nach festen Regeln strukturiert	Variabel strukturiert und organisiert
	Bekommt Aufgaben zugewiesen	Teammitglieder streben nach Erreichung eines gemeinsamen Ziels
	Stellt einzelne Arbeitsabschnitte fertig und gibt diese Weiter	Erledigt Aufgabe selbstständig und vollständig

http://www-db.in.tum.de/teaching/ss05/hsug/team_theoretische_grundlagen.pdf
(6.5.2014)

2.5.1.2. Groups
In the act of creating a virtual group there are various important tasks which need to be considered. For example, that an online platform is established by a person or a community, for the aim to be a tool where members of the group are able to communicate. This platform must also be advertised to make sure all members of the group will use it. It is important for the further development of the teams and groups, if and how this online platform is beneficial to the group dynamics. (Döring 2003, p.530) Without the platform giving the option to communicate and interact in an appropriate way, an online group is not functional.
If the work within a virtual group is successful, there is often the desire to meet face-to-face. If the group work online is not successful, due to problems in the communication

33

such as it being exhausting, inefficient or aloof, members will leave the group. The benefit of virtual groups is especially the possibility to create mutual social feelings rather than the huge amount of digital documents to focus on curiosity or desire to search. But this image of getting involved in social societies and experiencing an immediate and risk free "we-sensation", is highly criticized by the experts. (Döring 2003, p549) They fear that this we-feeling online could replace the offline interactions and create a social isolation. Also those individuals make themselves vulnerable and an easy target for users who intend to harm them.

2.5.2. Social groups

Ebersbach defines the viral interaction as not only trying to be heard and seen, but mostly to create mutual content which supports the creation of groups in wider communities. (Ebersbach et al 2011, p.107) As online communities like Facebook tend to be very big, the users form groups through hobbies and interest groups where they can exchange information and get into contact with like-minded individuals.

Many groups mainly act self-sufficient and rarely get in contact with others. Döring thinks that in education it is often criticized, that small groups solemnly learn and practice their theory in schools and university and not in the actual real environment. Additionally, the interaction and networking with externals is extremely important for small groups which belong to a bigger organization like universities. (Döring 2003, p.513) This gives an idea how important it could be to not only shape awareness of how social networks are functioning, but moreover to work with those in the critical university environment.

Online groups are based and formed through similar conditions and common interests. Groups can be in a private setting or in a public sphere like the internet. Döring explains that in mailing lists, the chats between the group members tend to partly take place in public. That means that people who do not belong to the group can watch what is happening but also interfere. Roughly there are three dimensions of potential changes due to being online:

1. Publicity of group activities.

2. Access to the group.

3. Networking with other groups. (Döring 2003, p.513)

Döring states the five different dimensions of successful and unsuccessful group development:

1. Forming: this is a stage of orientation, where the group members get to know each other and the first group processes start. In this stage the members are mostly not sure about their behaviour, but are at the same time very optimistic and excited.

2. Storming: This is a phase of conflicts, where the members concentrate on the different tasks which have to be completed for the group. Additionally, different point of view about the goals, the tasks, different roles of group members and the overall plan to solve the tasks will occur. This part of the process is strongly under the impression of tension and quarrels, where also the competition of the members is important.

3. Norming: At this stage, the group members find a common way and agree to the same rules, distribution of task and roles. The members act friendly with each other and the group is more and more able for cooperation.

4. Performing: The stage of the performance, where the members know each other fairly well and can focus on the solving of the task. Due to strong results, the group grows together even more.

5. Adjourning: This is the final stage where the tasks are finished and the social relationships start to get loosen up again. In the end, the happiness about the successful fulfilled task is also strongly combined with the misery of the farewell. If it was not possible to fulfil the challenges of the earlier stages, the group will break apart earlier. (Döring 2003, p.495)

These dimensions of group interaction and group building are similar in online and offline groups. In both worlds, there need to be interaction and definition of group members as well as the general goal to solve a mutual task. But at the same time, there are also many differences and especially challenges for online groups. First, there is the challenge of meeting online as in everybody needs to have the technical opportunities to meet online. Also, there is the challenge of languages, as it was discussed above that language can change differ from the original meaning, depending on the receiver. But most importantly, the whole communication is solemnly focussed on the written word; there is no influence of personal antipathy or sympathy. This can be good for the overall solution of the group tasks, as everyone is only focussing on the goal and no the overall experience.

2.5.3. The use of Facebook

2.5.3.1. Theory

Beck thinks that virtual communities are permanent, emotionally grounded social relationships which grow because of online communication between multiple persons. (Beck 2006, p.165) For Facebook this means that the relationships which are built grow because of the online interactions. There is always the question if the details of Facebook user which are posted are to inform their social group or to impress them. And also how much interaction does Facebook cause within social groups? There is a discussion about the possible problem that users do not interact with others any more as they read their posts anyways and do not need to ask them what they are doing at the moment.

Ebersbach describes Facebook as being mostly focussed on the short-term communication as it does not see the need of extended group forums like at Xing. Facebook tries to be very user friendly although every update of Facebook comes with criticism of it. What makes Facebook also a very special social media platform is that it offers networking, communication and also games on their site. On the main page, Facebook shows an update on what your contacts and Facebook pages you liked are doing and posting to give an overview. (Ebersbach et.al 2011, p.111) So Facebook keeps you up to date with what is happening in your friend's lives. But it has no intention to go into depth, to have long discussions and information which you can find

on blogs.

2.5.3.2. The use of Facebook in universities

Bosch did a research about the use of Facebook of students in schools in South Africa who looked into the various categories of how students use Facebook:

> "Some signed up to Facebook but are not daily active users;
> some signed up but do not actively participate, even though they
> often observe on the site, reading information posted by their
> friends; and some are active users, uploading and downloading
> information and using a variety of applications on the site,
> predominantly for social purposes. Within the latter category,
> there is a further divide between those who use Facebook for
> social purposes only, and those who also use Facebook for some
> kind of academic conversations, though these were usually
> linked to classes in which this type of participation was a course
> requirement. Another category of user was defined by those
> who did not use the site for much other than keeping friends
> abreast of their activities by frequently updating their status
> message. Students updated their status frequently, particularly
> before and after a weekend." (Bosch 2009, p. 193)

In Bosch's research is one category which students who are using Facebook for an academic reason and especially that this was a requirement of their course.

In her research, Bosch also asked the tutors and professors why they use Facebook. In her findings one lecturer claimed that the use of Facebook was also easier for herself. Facebook is quicker and easier to answer questions or explain important issues. (Bosch 2009, p.194) It seems that the younger generation of lecturers support Facebook in the university surrounding as it is easier for them in terms of connectivity and availability.

Madge et al did a survey about the use of Facebook in universities in the United Kingdom of first year students, which showed that more than half of the students had already been on Facebook before they started studying at university. Another high

percentage (25%) signed up on Facebook a short time before starting university while the rest joined it shortly after that (13%). When asking for the reasons of joining Facebook, the response was mostly a social one like making friends at university or the same course or staying in touch with the old friends.

More than half of the students seemed to be successful in making new friends online before the start of university (55%). The majority of these had made up to five new friends before the start but few said they had up to 260 new friends before the start of university.

Merge et al. also found out that the main reason for the first year students to join Facebook was that there had been a high association of Facebook with university life. Before their start at the university, they were mostly using Bepo or MySpace. (Madge et al. 2009, p.143f) The survey took place in 2009, therefore it is very likely that the figures have changed and Facebook has a different meaning to first semester students now.

2.6. Online learning

2.6.1. About online learning

2.6.1.1. Versions of e-learning

Huber describes three versions of e-learning:

1. „E-learning by distribution: Lernende nehmen die Informationen selbst gesteuert auf, verarbeiten sie und setzen sie anschließend um

2. E-learning by interacting: Lernende interagieren-oftmals auch unterstützt durch e-Tutorinnen mit dem System. Optimales Ergebnis wäre, wenn Feedback entsteht.

3. E-learning by collaborating: Die Neuen Medien übernehmen hier die Funktion Arbeitsprozesse zwischen den Lernenden innerhalb der Lernumgebung entstehen zu lassen. In diesem Kontext ist wichtig zu erwähnen, dass eben jene kooperativen und kollaborativen Lernformen in erster Linie linear ablaufen und somit nur bedingt einen offenen Lernweg ermöglichen. Essentiell ist hier die möglichen Ablehnungen entgegenzuwirken und mit reger Online- Präsenz die mangelnde soziale Präsenz zu kompensieren." (Huber 2003, p.93)

As described before, Huber also includes the challenge in the lack of an in person interaction when using online learning. He thinks that the best way to minimize this lack is to maximize the online interaction and therefore help to have a good overall experience for the members of the group.

2.6.1.2. How online learning used to be

Learning and how we learn changed over the years. At the time of Döring in 2003, there have only been those curses which were concentrating on computer or the internet. (Döring 2003, p.115) But in those 11 years, various things have changed and online learning is now possible for everyone and does not depend on the subject anymore. Reece even thinks that online learning is so successful and efficient, that universities will soon have opportunities to learn online as well. (Reece 2000, p.54) The study of Reece took place in 2000, which means the occurrence of Moodle and Facebook has changed dramatically since then. Especially at the Institut für Pulizistik- und Kommunikationswissenschaften, there are two full online courses for first semester students, which are necessary for their degree.

2.6.1.3. How is online learning nowadays

Krucsay criticizes the one-dimensional view of new technologies in combination to education. He sees that their focus is mostly on the technological side, as education seems to be a far too complex word to be captured. Additionally, he is sceptical that discussions about education solemnly happen without the individuals who shall be educated. (Krucsay 2008, p.55) The word education and the technological side of learning is a challenge which this survey also faces.

Schrammel as well describes the discussion about e-learning in literature as discussed with focus on the design of those learning processes or their goals. On the other hand, the online community is described by those experts with focus on the possibility of learning in a not formal way and in being a socialization space. (Schrammel 2008, p.81) It often happens that while describing e-learning, many experts only focus on the technological part as for example the differences between asynchrony and synchrony in learning. Sometimes they also concentrate on the organizational parts of e-learning as for example the difference between virtual learning and blended learning. But most of the definitions lack the structural possibilities of e-learning. These can only be

described if all dimensions can be fulfilled. (Rainer 2004, p.18) When discussing online learning it is important to keep all the aspects of online as well as offline learning in mind and not solemnly focus on the technical side.

Bisovsky is explaining the sceptical view of e-learning which seems to stand in contrary to the average social part of a group like discussions, presentations and feedback. Also there might still be members of the group who have not too much experience with new media, which could cause them and the whole group problems. (Bisovsky 2006, p.17f) But this point should be criticised, as the amount of young individuals having problems with standard technical tasks, which are required for online learning is extremely low. Pawlowski also sees the technological part as important, when he says that with the knowledge management and e-learning getting closer together, it appears that not only new technologies but also the focus on individual friendly tools is important. Those two facts combined help that in the end the knowledge management on universities will be successful. But he rarely explains a direct connection between the technology and the human side. (Pawlowski 2006, p.30) Pawlowski seems to be only focussing on the technological aspect (while thinking about the user friendliness), without thinking too much about the individuals themselves. But it depends on the individual weather or not they use a tool and this can not only be explained with usability as this decision is far more complex than this.

Online learning often stays in contrast with the traditional universities. When it comes to the evaluation of e-learning, social structures need to be taken into consideration. And also it is important to make the teachers and students familiar with the social specialities before using them. That should make sure that online teaching and learning will be without bigger problems and ensures a social enriching process. (Döring 2003, p.312) Pawlowski also focusses on online learning at universities as they are confronted with a lot of important changes, which are due to different trends, especially the convergence. He describes hereby the convergence of working, studying and free time but also the trend to become more international as the most important tendencies which universities need to consider. (Pawlowski 2006, p.31) These changes cause complications such as problems in attending seminars and those individuals could benefit from online courses.

2.6.1.4. E-teaching competence

According to Rainer, one of the definitions of e-teaching competence is the specific and comprehensive qualification of the teaching individual, which enables to integrate the possibilities of e-learning in an efficient and target-driven way, while considering the plans of actions for the teaching process. (Rainer 2004, p.17) E-teaching competence does not only signify that the person needs to know how to use online tools in a very advanced way, but moreover how to teach with those tools. Therefore they need to know all the benefits and also problems the specific platform has to not create a disadvantage in offline learning.

2.6.2. Prerequisites Online learning

The prerequisites of online learning are as varied as e-learning itself is. For example should the navigation on the platform be structured user friendly and easy to navigate. At the same time the landing page should not be too restrictive to create motivation to use it. The menu offers various different paths, due to interest. But to avoid disorientation in the menu, the main and sublevels should always be visible. An important way to support the usability of a platform is the use of colours, which can highlight important information or differences. (Hesse, Gaiser, Reinhardt 2006, p.58f) The concerns about the usability of a platform should not only be regarding the visual part of it, but also the content. This means, the language has to be appropriate for the user, as well as to be clearly structured and with a call to action.

According to Kühn, their experience with their project showed, that the use of a learning management system is very useful to build up modern e-learning structures. Also the combination of simulation of events and the platform made it more interesting and also more realistic than in other learning environments. This successful project convinced universities to use blended-learning for their teaching activities. (Kühn 2006, p.106) Mannheim therefore thinks, that young people, who are growing up at the same time experience their leading influences at the time of their highest capacity of receptive readiness. These influences come from intercultural cultures as well as from political and social environment. These young people create a generation, with common reaction to these influences at the same time. (Mannheim 1928, p. 127) This also leads to the assumption that our learning is changing due to technological innovation.

The following checklist shall be a foundation for the creation of a moderation conception for an online platform:

- choose a suitable medium for the task and offer them to the group
- there should be enough time for the communication and the event for the presentation
- the seminar groups should be long term orientated
- the own competence in communication online should be improved
- raising the communication competence of the group members through trainings and instructions
- common rules for the platform
- decision on roles and responsibilities
- create connections through messages and interactions
- quick and personal feedback
- information for group members of the effects of online communication and have a virtual discussion about it.
(Cornelius, Müller 2004, p.148 translated by the author)

Especially worth mentioning is the last point of Cornelius and Müllers list about giving the group members information about possible effects on online communication and the option of having a virtual discussion about these effect. This helps a group to understand more about their own behaviour online and can give them some kind of guideline for their future online communication experiences.

2.6.3. Benefits of online learning

There are many benefits to be named for using e-learning tools, as well as there a many reasons to be held against it. What is important is that there is a change in the way we communicate but is that good or bad and how does it affect our interaction with other students or teachers? Does it help or not to be able to get in contact with tutors anytime and in an anonym way as students do not need to face tutors?

2.6.3.1. Social interaction with peers and tutors

According to Döring is the great benefit of online learning is that the user is not only able to study the information and use it, but to get into a dialogue with the teacher. And it also gives the opportunity not only to contact the existing social group but to also go further and ask people who might even live far away and take part in the different parts of group communication within the e-learning process. (Döring 2003, p.127) According to Döring the change of interaction and communication is a benefit, but this can also be seen as negative, as the teacher is being pushed into another circumstance and maybe not be able to represent his or her ideas and topics good and clear enough. Online learning means a lack of social interaction which might also be problematic as a high amount of students studies show, that it is better when they can talk to the tutor who is teaching them and ask questions immediately. Asking questions is also problematic in the online learning surrounding as the written language causes problems such as that they sometimes can not be phrased very well or not understood correctly by the tutor.

Reece thinks that in online platforms such as Moodle or Facebook students have the possibilities to exchange information, to interact on a working basis with each other even if living far away from each other, to react to the work of others, to share information and to gather information in the internet. (Reece 2000, p.54) This is very positive especially for people not being able to commute to the place of their university every day, full-time workers or disabled. But it also makes those people dependent on modern technology, which can have high disadvantages, for example lacks in privacy regulations.

The possibilities to use social media for education are varied and can help to share photos, information, books and more. It is also very exciting and useful for students to be able to create post, give feedback and comment on someone else posts. (Ebersbach et.al: 2011, p.240) Ebersbach discusses here the positive parts of learning with social media. But it is too be criticised that e-learning platforms offer most of those benefits nowadays as well.

2.6.3.2. Same level

Döring points out that it is easier for a lot of people to ask a group of people they have never met before in a forum than to speak up in a big group for a longer time. (Döring 2003, p.138) That means e-learning, no matter which tool, can help students to understand their subject better and are more likely to ask questions, which can also help tutors to find out, where and especially in which aspects they should invest more time and energy.

2.6.3.3. Self-presentation

It seems obvious that public behaviour not only has self-expressive aspects but also self- presentational ones. This makes clear that the possible reaction of the public is more or less prejudiced and included in the own appearance. Exceptions are only social or existential situations of extreme, with reduced self-control. Self-presentation is defined as trying to behave in a way to create the best possible impression on others. (Döring 2003, p.334) This can be seen as good as well as bad considering the background of e-learning tools. It means that people try to be as they wish to be seen, which acquires much effort and energy to maintain this image. But it also helps shy people to interact with others in a way they could never do in real life and have a successful foundation for asking questions and learning something. According to Döring the typical sign of virtual identities is that a person can watch their identity presentation on the screen and act through orders from the computer like an external object. You can create the net-based identity construction in the way you want it to be and therefore it is more controllable than the construction of identity outside of the web. (Döring 2003, p.343) In conclusion this means that there are positive effects of virtual identities in terms of self-presentation, but also negative ones as well for individuals but also for the broad public.

2.6.3.4. Freedom in communication

Reece is convinced that online platforms can influence the way students communicate either with their tutors or other students in a positive way. Especially full-time workers who also study can have a huge benefit in studying without needing to take time off

work. (Reece 2000, p.55) This is a very important part of online learning, the freedom to learn and receive information whenever and from wherever. In a fast moving culture, this means online learning in general helps to be included in our lifestyle.

2.6.3.5. Little need of technical knowledge

The rise of the internet changed the user from being passive to being an active participant. The webpages only offer the software, the content is created only by the users, who therefore do not need any knowledge of HTML or FTP. (Fast 2013, p.39) Making a software more user friendly and at the same time understand important changes to e-learning systems is important to make the learning experience as useful as possible.

2.6.4. Problems of online learning

2.6.4.1. Parallel processing

Although it seems correct to Moser and Holzwarth, that so called "parallel processing" can be used itself for studying, but they also see the limits of this form of studying as well as multitasking in general.

With this criticism in mind, Moser and Holzwath believe that the basics of every subject should be studied in context with the argumentations which lie behind them. And they should also not be studied partly, but the person studying should have the bigger picture in mind and aim to study this. But this also means that when beginning to study a topic, the student should first study one or two basic books about this topic and only afterwards they can start to look up other articles in the internet. (Moser, Holzwarth 2011, p.28) In terms of online learning that means, that a foundation of knowledge been made through articles or books been uploaded on the platform, but there is always the problem of researching other articles while you are online as well. It is a lot easier to get distracted by getting lost in other articles or on other website while you are already online, than when you are reading a book offline.

2.6.4.2. Online identity

Döring describes that the collective or individual identity, which would be the most present and important in the moment of the usage of the internet, would be even more present in the surrounding of the web usage. For example, a collective identity could have a higher presence, because the members of this platform, which have less possibility to get in contact with each other, will be less aware of the individual character of the other members. In the end, there is the risk of overestimating their common characteristics and therefore build barriers against other groups. (Döring 2003, p.365) Considering this kind of group movements, online learning can cause problems of excluding members of other groups, or even new members as they might see themselves as a fixed online group. Also the individual might not be able or be afraid of interacting with other members of the group or taking part in conversations as they would like to due to peer pressure.

Thiedeke describes in his book the problems of online identities. When someone becomes part of an online chat forum or a platform, this person needs to think about how and what he or she wants to be, if they show their real identity or if they give themselves another name. Maybe they will even look different on profile pictures or act different as they would in real life. (Thiedeke 2004, p.16) Those online identities can apply to the user acting on Facebook or Moodle.

Thiedeke not only sees a problem in self-presentation, but also in the own identity. This question of identity is a challenge for the sociology as this also includes a problem of identification. Social processes are based on being able to address the alter ego, which is assumed to behave in a very contingent way. Thiedeke asks the question if machines are able to identify communication structures as communication partners and therefore might be able to be socially efficient. (Thiedeke 2004, p.31) This raises the question, if we want machines to really understand us. It can be helpful in the learning process, but might also cause considerable ethical problems.

2.6.4.3. Lack of benefits

Bisovsky points out, that apart from the original assumption, e-learning has up to now not been found as better, more effective or even cheaper than traditional learning. (Bisovsky 2006, p.18) In his survey, he believes that online learning has little

considerable benefits to offline learning. An argument for this point of view would be also that traditional learning methods might still be the most effective ones. But this all depends on the topic. Languages can benefit widely of online learning, whereas maths might not be a topic where online learning can be applied.

2.6.4.4. Social and technical problems

A social network is more than the sum of all the single social relations. Because the individual is also affected by indirect affects which result from relationships between the members. Those indirect effects can support the positive way of a group, but also result in conflicts with rumours and coalitions. (Döring 2003, p.410) Those challenges of online learning can be very varied; it can start with problems of understanding and can result in bullying of other group members.

Nowadays, the technical based communication between individuals happens throughout digital. Many problems of the reliability are indirectly dependent on the complexity of the product. It seems that nothing is as likely to have malfunctions as a software. (Schatter 2003, p.24) Ebersbach sees new media as a challenge for tutors, as they do not only need to take care of the technical and juridical aspects and the design, but they also need to get an insight in those new ways of teaching. Tutors therefore become coaches who support the students, but also needs to take care of the individual and group learning and should also take into account the types of informal learning. (Ebersbach et.al: 2011, p.239f) This can be very challenging for tutors and technical difficulties are varied and might push the actual learning to the background.

2.6.4.5. Sum up of the problems

Iliasch concluded all the problems of e-learning as the following:

> –„das Fehlen physischer Präsenz und die damit einhergehenden Frustrationen, Isolationen und Konfusionen
> - ein erhöhter Zeit und Arbeitsaufwand, der oftmals unterschätzt wird
> - technische Probleme, welche wiederum zu Frustrationen führen
> - didaktische Probleme (speziell auf Plattformen)
> - höherer Kostenaufwand als erwartet
> - falsche Hoffnungen und Erwartungen an das System

- unterschiedliche Ressourcen erzeugen Ausgrenzungen und große

  Ungleichheiten (knowledge gap und digital divide)
- Ablehnungen und Nicht-Akzeptanz von vornherein, sowohl auf Seiten

  der Lehrenden wie auch Lernenden, die sich nur schwer abbauen lassen
- Plagiatsprobleme durch einfaches Copy n' paste"(Iliasch 2009, p.46)

2.6.5. Discussion about the use of Facebook as an e-learning tool

2.6.5.1. Madge et al: Facebook, social integration and informal learning at university

The other important article for this research is from Madge et al 'Facebook, social integration and informal learning at university: It is more for socialising and talking to friends about work than for actually doing work.' This research was done at the University of Leicester in the UK in 2008 with the help of online questionnaires for first year students during a period of six weeks. Madge pointed out that the students themselves don't like to use Facebook in the university background such as for studying but see it more as social platform for getting in touch with other students. On the other hand, students sometimes use Facebook also for the act of learning.

Madge et al showed in her research in the United Kingdom of first year students showed that more than half of the students had already been on Facebook before they started studying at university. Another high percentage (25%) signed up on Facebook a short time before starting university while the rest joined it shortly after that (13%). This shows that Facebook is indeed a platform for students to communicate and find friends, especially in their new homes, as well as staying in touch with the friends from home. After the summer time, Madge et al made a new research to find out if the behaviour had changed. Her findings showed that students changed their use of Facebook in many ways, for example they didn't use it anymore to find new friends, but to look up profiles of friends they see regularly. Also Facebook has at no time been predominantly defined as a place to help from loneliness, but most students think they would have met friends without it as well. (Madge t al 2008, p. 147)

Madge et al asked for the specific reasons why the first semester students were joining Facebook and indeed, they predominantly answered that the reasons were social ones

like making friends at university or the same course or staying in touch with the old friends.

More than half of the students seemed to be successful in making new friends online before the start of university (55%). The majority of these had made up to five new friends before the start but few said they had up to 260 new friends before the start of university. But there should be pointed out, that according to the findings of Madge et al, not everyone who is a friend on Facebook will or is a friend in the real world. (Madge et al 2008, p. 145) It seems to be assuring for students in their first year to be connected to other students in their university before starting, although they are aware that this might never become a close friendship. Maybe there is a strong hope that this connection might become beneficial for them in the long term.

Merge et al. also found out that the main reason for the first year students to join Facebook was, that there had been a high association of Facebook with university life. Before their start at the university, they were mostly using Bepo or MySpace. (Madge et al., p.143f) To sum up, Facebook is highly associated with being a student in university and known to help finding new friends on the campus. Therefore it could be useful for students to get information about courses and what to learn for a subject online, as they are already using it.

Madge points out, that Facebook has been found suitable as an e-learning tool, but they all agreed that it can not be used in a formal teaching process. But within the first year of studying, students started to use Facebook to organise groups for university courses or were chatting and exchanging information with other students about the coursework and subject of studying. Facebook was not used to get in contact with the lecturers or tutors, as other channels were considered to be better, but it was seen as a place where equals could exchange their experience, thoughts and questions. (Madge et al 2008, p.148f) It was also very interesting to see how students see the use of Facebook for informal learning when commenting on the phrase:" Facebook is helpful to my academic life":

> "…only 22% of respondents agreed whilst 29% neither agreed nor
> disagreed, 32% of respondents disagreed, and 18% strongly disagreed."
> (Madge et al 2008, 149)

The majority (91%) of the students said that Facebook had never been a tool for them to get in contact with university staff, such as tutors or lecturers. Significant was also the reaction of students when asked how they feel about including Facebook more in the university life in terms of teaching and learning, almost half of them answered negative. For them, Facebook was a social tool and a space where they can express themselves as being "the ultimate tool of procrastination" or place to "escape from work" and they claimed that they did not wanted to combine this place with studying. (Madge et al 2008, p. 149) Those students in Madge et al's survey drew a clear diversion between private life (Facebook) and university life (University surrounding, e-learning platforms).

The other half of the students who were more positive about the use of Facebook in the learning process said, they predominantly would like to get information about times and schedules, but Facebook should not be part of the specific teaching and learning process. The reason why the students wanted to have more basic information about courses on Facebook is that they were using Facebook more often than their university email accounts. Therefore, it is easier to just see these things on Facebook than being forced to log on another account and risk missing classes or cancellations of classes. Furthermore there was a huge agreement among students that they would not like tutors to get in contact with them via Facebook. (Madge et al 2008, p. 150) To sum up, students in Madge et al's survey want to use Facebook in university terms only as far as to get in touch with other students. But they are very aware of their spending more time on Facebook and therefore getting in contact with others about university belongings (e.g. asking for information about courses…).

2.6.5.2. Bosch: Using online social networking for teaching and learning. Facebook use at the University of Cape Town.

Tanja E. Bosch made a study in 2009 with the title: "Using online social networking for teaching and learning: Facebook use at the University of Cape Town." Her findings are based on the research she did at the University of Cape Town, where tutors and lecturers use the online learning platform Vula. But former researches have shown that students would rather use Facebook than Vula, especially during vacations. Vula is similar to Moodle as it has chat options which can be private from one person to the other as well as public, where every course member can the content of the chat and take

part at it. (Bosch 2009, p. 186) This is a similar struction to Moodle or other e-learning platforms.

As a methodology, Bosch used a semi-structured qualitative interview as well as an analysis of the Facebook profiles of the students. Bosch focused on undergraduates, due to various reasons such as the need of networking or the (mostly) lack of full-time jobs, compared to graduate students. (Bosch 2009, p.187) This gives Bosch a good overview of how the students think about their online behaviour in terms of university and their reality of being on Facebook.

Social networking sites are not actually forbidden at the campus of the University of Cape Town, but there are registrations, which makes it difficult to use Facebook at the university computers and audio and video screening is not possible. (Bosch 2009, p.192) On one hand the university tries to help the students by making them concentrate on their subject and not getting distracted by Facebook. On the other hand, it is never a good decision to ban as this makes those things even more appealing.

In her findings, Bosch explained that Facebook was mostly used by students for the purpose of socialising. She also pointed out, that those undergraduates held personal conversations on the profile walls, for others to also read. These wall posts were meant to be seen from other friends as a sort of group communication. (Bosch 2009, p.194) Those postings were not only about private things, but also about their university life.

Bosch pointed out that lecturers used Facebook as a group communication tool, rather than Vula, as it was easier to access and to be read by students. And vice versa, many students preferred to have Facebook as a way to be in touch with lecturers and tutors easy and informal and notably in a less pressured online environment. Also Facebook gives them the possibility to talk to older students and ask questions about classes and seminars to take, which is no option at current online learning websites. In her research in South Africa, Bosch also asked the tutors and professors themselves why they use Facebook. In her findings one lecturer claimed that the use of Facebook was also easier for herself. Facebook is quicker and easier to answer questions or explain important issues. (Bosch 2009, p.194f) It seems that often the younger generation of lecturers support Facebook in the university surrounding as it is easier for them in terms of connectivity and availability. But here is also an ethical problem, as the young tutors assume that all the students are on Facebook. But what happens if there are students

who do not support Facebook or simply do not want to be a part of this, but are forced to sign up as otherwise they might miss important information.

Bosch concludes her findings as follows:

> "Some signed up to Facebook but are not daily active users; some signed up but do not actively participate, even though they often observe on the site, reading information posted by their friends; and some are active users, uploading and downloading information and using a variety of applications on the site, predominantly for social purposes. Within the latter category, there is a further divide between those who use Facebook for social purposes only, and those who also use Facebook for some kind of academic conversations, though these were usually linked to classes in which this type of participation was a course requirement. Another category of user was defined by those who did not use the site for much other than keeping friends abreast of their activities by frequently updating their status message. Students updated their status frequently, particularly before and after a weekend." (Bosch 2009, p. 193)

2.6.5.3. Others

In his thesis, Eckoldt researched the phenomena, that many students got a StudiVZ account (a social media platform which was for German speakers only and was popular at the time when Facebook came up in the US), where it seemed very important how they acted and appeared to be and where they lived their every-day social interactions. Eckholdt defined the difference here to other former social media platforms, that a real identity was not only recommended but also forced in order to have ones real name which often was found by the system through email addresses. The outlay of StudiVZ, which tried to imitate the real social interactions through avatars with real identities made it fashionable and desirable for students to use this social network site. (Eckoldt 2007, p.54) Although StudiVZ can not be compared with Facebook anymore due to the lack of online activity, StudiVZ was also made with the same concept as Facebook: being a social media platform for students and help them to connect with each other. But when considering the design of StudiVZ, Facebook is in general more suitable for

teaching and learning, due to the tool groups, where different people can upload data and pictures.

Another example of bygone times is Dörings findings about the aspect of learning. In 2003 she claimed, that teaching and learning online was only possible for those subjects which were concentrating on computer or the internet. (Döring 2003, p.115) Although nowadays these subjects are still the ones naturally been mostly suited for online teaching and learning, there has been a change since 2003, where nowadays many subjects have the opportunity or the duty for students to use online teaching and learning tools such as Moodle for their subjects.

Important for an e-learning platform is not only the educational and didactic challenges, but also the social questions like identity, relationship and group. That is especially important to reconsider when it comes to support the identification and identity of the students, to improve the relationship between students and teachers or to underline the importance of those platforms for teaching and learning where the students support each other in the process of learning. (Döring 2003, p.115) Thus, Döring sees online learning platforms positive especially for the interaction of students and tutors, although Madge described in her findings that the students did not like communication with tutors on Facebook. That means, communication and the knowledge that this interaction is possible is beneficial for both sides, but Döring thinks it should be made sure that the interaction does not interfere with the social media tools.

Döring believes as well that online learning often stays in contrast with the traditional universities. When it comes to the evaluation of e-learning the social structures need to be taken into consideration. And also it is important to make the teachers and students familiar with the social specialities before using them. That should make sure that the online teaching and learning will be without bigger problems and ensures a social enriching process. (Döring 2003, p.312) This way, both tutors and students benefit from online learning.

2.6.5.4. Conclusion

Considering this, it seems that the main difference between those students preferring Facebook to the online learning platforms from their universities is the lack of usability of the last. If it is easier for them to use Facebook, due to the specific set-up and the tools which Facebook offers to get in touch with each other (e.g. Chat system, upload of data sheets…) they rather use this than a tool, offered from their university.
On the other hand, if their online learning platform offer what they need, the students are more likely to prefer this to Facebook. One of the main reasons mentioned to prefer online learning systems to Social media tools is keeping this private and not needing to share personal information with university staff or other students.

This dissertation wants therefore to find out how the situation for online learning platforms and Facebook is for students in Austria and the United Kingdom nowadays.

What do they prefer to get information about their studies and seminars or get in touch with other students from their university?

What are the main reasons they prefer one tool over another?

Are there any differences between Austria and the United Kingdom in terms of using tools differently, being more aware of preserving their privacy online and is one country more likely to use one tool over another?

3. Theory

3.1. Description

For the discussion of the theoretical explanation of this dissertation, there are various theoretical approaches which to discuss. As the topic of this dissertation is very diverse and is asking different questions, the theoretical approaches are broad.
The Uses and gratification's approach, Stimulus response and the Cognitive dissonance approach are considered to be important for this dissertation and to explain the question of students and their interaction with Facebook and online learning platforms.

3.2. Uses and gratification's approach

3.2.1. Definition of the uses and gratification's approach

This dissertation wants to use the uses-and-gratification's approach, as it describes an active public, which is obligatory for the online communities which use the media in the way they want to use it and shape it.

The uses and gratifications approach is trying to define the question why individuals use specific types of media and what their benefits are. This absolutely changes the perspective of the classical research of effects. That means the user of mass media uses the medium for his benefits, not the medium influences the user. He acts active in relation to media and not like a victim. (Charlton, Neumann-Braun 1992, p.46) The important part of the theory of the uses-and-gratification's approach is that it has the idea of a public which is behaving in an active way and that this public is using media as a kind of social interaction which is active, sensuous and has a specific goal and reason within them. The individual decides due to his own problems, expectations and needs, how and why he or she uses a specific medium or the content of the medium. (Bonfadelli 2004, p.168) That means the media is being used by an active public in the way which is the best for them, they shape their media tools.

Bonfadelli argues that specific media is not used automatically by and individual and he asked what brings a person to use a certain media type? Mass media can only have an effect, if they are used and if there is a good reason why they should be used of the public. (Bonfadelli 2004, p.168) But how does someone make a decision on which medium to use? In terms of this dissertation, how does an individual decide to use Facebook rather than Moodle to get information about their studies?

Charlton and Neumann-Braun explain that with the uses-and-gratification's approach came a change of perspective. In former theories it was the medium which used the recipient, whereas now it is the recipient who uses the medium for his own effect and in an active way. (Charlton, Neumann-Braun 1992, p.46) Charlton and Neumann-Braun see the uses and gratification's approach as a self-emancipation for users. The decision is on the part of the user, the medium as a subject is only secondary and can be decided over. The true power lies within the user. Bonfadelli agrees with that, when he describes the change in the traditional effective research from the research question of "What does media do with the people?" to "What do people do with the media?" which suggests a

more or less active recipient. The use of these mass media is assumed to be target-driven, active and sensuous. The user individually decides how and if he uses a specific media tool or media content which he decides on regarding to his problems and expectations. Bonfadelli concludes that media is not used automatically and that the reason why the user uses the media and what he or she is expecting from it should be researched. (Bonfadelli 2004, p.168) This is a very interesting point, that with the assumption of the user being active and decision making, there still needs to be a reason why he or she decides to use one medium over the other.

Incentives which come from either the own body or the surrounding are only partly perceived, interpreted and rated. Which give the conclusion that the same stimulus can be processed completely different from different people in different situations and therefore cause different kinds of reactions. This means that we construct our reality through learning processes which are modified, reflected individually, balanced through social environment and presented as an internal structure. (Döring 2003, p.246) Döring describes here the individuality of users and how, according to the uses and gratification's approach, they construct their reality through their backgrounds.

Döring sees the uses-and-gratification's approach especially useful for the online media, as she is concentrating on their difference to the offline media, which can be seen as very significant in many ways. One example would be that online media is used by an active public and this public is able to get into a dialogue with each other. But she also sees a need to renew the theory if talking about online communities. (Döring 2003, p.138) To get to a conclusion, the uses and gratification's approach sees the public as active, interactive and decision making, whereas the medium is only a tool which can or can not be chosen and with no greater effect on the individual in terms of decision making.

3.2.2. Criticism of the uses and gratification's approach

Süß is criticising the uses-and gratification's approach as this theory presupposes a high amount of self-consciousness in terms of media usage. He argues that not every part of media usage is done conscious as the user often can not say why they have their specific, individual ways of using this specific medium. He sees a part of the media use

as not planned and structured and therefore can see no reason for the user to be able to tell why they have their way of using media. (Süß 2004, p.74) This criticism can also be seen in terms of Facebook, as it is used so gradually and not all the time to gather information, but mostly to only browse or to waste time. Many Facebook users would probably not be able to recall why they opened their Facebook App.

Charlton and Neumann-Braun criticise especially the German translation of the phrase uses and gratifications approach, which is used broadly as the German "Nutzenbegriff" is not very distinctive and ambiguous. (Charlton, Neumann-Braun 1992, p.45) And most of all does not really describe what the theory is about. Therefore the English expression is used in a lot of more modern writings.

3.3.   Stimulus-response

Another important approach for answering the research question is the stimulus-response approach. This means that every stimulus causes a response, which can be very different, depending on the stimulus, the subject and the object.
In terms of media usage, this can mean that showing specific images on television results in a reaction of the receiver.
Charlton and Neumann-Braun think that mass communication as well as communication between individuals can not only be seen through their effects but also as a rule governed act. (Charlton und Neumann-Braun 1992, p.31) That means they think the whole process of stimulus and then response is important and not only the result, as the result can vary due to different stimulus.

According to Charlton and Neumann-Braun, mass media do not effect passive individuals, but those individuals need a high involvement with the media content. This is defined by the struggle to enlighten important cognitive and emotional struggles in the reception running. (Charlton und Neumann-Braun 1992, p.34)
The stimulus-response theory explains that students who use Facebook to get information about their studies have a different outcome of this than students who use Moodle. And not only their search result will vary, but they will also have a different perception and feeling about the information and the content they were gathering there.

3.4. Cognitive dissonance

The theory of cognitive dissonance by Festinger tries to explain human acting in different situations. It is important that the individual tries to act in accordance with their knowledge to create the highest motivation. The cognitive dissonance explains that individuals change the perception of their acting. A prominent example is smoking; the person smoking who knows that it is dangerous and causes cancer and other diseases will have different theories to make them feel better about their smoking. For example they think of rare examples or say that they do not smoke that much anyways. (Charlton und Neumann-Braun, p.114) The cognitive dissonance theory helps to clarify why students use Facebook for their studies although they are aware that it would be better to use online learning platforms.

4. Methodology

4.1. The research question

In this dissertation I want to research, if students rather use Facebook than Moodle in Austria and the UK when they are getting information about their studies, contacting tutors or other students or to study content.

4.2. Questions and sub questions

The main question for this dissertation is if students prefer to use Facebook in the university context rather than using e-learning platforms when they get information about their studies and classes and if there are any differences for Austrian or UK students.

The questions for this dissertation can be divided into 4 main questions with sub questions. Here I wanted to concentrate on the use of Facebook and their reasons, the media education in relation to Facebook, as well as the effects of Facebook on the social life on students.

1. Is Facebook used at universities in the UK and Austria by tutors and lecturers?

   1.1.   Is Facebook more used for communicating with peers than with university staff in the UK and Austria?

   1.2.   Is there a difference in use of Facebook in the UK and Austria in universities?

2. Is Facebook used in universities in Austria and the UK to replace e-learning platforms?

   2.1.   Is Facebook used by students in Austria and the UK to replace e-learning platforms? And does Facebook replace online learning platforms according to the students?

   2.2.   Is Facebook used by the university staff in Austria and the UK to replace e-learning platforms?

3. What effect does the use of Facebook have on student's media education and their media competence in Austria and the UK?

   3.1. How and for what do students and Austria and the UK use Facebook?

   3.2. How do students in Austria and the UK see their personal use of Facebook and how do they think about privacy on Facebook?

4. How do students in Austria and the UK think about the e-learning platform used in their universities?

   4.1. How do students in Austria and the UK see their use of e-learning platforms like Moodle and how do they think about privacy on them?

   4.2. Would students in the UK and Austria like to change their online learning platform and what would they like to change?

4.3. Hypothesis

4.3.1. Definition

> "Hypothese [griechische Unterstellung], 1) eine wissenschaftlich fundierte Annahme, die durch Erfahrung, Empirie, Experiment bestätigt (verifiziert) oder widerlegt (falsifiziert) werden kann." (Brockhaus, 1969, S. 789)

With a hypothesis we want to find out more about the world which is around us and if our theories about this world are correct and can help us explain this world a little bit more and better. Therefore we built hypothesis which are built with 'if-then' and 'the more-the higher/lower' assumptions. (Mayer 2009, p.17)

4.3.2. Hypothesis

1.1 If Facebook is used in universities in the UK and Austria by tutors and lecturers, than there is a difference in perception of this kind of communication in Austria and in the UK.

1.2. The more Facebook is used to communicate with university staff or other students in the university (about university topics) rather than friends, the less time they spend on Facebook.

1.3. If there is a difference in the use of Facebook in Austria and the UK, than there is also a difference of perception about their dependence on Facebook.

2.1. The more Facebook is used by students to replace e-learning platforms to gather information, the more do students want to change the set-ups and tools of their platform.

2.2. The more tutors and lecturers use Facebook to communicate with their students, the more positive do students in Austria and the UK react positive to it.

2.3.The more students in Austria and the UK are using either Facebook or e-learning platforms to communicate about university topics, the more they believe that Facebook is replacing e-learning platforms.

3.1. The more students in Austria and the UK are using Facebook for their studies, the less they are using Facebook at all.

3.2. The more students in Austria and the UK are using Facebook for university topics, the more they are concerned about their privacy.

4.1. The more students in Austria and the UK are using online learning tools for their studies, the more they are conscious about social media tools like Facebook and their privacy regulations.

4.2. If students in Austria and the UK use both Facebook and online learning platforms often, then they think about the privacy regulations for both in the same way.

4.4. Questionnaire

4.4.1. Definition

The questionnaire is one of the most important and also most widely used tools in the psychological research today as it can be completed in a short amount of time and also be brought out through various ways like e-mail, through letter or in person. (Mummendey 2003, p. 13) For this dissertation the questionnaire is the best method to get results from students of both countries as it is a sufficient way to research opinions on social media, the use of it and why they do it. Another reason to use the questionnaire is that many students can be asked in a relatively short time without the influence of the researching person which can often happen with other methods like the interview. (Atteslander 2006, p.147) Atteslander sees the risk of influence as very small, but every interaction with individuals taking part in survey will have the risk of

influence. Especially when the questionnaires are handed out in person, as the individuals taking part can ask questions or the researching person can influence them through talking about the questionnaire beforehand.

A written survey first needs a good organisation. There need to be a letter which informs the participants about who is responsible for the survey and why it is done. Additionally it gives information about the reasons why it is interesting for the participants themselves to take part in the survey and there always needs to be a notification which states that the answers are anonym. The questionnaire needs to be simple and easy to understand. (Atteslander 2006, p. 147) Then the questions are divided into questions to answer the research question and the ones about the background of the interviewed person. The types of questions which shall answer the research question are divided between open and closed questions and also questions concerning the knowledge or the opinion of the participant. (Mayer 2009, p. 91ff) In this dissertation, the main questions concern the opinion of the participants. Attislander therefore believes that the less there is a structure in the survey, the more it helps to capture qualitative aspects. The more the survey is structured, the more it is focused on the quantitative side. (Atteslander 2006, p.134) Atteslanders approach can be useful for specific topics, but it is also important to not confuse the participants, which could result in either them breaking the questionnaire up, because they do not see any benefit from it or they answer questions wrong, because the structure is too confusing.

When it comes to the preparation of the questions, it is important that there should be attention on clarity, avoidance of suggestive or stereotype questions and attention of meaning of terms and definitions. (Kirchhoff et al. 2003, p.21) This is very important to get the right tone of voice and version to help the participants and to also make it an interesting experience for them.

The question if it is structured or not structured is referring to the interview situation, whereas if it is standardized or not is referring to the instrument which has been used for the interview. The questions can be open or closed questions. (Atteslander 2006, p.135) But there it needs to be kept in mind, that there are different challenges with open and closed questions. For closed, it is difficult to get the whole picture as the answers are restricted. On the other hand you help the participant to think about the answers you are referring to and make decisions, rather than maybe being misled in another direction.

The challenge with open question is the possible quantity of different answers, which also might go in a different direction than the interviewer intended for it to go to. The decision if open or closed question should be done according to the topic of the questions.

4.4.2. Use of questionnaire in dissertation

The survey in this dissertation consists of two questionnaires, one in English and one in German, which will be 50 questionnaires for each country. As Mayer describes it, the creation of a random sample is followed by the completion of the dimensional analysis as well as the creation of a measuring model. Also the measuring model includes presumptions of single attributes or variables and is the foundation of the analysis. The random sample should mirror the reality. That is why there should be an equal amount of e.g. female and male students in the random sample as well as in reality. Simple random sample will be achieved through random questioning of students in Vienna and London. (Mayer 2009, p.58ff) The attempt for those surveys are different for both countries. In Vienna, the students were asked to fill in a questionnaire in the Vienna campus area. In London, due to restrictions to go inside universities and the availability of students, the questionnaires were uploaded on Survey Monkey and sent through Facebook groups for major universities in London to different groups for students in London.

There is a mixture of open and closed questions to go deeper into the research of reasons, but the open questions are only used for significant reasons, like for example to find out the exact online learning platform used by their universities or their studies. Also the questions rather concern the opinion and action than knowledge of the participant. Questions focusing on the demographic data are used at the end of the questionnaire.

4.4.3. Problems of questionnaire

Although broadly seen as a useful tool to not interfere with the participant and easy to get broad information, the questionnaire still has its' difficulties.

As Atteslander states it, the problems of using a questionnaire are tremendous, as for example the interview situations can hardly be fully controllable as other individuals can influence the answers of the interviewed person. If it is a written questionnaire, the questions need to be absolutely understandable, as they will not be able to ask questions. That has the disadvantage of not being able to ask complicated questions. The risk of single questions not or only partly being answered is high. There is a criticism of how representative written questionnaires really are as there is often a high amount of interviewed people, who do not fill in their answers. (Atteslander 2006, p.147) This might be true, but the problem of not filling in the whole questionnaire is often due to the questionnaire not being interesting and therefore the participant loses interest in it.

It is highly recommendable to use a written survey when there are no problems to use a question-and-answer medium. It is not to recommend using a written questionnaire with people who have problems with writing and reading or do not like to think. It is also not useful when the motivation to answer the questions is very low. The written questionnaire helps to identify simple facts. (Atteslander 2006, p.147) This needs to be kept in mind when deciding for or against a written questionnaire. For this dissertation, the questionnaire was the best tool to get opinions of a high amount of people from two different countries and be able to compare those.

4.5. Empirical design

4.5.1. Austria

The survey for Austria was taken in Vienna using printed questionnaires which were handed to the participants. Those were found in the surrounding of the Hauptuniversität Wien in the Campus Wien, Burggarten and Museumsquartier.

It was important to ask first if they were students and if they were using Facebook. There were the main characteristics which needed to be fulfilled, as these were important requirement for the survey to make sense.

There were 50 questionnaires which were filled out.

4.5.2. United Kingdom

The survey for the United Kingdom was done online. For this, the survey was uploaded on Survey Monkey, a platform which offers to upload surveys and to spread it though a weblink or through social media.

This link was posted on Facebook groups which were created for university students in London and they were asked to take part in the survey. Those Facbeook groups were "Students in London", "The University of Nottingham", "King's College- London Freshers". A link was posted in those groups with the question to take part in a survey for a master's dissertation from Vienna.

The research included 50 participants who were filling in the questionnaires online.

4.6. Results

4.6.1. Results of the questionnaires in Austria and the UK

a) Question 1: Since when are you registered on Facebook?

Austria: The majority of 82% stated that they were on Facebook for longer than three years, 7 said they were there for 2-3 years and 2 said they were on Facebook for 1-2 years.

UK: The majority of 92% claimed that they are on Facebook for more than 3 years. 4% said, they are on Facebook for 2-3 years, whereas 4% said for less than a year. None of them stated they were on Facebook for 2-3 years.

b) Question 2: How often are you online on Facebook?

Austria: The majority of the participants answered with various times a day (78%), 12% said once a day and 10% said a few times a week.

UK: In the UK the majority stated they were online various times a day with 94%. Once a day said 6%, the rest was not ticked.

c) Question 3: Would you describe yourself as a rather active Facebook user (you often post/comment on content, upload pictures…) or a rather passive Facebook user (predominantly reading of Facebook content)?

Austria: 80% of the participants answered with rather passive, only 20% said they would be active.

UK: The majority of the students stated, they were rather passive with 60% (30 people), the rest 40% (20 people) stated they were rather active.

d) Question 4: How do the following statements describe you? Please tick the box with applies to you the most? Facebook questions

Austria: The statement about logging onto Facebook every free minute is considered by 48% of the participants as not true, 20% rather not true, 18% as more or less true and 14% rather true.
The statement about logging onto Facebook right after waking up was considered as not true by 40%, rather not true by 28% and equally 16% said this is more or less true and rather true.
Logging onto Facebook right after turning up the Computer or the phone is rather true for 26%, equally 24% said this is not true and this is more or less true and 4% said it is true.
Logging onto Facebook before going to bed is rather true for 30%, more or less true for 24%, not true for 18%, rather not true for 16% and true for 12%.
40% of the participants say the statement that Facebook is important for them is more or less true, for 32% it is rather not true, 22% not true and 6% said it is rather true.
A life without Facebook is imaginable for 46% and 24% say it is more or less unimaginable. 20% think rather unimaginable.
46.94% claim it would not be bad for them to not use Facebook for a month, and equally 22.45% say it would rather not be and more or less be bad for them. 8.16% said it would be rather true.

UK: With those statements, the relation between disagreement and more or less true for logging onto Facebook (36% to 30%) show some uncertainty.

The statement of logging onto Facebook after waking up was answered with 36% not true and 28% rather true as the highest.

The same picture is to be seen when starting electronic devices and logging onto Facebook straight afterwards: 20.41% not true versus 36.73% rather true.

Facebook using before going to bed, the majority says rather true with 26%, not true say 24% and more or less say 22%.

The question about importance of Facebook for the students is very much centered with 32% more or less true and 20% rather not 22% rather true.

Whereas the question if a life without Facebook would be imaginable was answered with 32% not true, 28% rather not true and 16% each for more or less and rather true.

Abstaining from Facebook would be not hard for 30%, rather not hard for 22% and also rather hard for 22%, 18% claiming for more or less hard.

e) Question 5: With which kind of people are you regularly in contact on Facebook? (3 boxes max.)

Austria: The majority of 74% said they were mostly contacting friends from home, 66% said friends from university and 24% are in contact with other students from their university. 8% of the participants said they are in contact with other students from their university seminars and only 2% were in contact with university staff (one person).

UK: The majority of the participants stated they were contacting friends from home (92%), 76% chose friends from university (76%) and 42% were saying other students from university (21%).

f) Question 6: How often do you use Facebook for the communication with other students or tutors/ professors?

Austria: The majority of the participants said, they use Facebook for the communication with other students of university staff less than once a week

(52%). 20% said this happens various times a week, 14% claimed they do that various times a day and12% said they do this once a day. Only 4% said once a week.

UK: The majority of participants claimed to use Facebook less than once a week to communicate with university staff or students (34.88%). 30.23% claimed it is a couple of times a week and 16.28% said a couple of times a day. 13.95% said once a day and only 4.65% said once a week.

g) Question 7: Which e-learning platforms does your university use? (e.g. Moodle)

Austria: 4 participants did not fill out this question. Most of the rest used Moodle and few learn@WU or other university specific platforms.

UK: 12 participants did not fill out this question. The rest shows a high percentage of Moodle or Blackboard.

h) Question 8: How often do you use the internal e-learning platforms of your university, e.g. Moodle?

Austria: 38% of the students said they were using e-learning platforms less than once a week, 32% various times a week, 14% once a day and 10% various times a day. 6% use it once a week.

UK: 30.23% said they were using it less than once a week, 20.93% said a couple of times a day, 25.58% a couple of times a week and 18.60% once a day. 4.65% said they use it once a week.

i) Question 9: How often do you work together with other students online?

Austria: The majority of the participants said they are working together with other students online once or none a semester (46%), 22% said weekly, 18% various times a month. 8% said they would do this various times a semester, 4% monthly and 2% on a daily basis.

UK: 29.55% of the participants said they are working together online various times a semester, 25% said once or none a semester and 20.45% claimed they do this weekly, 9.09% daily and 4.55% monthly.

j) Question 10: Which website do you use more often?

Austria: The vast majority answered this question with Facebook (87.76%), the rest 12.24% said Moodle or other e-learning platforms.

UK: The clear majority said Facebook with 95.65%, e-learning platforms were only 4.35%.

k) Question 11: Which website would you rather use in your university time?

Austria: Most of the students answered that they rather use Facebook in their university day (75.51%) and 24.49% rather use e-learning platforms.

UK: The majority claims they are rather using Facebook with 67.44% (29 participants) and 32.56% say Moodle or other e-learning platforms.

l) Question 12: How far do the following statements fit? –please tick the box which applies to you the most. I use Facebook rather than our e-learning platform, because

Austria: The statement that the participants would rather use Facebook than e-learning platforms as it is easier to use only one website was answered as rather true by 38.10%, 28.57% said it is true, 23.81% thought it is rather not true and only 9.52% think it is not true.
The statement that everybody is on Facebook anyways support 42.86% of the participants, 35.71% think this is rather true, 14.29% think it is rather not true and 7.14% believe it is not true for them.
That Facebook has a better set-up believe 47.62% as rather true, 26.19% believe this is more or less true, 23.81% think it is true and 2.38% think it is rather not true.

E-learning platforms are lacking useful tools, which Facebook provides. 35.71% of the students thought that statement is rather true, 30.95% thought it is rather not true and 21.43% thought it is true. Only 11.90% thought this is not true. 42.86% claimed they rather use Facebook than e-learning platforms, as they know Facebook better, 33.33% said this is rather true, 14.29% thought this is rather not true and 9.52% thought it is not true.

The statement that they never thought about this was answered as correct by 33.33%, 23.81% said it is rather correct and equally 21.43% though it is rather incorrect and incorrect.

UK: Here 23 participants were not answering.

The majority for the statement that it is easier to uses than e-learning platforms say it is rather true with 52%, 28% say it is true, 12% rather not true and 8% not true.

56% agree that everyone is on Facebook anyways, 32% say this is rather true, 8% not true and 4% rather not true.

40% say it is rather true that Facebooks' set-up is better, 24% say it is true, 20% rather not true and 16% say not true.

32% say it is rather true that their e-learning platform is lacking the tools they would need to work with, and 24% each say it is not true or rather not true, 20% say this is true.

61% say that they know Facebook better than online learning platforms, 26.93% think that is rather true, 7.69% say this is not true and 3.85% say it is rather not true.

Equally 29.63% did never or did think about this question before, 22.22% rather thought about this before and 18.52% rather never thought about it before.

m) Question 13: How far do the following statements fit? Please tick the box which applies to you the most. I use our e-learning platform more often than Facebook, because…

Austria: The statement that Facebook should only be used in their privacy was not supported by 44.83%, and rather not thought as true of 20.69%. Equally

70

17.24% thought this is rather true and true.

Facebook is not appropriate for university purposes thought 37.93%, as rather not true, 31.03% thought that is not true, whereas 20.69% thought it is rather true and 10.34% thought it is true.

The statement that other students are not using Facebook and therefore they prefer e-learning platforms was though as not true by 44.83%, rather not true by 41.38% and true by 10.34%. Only 3.45% thought it is rather true.

Facebook is too private for the students was not seen as true of 31.03%, 27.59% thought it is rather not true, 24.14% thought it is rather true and 17.24% thought it is true.

University should have nothing to do with Facebook was seen as not true of 37.93%, 31.03% thought it is rather not true, 20.69% thought this is rather true and 10.34% thought this is true.

37.93% said that they were rather thinking about this, 31.03% thought about this before. 17.24% said they never thought about this and 13.79% rather never thought about it.

UK: When being asked for the reasons why students rather use e-learning platforms than Facebook for their studies, 45.83% said that Facebook is only for free time as rather true, 33.33% true.

Facebook is not suitable for university purposes thought 34.78% with rather true, 30.43% with true and 21.74% as rather not true.

The reason that other students wouldn't use Facebook disagreed 36.36% very much and 31.82% much. 22.73% found it rather true and only 9.09% said it is true.

The question about privacy was very important for 45.45% and important for 13.64%. 22.73% said it is not a concern for them and 18.18% said it is rather not a concern for them.

The statement that university should not interfere with Facebook was supported by 33.33% very much and also much. 23.81% described this as rather not true. 47.83% stated that they never thought about this topic as not true and equally 21.74% said rather true and true.

n) Question 14: How far do the following statements fit? Please tick the box which applies to you the most.

Austria: The statement that students are happy with the e-learning platform of their university was thought as rather true of 65.31%, 16.33% thought it is rather not true, 10.20% thought it is true and only 8.16% thought it is not true.

Changing some of the tools of the e-learning platform their university is providing was though as rather true of 55.10%, 22.45% thought it is rather not true, 16.33% thought it is true and 6.12% thought it is not true.

46.94% thought that e-learning platforms are very useful for studying, 42.86% thought it is rather useful and 10.20% thought it is rather not true. None said it is not useful.

44.90% think that they would also use e-learning platforms in future, 34.69% thought this is rather true, 16.33% said it is rather not true and only 4.08% claimed that this is not true for them.

When asked if they foresee a rise in the usage of online learning platforms, 44.90% said they rather do not think so, 26.53% absolutely do not believe in that. 16.33% think this is rather true and 12.24% believe in a rise of use.

The statement that they foresee a rise in usage of Facebook rather than online learning platforms was seen as rather true of 38.78%, true of 24.49%, 22.45% thought this is rather not true and 14.29% believed this is not true.

UK: The statement about being happy with the e-learning platform of their university was not clearly answered as equally 34.21% said this is rather true and rather not true.

Nearly the same result can be seen with the statement that there should be changes of tools for e-learning platforms (41.03% rather true, 33.33% rather not true)

E-learning platforms as useful for studying found 31.58% as true and 47.37% as rather true.

31.58% rather not use e-learning platforms in the future, 28.95% said they rather would and 26.32% said they would.

A higher usage of e-learning platforms in a learning environment foresee 28.95% very much, 23.68% rather much, 31.58% rather not much and 15.79% not much at all.

A higher usage of Facebook in a learning context foresee 33.33% as rather not, 30.77% as rather true, 25.64% as rather not true and 10.26% as rather true.

o) Question 15: How far do the following statements fit? Please tick the box which applies to you the most.

Austria: The majority of 62% stated that their privacy is important for them, 30% said it is rather true that it is important for them and 8% said it is rather not true. None of the students said it is not true that their privacy is important for them.

Taking special care about postings on Facebook and their information is true for 75.51%, 20.41% thought it is rather true and 4.08% claimed this is rather not true for them. None said that they do not do this.

The statement about safety of their data on Facebook was thought as rather not true by 53.06%, 44.90% thought their data is not safe on Facebook. 2.04% (one person) thought it is true that their data is safe on Facebook and no one said it is rather safe.

59.18% rather believe that their data is safe on online learning platforms, 22.45% think it is rather not safe- 14.29% said their data is safe, whereas 4.08% think it is not safe.

UK: The statement that privacy is important for the participant was ticket as rather true by 47.83%, true by 41.30%. 8.70% said this was rather not true and only 2.17% said this was not true.

The statement about paying much attention of the information the participants are sharing online was answered with 51.11% true, 42.22% rather true. None claimed that this is not true.

The participants were very convinced about Facebook and their lack of data safety, as 47.83% said they are rather not safe, 32.61% not safe and 19.57% rather safe. None said they are safe.

The safety of data in e-learning platforms was seen differently. Equally 30.23% said it is safe and rather safe there, 27.91% think rather not safe and 11.63% think not safe.

p) Question 16: How do the following statements fit? Please tick the bow which applies to you the most.

Austria: The statement that Facebook is used to communicate with other students about their seminars was seen as rather true of 40%, whereas 28% thought it was true. 22% said it was rather not true and 10% believed it is not true for them.

66% said it is not true that their tutors are using Facebook to communicate with them, 18% believe it is rather not true, 10% think it is rather true and for 6% it is true.

The statement that they use Facebook often in their university life is seen as rather true of 58%, 18% say it is rather not true, 14% think it is true and 10% believe it is not true for them.

Using Facebook less often would be rather desirable for 40% and rather not desirable for 32%. 14% would like to use it less and equally 14% would not like to.

If asked if they would like to use Facebook less in their university life, 36% said they would rather not, and equally 28% said they either would not or they rather would. 8% said they would like to use it less.

44% think that tutors in their seminars should rather not be able to see their Facebook profile, 26% that it would be ok for them and 29% think it is rather ok. 10% do not want them to see their profile.

36% of the participants claimed that they would rather not like to mix university with their private life, 34% thought they would rather like to and 24% do not want to mix it up. 6% like to have university life and privacy mixed up.

UK: Facebook is used by other students to communicate about seminars is rather not true to 43.90%, not true to 21.95%, true to 19.51% and rather not true to 14.63%.

Tutors communicate with students is not true for 71.43%, rather true for 14.29%, rather not true for 11.90% and true for 2.38%.

Facebook usage during the university day is rather true for 39.53%, rather not true for 25.58%, not true for 18.60% and true for 16.28%.

Using Facebook less is something 40.48% would rather like to do, 26.19% would like to do, 23.81% would rather not and 9.25% would not like to do.

74

Using Facebook less in a university day would 34.15% rather not like to do, 31.71% rather like to do, 19.51% like to do and 14.63% not like to do. 39.92% agree that tutors should not be able to see their Facebook profile, 29.27% rather agree and 26.83% rather not agree.

Concerning the statement that university life should not be mixed up with every-day life said 30.95% this is rather not true, 28.57% rather true, 26.19% rather true and 14.29% not true.

q) Question 17: Age

Austria: Most of the participants in Austria were between 21-23 years old (34%). 28% were between 24 and 26, 18% were between 18 and 20. 16% were over 26 and 4% were under 18.

UK: Most of the participants were above 26 with 53.06%, 20.41% were 24-26, 14.29% 21-23 and 12.24% were between 18 and 20.

r) Question 18: Sex

Austria: 60% of the participants in Austria were female (60%) and 40% were male.

UK: A slightly higher number of participants were female (55.10%) and 44.90% were male.

s) Question 19: Study

Austria: There is a big variety of studies of the participants in Austria, from Law over Communication Studies to Science of Africa. But the majority of the students were from so called sociological studies like Publizistik- und Kommunikationswissenschaften or Theater-, Film- und Medienwissenschaften. This can be explained by the location were those students were found (University Campus and around the Hauptuniversität Wien).

UK: These questions brought a huge range of different answers from Art studies to Business School over Poetic practice to Law.

t) Question 20: University

Austria: Most of the students are from the Uni Wien, only a few from other universities like the Angewandte, WU Wien, FH Wien or TU Wien.

UK: Also very broad with UCL, Kingston, Leeds university, Nottingham University, Open University and a few Erasmus students from German universities.

4.6.2. Discussion

Q 1: There is a slightly higher majority in the UK than in Austria regarding being on Facebook for longer than three years. Together with the results of the age question below suggests that the UK participants are older than the ones in Austria.

Q 2: The UK participants seem to be on Facebook more often than the Austrian students with a difference of 16%, saying that they are on Facebook a few times a day. There are a few Austrians who claim to be online a few times a week. This can mean that British students are indeed more often online, or this could also mean that they are more honest with themselves than Austrians.

Q 3: The results show that in this research, the Austrians saw themselves as more passive than the UK students with a 20% difference. Together with the results that they are more online on Facebook, this could mean that the more someone spends time on Facebook, the more active they are.

Austria
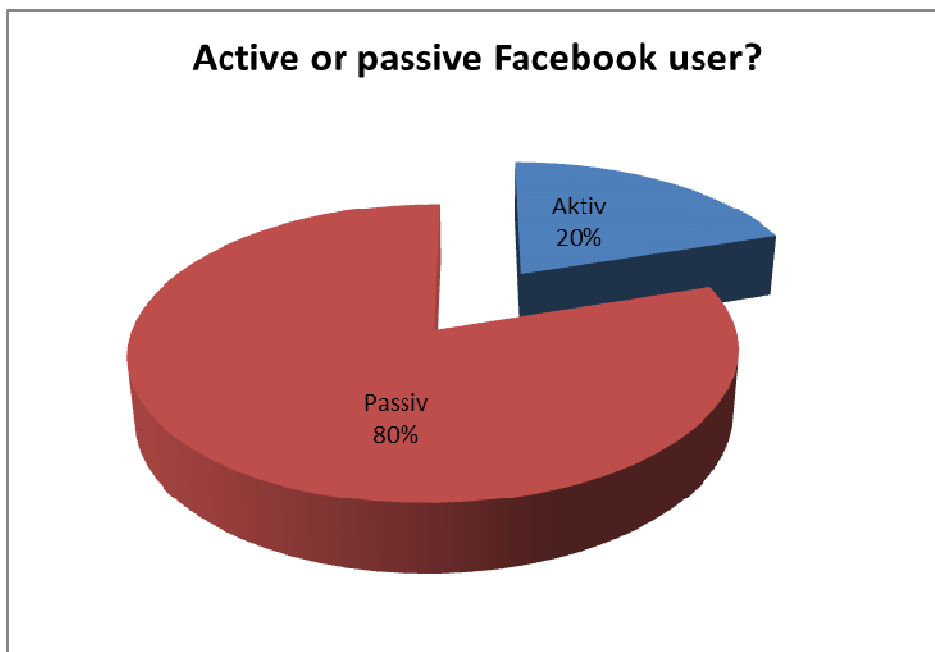
UK
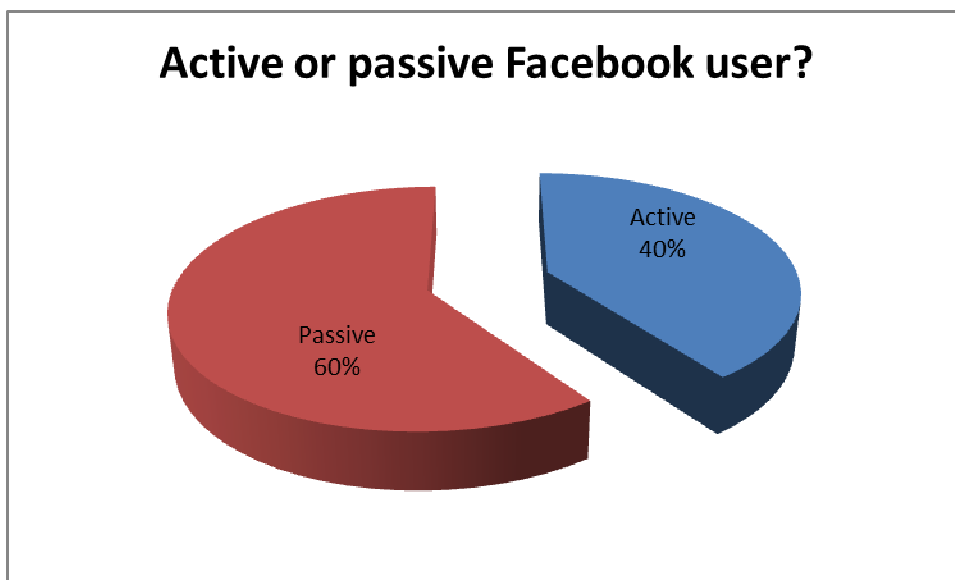
Q 4: In the statement about logging onto Facebook every free minute, the Austrians are more critical about this with disagreeing by 12% more. Only 14% of the Austrian saw this as true.

The statement about logging onto Facebook right after waking up was considered as predominantly not true by the Austrians, whereas in the UK the students saw this rather more diverse with a majority saying this is not true but also a high percentage agreeing.

Logging onto Facebook with any device straight away is considered as equally true and untrue for Austrians as well as for the UK students.

Looking at Facebook before going to bed seems predominantly done by Austrians, whereas in the UK there is a higher equality between doing this and not doing it.

For a slight majority of Austrians, Facebook is very important, whereas in the UK there seems to be equal between agreement and disagreement.

The majority of Austrians can imagine a life without Facebook, whereas the students in the UK disagree and could not imagine it anymore.

The students from both countries agree with a majority that they could live without Facebook for a while.

Austria:

Ich kann mit ein Leben ohne Facebook nicht mehr vorstellen

- stimmt eher 8%
- stimmt 2%
- stimmt mittelmässig 24%
- stimmt nicht 46%
- stimmt eher nicht 20%

UK:
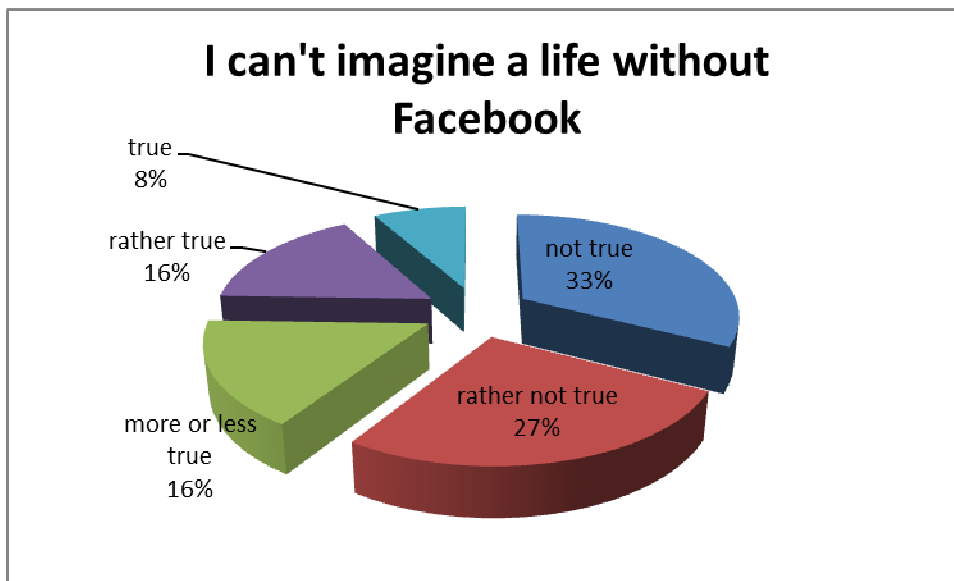
Q 5: The majority of both countries are using Facebook to stay in touch with friends from home or friends from university. Only one person in Austria claimed to be in contact with university staff via Facebook. This shows that Facebook in both countries seems to be mostly used for friends, but there are also high percentages (24% in Austria and 42% in the UK), who are in touch with other students from their university, who are not necessarily friends.

Q 6: This result is very interesting as it shows that the majority of students in both countries are in contact with university staff or other students on Facebook less than once a week. This could also mean that they are never in contact, as this option was not given on the questionnaire. But also a high percentage of participants (20% and 30.23%) are in contact via Facebook various times a day. Various students from both countries say that they are in touch on Facebook once a day (12% and 13.95%).

Q 7: The result shows that a high percentage of the students in the UK did not fill out this question. This could be, because there was no option for non e-learning platform or that the students were not sure about the name of their tool. The rest is predominantly on Moodle or on another UK platform, called Blackboard. Austrian students predominantly used Moodle, some used other university internal tools.

Q 8: Also here the majority is using the e-learning tool less than once a week, just like in the question about Facebook usage for university questions. The results in both questions show little difference between Austria and the UK.

Also here as in the question about Facebook, a high percentage uses e-learning platforms various times a week.

Austria:
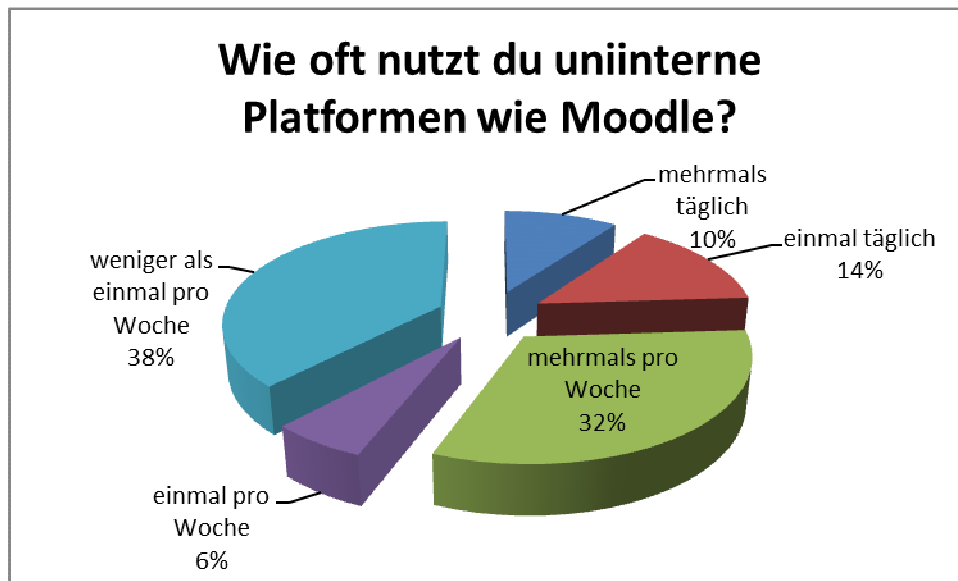
UK:
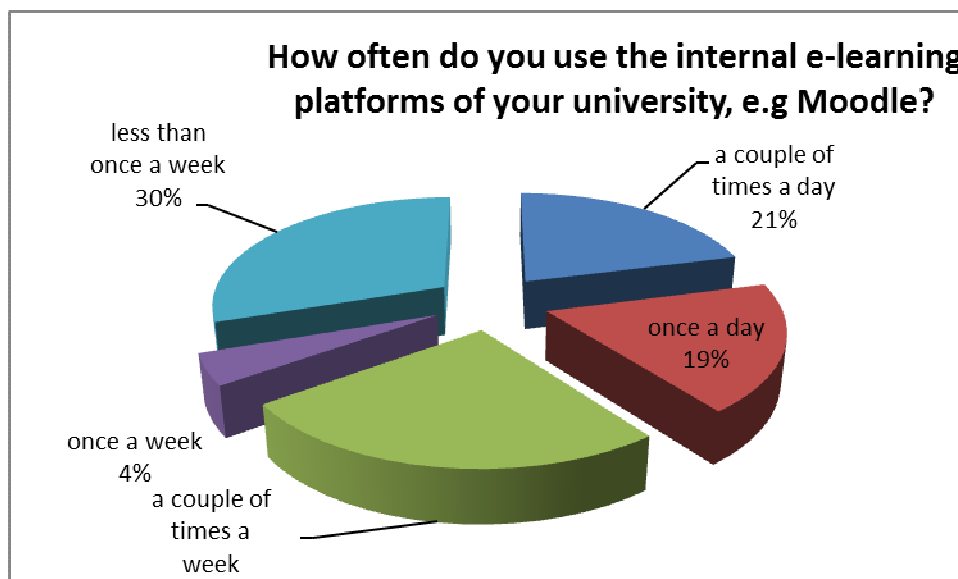
Q 9: The result is rather different for both countries as a high percentage of Austrians say they are working with other students together online was once or none a semester, whereas only 25% of the British students agreed on this. For UK students it was predominantly (with also only 29.55%) a matter of various times a semester of working together online. This might show that students in the UK are more focused on working online and having online tasks which they solve together with other students. This is rather different to the university life of Austrian students. Also more British students do this on a daily basis (9.09%) compared to 2% Austrians.

Austria:
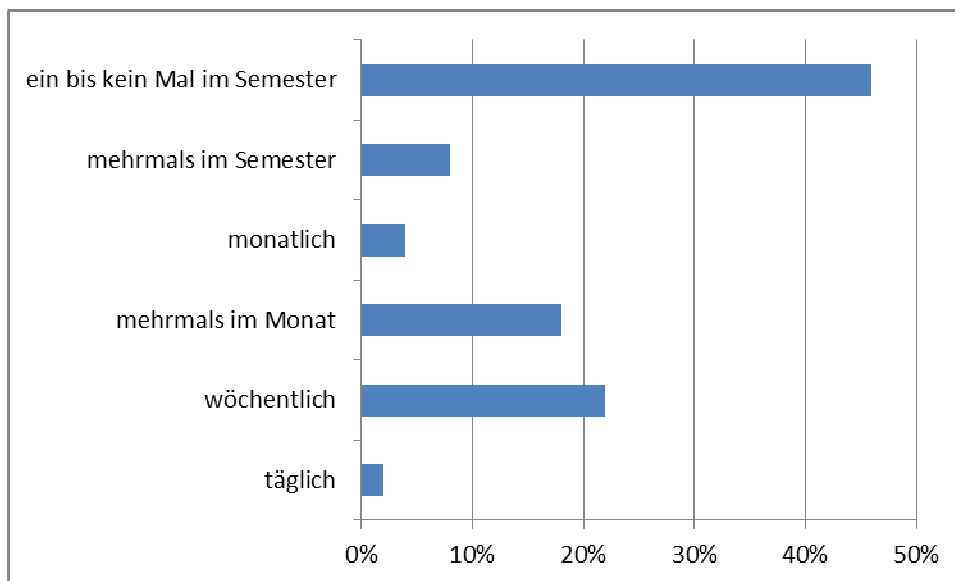
UK:
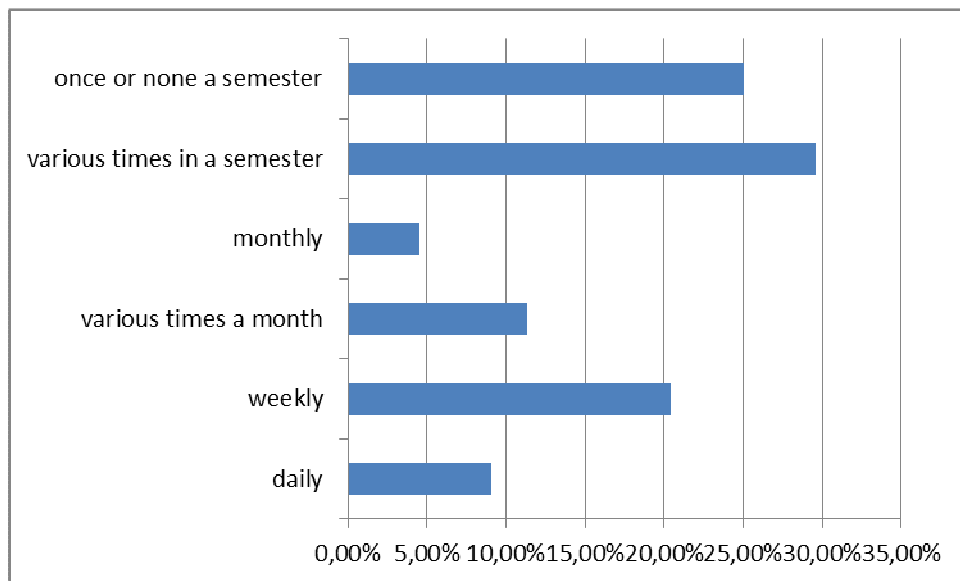
Q 10: This question was rather clear in its result and little surprising, as almost all of the participants use Facebook more often than e-learning platforms. It is to mention that the percentage of Austrians using e-learning platforms is much higher than the British students (12.24% compared to 4.35%).

Q 11: Both countries rather use Facebook than Moodle in their university time. This result seems to be rather clear, but it could also be that the participants were not reading the information that it is only in university properly, as also a high amount of them did not read that this questions is diverting to two different questions, depending on their answer. Many of the participants of both countries just answered both of the questions.

Q 12: The Austrian students agreed that Facebook is easier to use than online learning platforms, the same result as the UK students had.

Also a majority of the Austrians think that they rather use Facebook than online learning platforms, as everybody is on Facebook anyways. The same result as for the UK students. They both also believe that the set-up of Facebook is better and that they know and understand Facebook better.

Most of the Austrian students were never thinking about this question before, whereas British students equally never did or did think about this question before.

Q 13: The Austrian students predominantly did not agree that Facebook should only be used in their free time, whereas British students predominantly want to use Facebook only in their free time.

Austria:

... ich Facebook nur für meine Freizeit nutzen will.

UK:

... I want to use Facebook only in my free time.
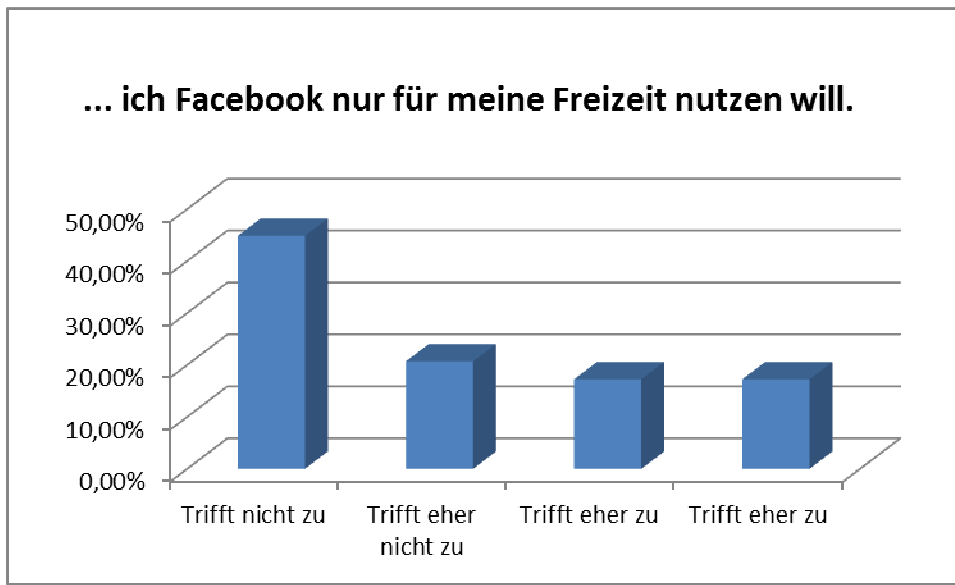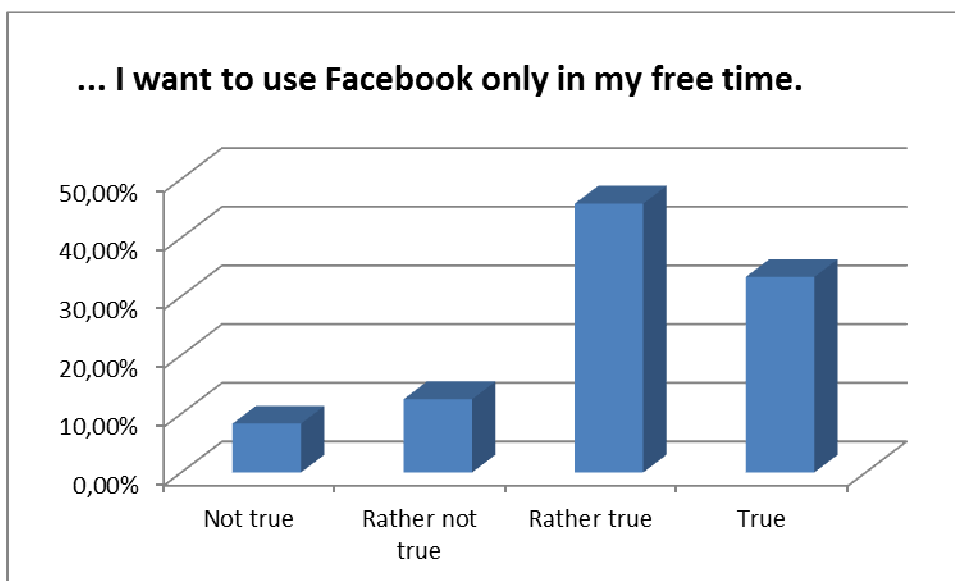
Austrian students believe that Facebook is suitable for university purposes, whereas British students believed that Facebook is not appropriate.

The students in Austria did not agree that they prefer Moodle or other online learning platforms, because other students in their seminar are not using Facebook. A similar result as their colleagues in the UK.

Austrian students believe predominantly not that Facebook is too private for them, whereas the British students agreed that this is too private for them.

Most of the Austrian students did not believe that university should not interfere with Facebook, whereas British students believed that university should not interfere with Facebook.

Most of the students in Austria have thought about this question before as well as British ones. However a large amount of British students stated, that they have never thought about this before.

Q 14: Most of the students in Austria are happy with their e-learning platform, whereas the British seemed to be equally happy and unhappy with their e-learning platform.

But at the same time, over half of the Austrians want to make changes on this platform. Here the British were again equally pro and against changes.

Most of the Austrians believe that an online learning platform is useful for studying, a similar result as the British students. They also believe that they will use those platforms also in the future, whereas the majority of the British would rather not use them on future (over 30%).

Surprisingly, although being very positive about online learning platforms, Austrians do mostly not foresee a rise in those platforms. Here the British seem to be more positive and dominantly think there will be a rise of those platforms.

On the same hand Austrians foresee a rise in using Facebook as online learning platforms, whereas in the UK the students are not decided between rather yes or rather no.

Q 15: The majority of the Austrians (62%) say that their privacy is important for them, whereas in the UK the majority said it was rather important and only 41.30% said it was important. This result could show that Austrians are more aware of their privacy than the British students.

Austria:

Meine Privatsphäre ist mir wichtig

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft eher zu
	0%	8%	30%	62%

UK:

My privacy is very important for me
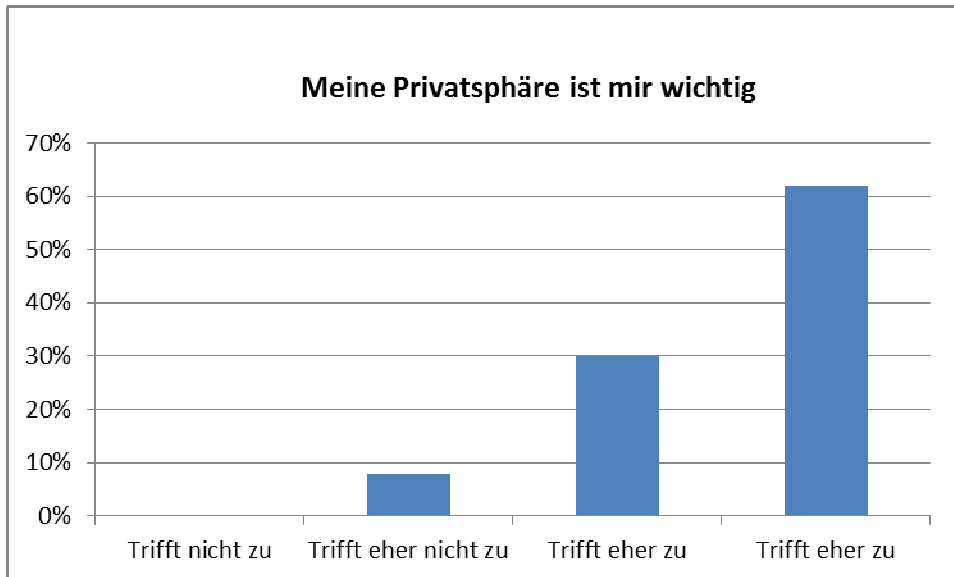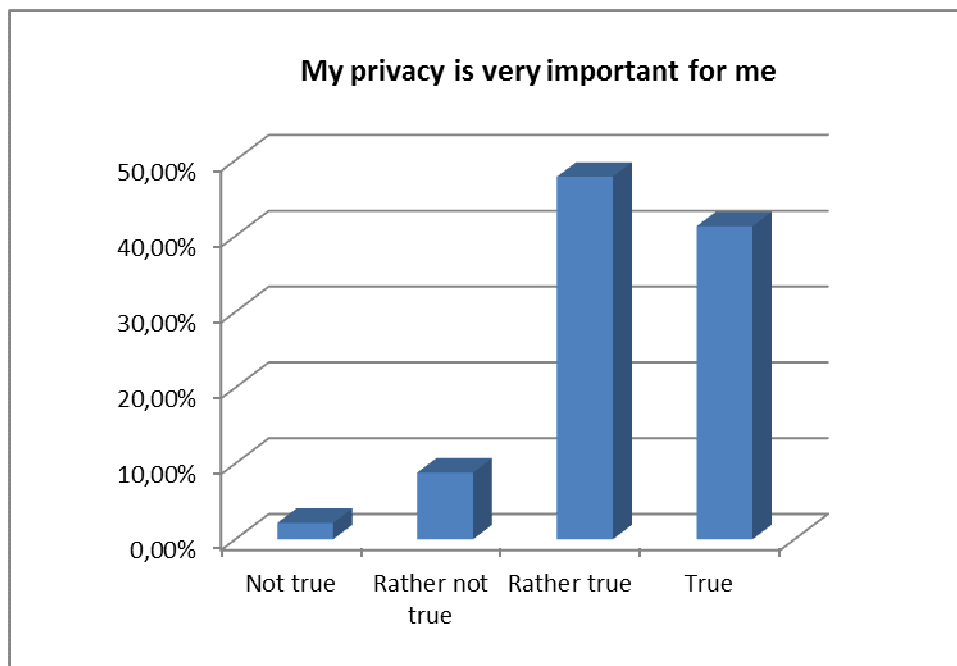
Over 70% of the Austrian students said that they are taking extra care about their posts online, whereas only over 50% of the British agreed on this. None of the British was saying that this is not true, whereas 4% of the Austrians say they rather do not take care about this.

Almost all of the Austrians believe that their data is more or less unsafe on Facebook, only one person did not believe in that. This result is slightly different in the UK as here almost 20% of them think Facebook is rather safe.

Austria:

Ich denke dass meine Daten bei Facebook sicher sind.

X-axis categories: Trifft nicht zu, Trifft eher nicht zu, Trifft eher zu, Trifft eher zu

UK:

I think that my data is safe on Facebook

X-axis categories: Not true, Rather not true, Rather true, True
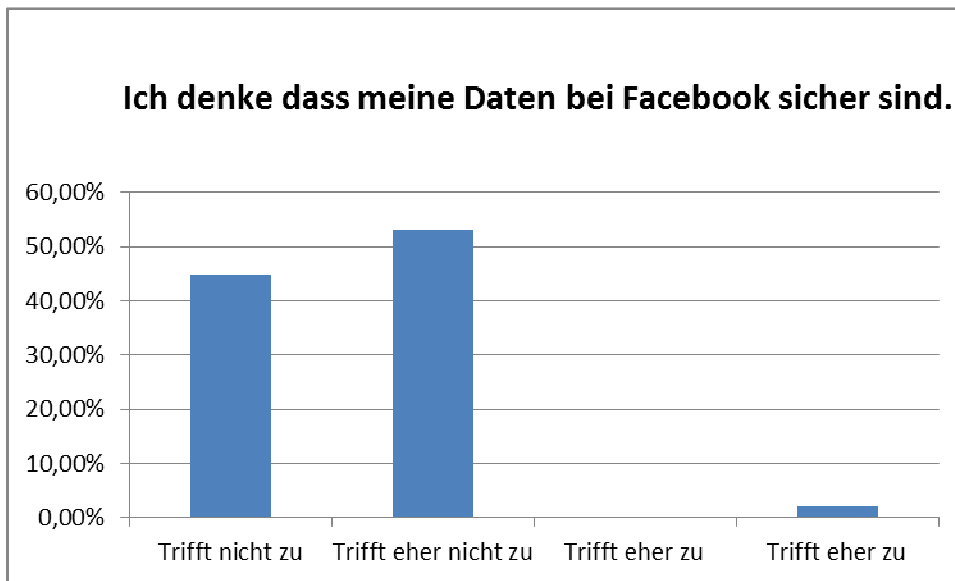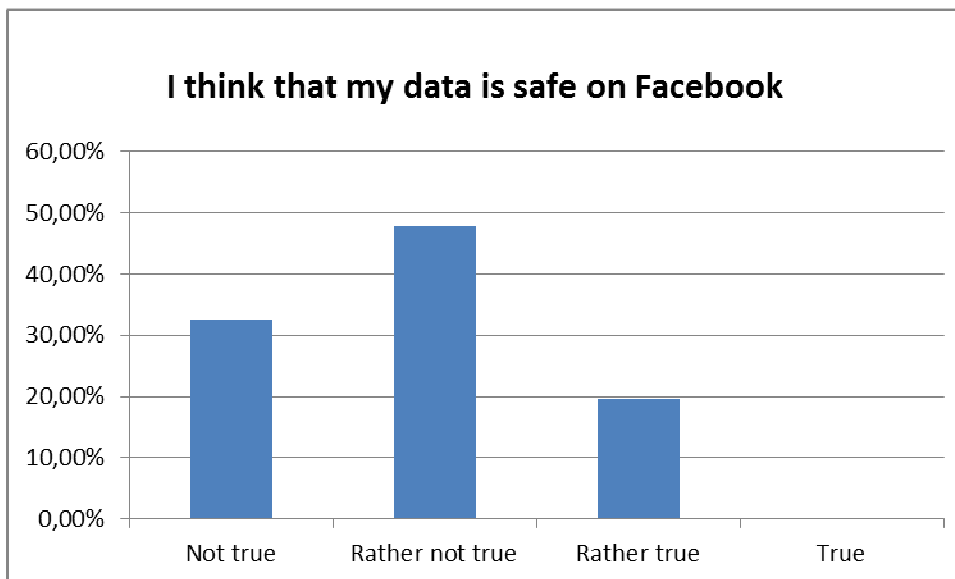
The results are very different when asked about e-learning platforms. Here the majority of the Austrians think that their data is safe, only over 20% believe it is not. The UK students also believe with a high majority that it is safe, but much more participants than in Austria also think it is not safe. This is a surprising result as Austrians seemed to be more conscious about their privacy in other results.

Q 16: The majority of the Austrian students use Facebook to communicate about seminars with other students, whereas the British students do not do this.

Austria:
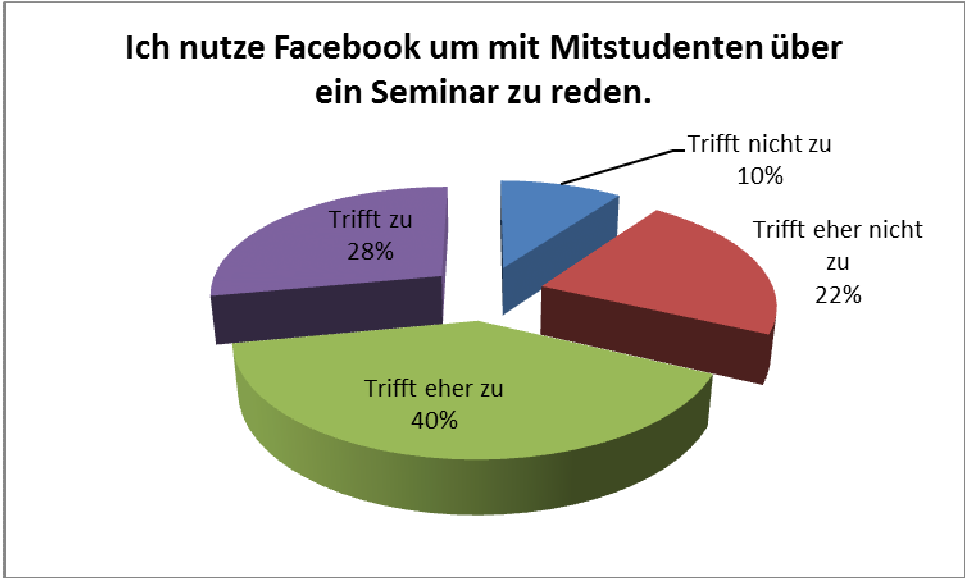
UK:
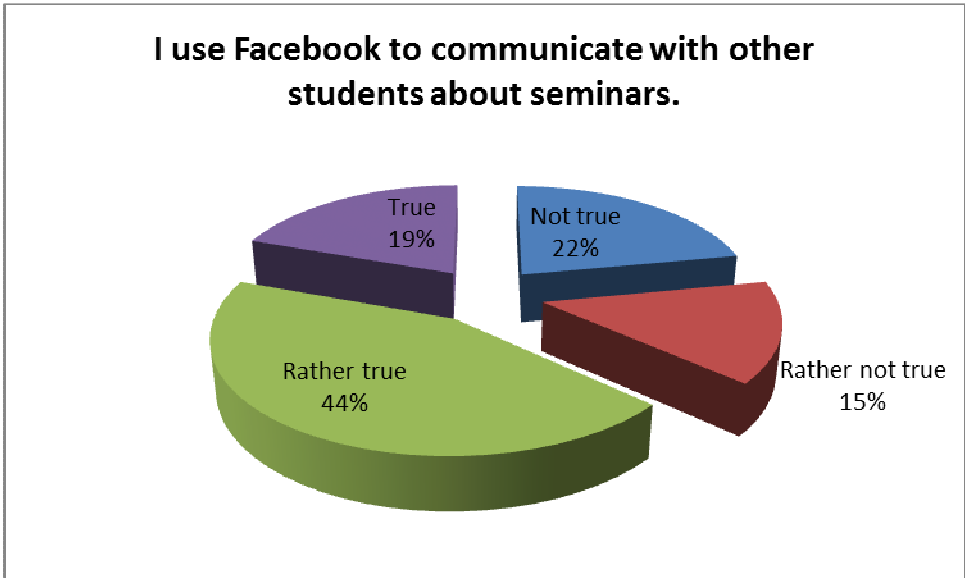
The majority of students of both countries say that their tutors are not using Facebook to communicate with them, although 14.29% of the UK students say they do and 10% of the Austrian ones.

A strong majority of the Austrians claim they are using Facebook often in university life (58%) compared to 39.53% if the British. In the UK they disagree more with using Facebook in university life than in Austria.

The majority of the Austrians would like to use Facebook less often in private and university life, the same result as in the UK.
On the other hand, the Austrians were saying with a majority they do not want to use Facebook less in university life (which could mean that they are not using Facebook much in their university life anyways) and the British students show a similar result.

Most of the Austrian students would prefer to not need to show tutors in seminars their Facebook profile. This could mean that they would rather want to keep this private. On the other hand, there is a high amount of students who would be ok with this. In the UK, the students are more drawn towards their tutors not being able to see their profile, with only a small number of them being ok with this.

In Austria, the students are equally pro and against mixing university life with private life, again, very similar to the results for the UK.

Q 17: The UK students in this research are slightly older than the Austrians.

Q 18: Both countries show a similar partition between female and male students.

Q 19: For both countries there is a variety of subjects which are studies, although in Austria the social studies like Publizistik- und Kommunikationswissenschaften and Theater-, Film- und Medienwissenschaften dominates.

Q 20: The research, which was taking place in both countries showed a wide variety of universities. In the UK this is due to the online questionnaires, as students from all over the UK were answering questions. The Austrian research shows only a variety of universities in Vienna with the Hauptuniversität Wien being the most dominant one.

4.6.3. Discussion of the research questions

4.6.3.1. Question 1: Is Facebook used at universities in the UK and Austria by tutors and lecturers?

Students in both countries use Facebook predominantly to get in touch with their friends from home and in their university and sometimes with other students to communicate about university topics. They are rarely in contact with university staff via Facebook.

The survey showed that most of the tutors do not use Facebook to communicate with their students, in both Austria and the UK. There are a view exceptions to this, though (over 14% in the UK and 10% in Austria said they use Facebook to communicate with their tutors.)

Talking about Facebook use in generals, students of both countries want to use Facebook less often and both do not want to use Facebook within the university and to talk about university topics.

For these questions, the answers for Austria and the UK were very similar.

4.6.3.2. Question 2: Is Facebook used in universities in Austria and the UK to replace e-learning platforms?

Both, Facebook and online learning platforms are rarely used by students of both countries to talk about university topics.

Students of both countries in general use Facebook far more often than online learning platforms. But students in the UK are working with other students various times a week online, whereas students in Austria said it was more rarely for them to work online with other students. On the other hand, British students only party use Facebook to communicate about their seminars with other students, Austrian students highly use this tool for this purpose. Both countries agreed that they rather use Moodle than Facebook as some of the students in their seminars are not on Facebook and would be excluded otherwise.

Austrians and British students both have mixed feelings with mixing up university and private lives.

Austrian students do not agree that they only want to use Facebook, whereas students in the UK are more certain about using Facebook only for their private life. Austrians also think that Facebook is good for using it in university circumstances, whereas British students strongly disagreed. The Austrian students believe that Facebook is not too private for them, whereas it is too private for British students. They believed that it is ok for universities to interfere with Facebook, whereas the British students again disagree. Those results are rather different for Austrians and for British, moreover as they apart from those questions strongly agree on most things. It could be, that this question was not very precise in German or that they over read the question.

To answer this question, students mostly like to use Facebook when communicating with other students and to solve university tasks in both countries. But they are aware that some are not using Facebook and are happy to use their online learning platform in those circumstances as well.

4.6.3.3. Question 3: What effect does the use of Facebook have on student's media education and their media competence in Austria and the UK?

Both countries agree that they are using Facebook more often than Moodle, because Facebook is easier to use, has a better set-up and everyone is on Facebook anyways. This reaction of using online media tools in order to fit to their personal needs is according to the uses-and- gratifications approach and resembles an active user (although Austrian students do not see themselves like this, they still decide overt the tool they use in an active way.).

Austrian students are generally more aware of their privacy than British students, they are taking extra care about their postings online and think that Facebook is not taking much care of their data. UK students are not that concerned about Facebook and its use of their data. Here the theory of cognitive dissonance explains the reason why the Austrian students know about the problems in privacy regulations of Facebook, but are still more than happy to use it various times a day.

Austrian students are less online, less active users (as in posting and commenting), but use Facebook more before going to bed than students in the UK.

Also, students in Austria do not want their tutors to be able to see their Facebook profile, whereas for the UK students it would be more acceptable. On the other hand, students in the UK disagree more with using Facebook in universities than Austrian students.

4.6.3.4. Question 4: How do students in Austria and the UK think about the e-learning platform used in their universities?

Most of Austrian students were using Moodle, in the UK the two major online learning platforms were Moodle and Blackboard.
Austrians are predominantly happy with their online learning platform, whereas UK students are partly happy and partly unhappy with theirs. Austrians would like to make changes to their platform, whereas UK students partly wanted to and partly did not want to make changes. The Austrians here are not acting alongside the Stimulus-response approach, as although they would like to change some parts of their online learning platform, the still say that they are happy with it. They are more reacting alongside the uses-and –gratifications approach with being an active user.

Both countries agreed that online learning platforms are good for studying, but the British students said, they do not want to use any in their future. Austrian students would like to use it in their future. But Austrian students do not foresee a rise of e-learning platforms in the future, whereas half of the UK students did and half of them did not.

UK students think that online learning platforms are not that much different than Facebook in taking care of their data and securing privacy, whereas Austrian students seem to trust those much more than Facebook.

5.   Conclusion and outlook

To sum up, students in both countries use Facebook more often and although they both agree that they want to use Facebook in privacy, use it to communicate with other students about university topics and for seminars. Students in Austria and the UK both agree that they do not want to communicate with university staff via Facebook. This diversion between not wanting to use Facebook for university purposes but at the same time doing this (only to communicate with other students) can be explained with the theory of cognitive dissonance, as because they are doing something their believes and feelings do not agree, they find reasons and arguments to support their behaviour.

Austrians support their e-learning platform more than the British students, but also would like to make changes in those tools. British students do not want to use online learning platforms in their future, but do not want to make any changes.

Austrians in general are more aware of dangers of their privacy in Facebook than UK students, but almost all of them believe that online learning platforms are better with their data. British students therefore have the same opinion on Facebook and e-learning systems in terms of privacy.

The question if Facebook is replacing online learning system can not be completely denied. Students do not want to communicate with their tutors via Facebook, but are happy to do this with their other students.

In future this will probably not change as older studies show a similar tendency to keep Facebook to students only but to also use it for university purposes. This tendency would only change if students start to leave Facebook due to various reasons like fear of privacy regulations or others.

Bibliography

- **Adamek, Sascha (2011):** Die Facebook-Falle. *Wie das soziale Netzwerk unser Leben verkauft.* Heyne Verlag, München

- **Atteslander, P. (2006):** Methoden der empirischen Sozialforschung. 11. Neu bearbeitete und erweiterte Auflage. Erich Schmidt Verlag GmbH & Co, Berlin

- **Beck, Professor Dr. Klaus (2006):** Computervermittelte Kommunikation im Internet. Oldenbourg Verlag, München Wien

 -Belinha, S De Abreu (2011): Media Literacy, Social Networking and the Web 2.0 Environment für the K-12 Educator. Peter Lang, New York

- **Bisovsky, G.; Egger, R.; Schott, H.; Seyr, D.(Hg.) (2006):** Vernetztes Lernen einer digitalisierten Welt. *Internetgestütze Bildungsprozesse an der Volkshochschule.* Edition Volkshochschule, Wien

- **Bisovsky, Gerhard (2006):** Wie kann eLearning in der Erwachsenenbildung eingeführt und verankert werden? In: Bisovsky, G.; Egger, R.; Schott, H.; Seyr, D.(Hg.) (2006): Vernetztes Lernen einer digitalisierten Welt. Internetgestütze Bildungsprozesse an der Volkshochschule. Edition Volkshochschule, Wien

- **Bonfadelli, Heinz (2004):** Medienwirkungsforschung 1. *Grundlagen und theoretische Perspektiven.* 3. Überarbeitete Auflage. UKV Verlag mbH, Konstanz.

- **Bosch, Tanja E. (2009):** Using online social networking for teaching and learning: *Facebook use at the University of Cape Town.* IN: Communicatio. South African journal for communication theory and research. Volume 35. South African Department of National Education. Routledge Taylor Francis Group, Sub-Saharan Africa

- **Brockhaus Enzyklopedie in zwanzig Bänden (1969):** Achter Band.
Wiesbaden

- **Bühl, Achim (1996):** CyberSpciety. *Mythos und Realität der
Informationsgesellschaft*. Papy Rossa Verlag, Köln

- **Butler, Allision (2011):** Media education goes to school. *Young people make
meaning of Media& Urban Education*. Peter Lang, New York

- **Charlton, Michael; Neumann-Braun, Klaus (1992):** Medienkindheit-
Medienjugend. *Eine Einführung in die aktuelle kommunikationswissenschaftliche
Forschung*. Quintessenz Verlag GmbH, München

- **Cornelius, Caroline; Müller, Andrea (2004):** Anwendung von Theorien der
computervermittelten Kommunikation. In: Bett, Katja; Wedekind, Joachim;
Zentel, Peter (Hrsg.)(2004): Medienkompetenz für die Hochschullehre. Waxmann
Verlag: Münster

- **Döring, Nicola (2003):** Sozialpsychologie des Internet. Die Bedeutung des
Internet für Kommunikationsprozesse, Identitäten, soziale Beziehungen und
Gruppen. In: Internet und Psychologie. Von Dr. Bernad Batinic. 2. Band. 2.
Vollständig überarbeitete und erweiterte Auflage. Hogrefe Verlag für Psychologe.
Göttingen, Bern, Toronto, Seattle

- **Dröge, Franz; Göbbel, Narciss; Loviscach, Lisa; Müller-Doohm, Stefan
(1979):** Der alltägliche Medienkonsum. *Grundlagen einer erfahrungsbezogenen
Medienerziehung*. Campus Verlag, Frankfurt/New York

- **Ebersbach, Anja; Glaser, Markus; Heigl, Richard (2011):** Social Web. 2.,
völlig überarbeitete Auflage. UKV Verlagsgesellschaft mgH, Konstanz

- **Eckoldt, Matthias (2007):** Medien der Macht. Macht der Medien. Kulturverlag
Kadmos, Berlin

- **Faerman, Juan (2010):** Facebook. *Wie das soziale Netzwerk Facebook unser Leben verändert.* GGP Media GmbH, Pößneck

- **Fast, Victor (2013):** Neue Medien und Öffentlichkeit. *Wie digitale soziale Netzwerke das Verhältnis von Öffentlichkeit und Privatheit beeinflussen.* Verlag Dr. Kovac, Hamburg. Schriftenreihe: Medienpädagogiek und Mediendidaktik. Band 21.

- **Fritz, Karsten; Sting, Stephan; Vollbrecht, Ralf (Hrsg) (2003):** Mediensozialisation. *Pädagogische Perspektiven des Aufwachsens in Medienwelten.* Leske und Budrich, Opladen

- **Hesse, Gaiser, Reinhardt (2006):** E-teaching.org- Das Lehren mit digitalen Medien lernen. In: Solbach, Klaus; Spiegel, Wolfgang (Hrsg.)(2006): Entwicklung von Medienkompetenz im Hochschulbereich. *Perspektiven, Kompetenzen und Anwendungsbeispiele.* Kopaed verlagsgmbh, Marl

- **Huber (2003):** Formen des Elearning. In: Reinmann-Rothmeier, Gabi (2003): Didaktische Innovation durch Blended Learning. Bern

- **Iliasch, Therese (2009):** Quo vadis Uni Wien? *eLearning 2009- positive Lernerleichterung oder isolierendes Internettool? Vorteile, Nachteile und Problemlösungsstrategien anhand von STEP 3 im Sommersemester 2008 am Institut für Publizistik und Kommunikationswissenschaften.*Magisterarbeit Universität Wien.

- **Kerres, Voß (2006):** Kompetenzentwicklung für E.Learning: Support Dienstleistungen lernförderlich gestalten. In. Klaus; Spiegel, Wolfgang (Hrsg.)(2006): Entwicklung von Medienkompetenz im Hochschulbereich. Perspektiven, Kompetenzen und Anwendungsbeispiele. Kopaed Verlags-GmbH, Marl

- **Kirchhoff, Sabine; Kuhnt, Sonja; Lipp, Peter; Schlawin, Siegfried (2003):** Der Fragebogen. *Datenbasis, Konstruktion und Auswertung.* 3. Auflage. Leske+ Budrich, Opladen

- **Krucsay, Susanne (2008):** Digital literacy- Gegen den Strich gelesen: 52-62, IN: Blaschitz, Edith; Seibt, Martin (Hrsg) (2008): Medienbildung in Österreich. *Historische und aktuelle Entwicklungen, theoretische Positionen und Medienpraxis.* LIT Verlag Gmbh& Co KG, Wien

- **Kühn (2006):** Einsatz der ILIA –Lernplattform im Kurs Systemoptimierung und Simulationstechnik. In: Solbach, Klaus; Spiegel, Wolfgang (Hrsg.)(2006): Entwicklung von Medienkompetenz im Hochschulbereich. *Perspektiven, Kompetenzen und Anwendungsbeispiele.* Kopaed verlagsgmbh, Marl

- **Madge et al. (2009):** Facebook, social integration and informal learning at university: '*It is more for socialising and talking to friends about work than for actually doing work'.* IN: Learning, Media and Technology (2009). Vol. 34, No. 2, Routledge Taylor Francis Group, London

- **Mannheim, Karl (1928):** Das Problem der Generationen.: In: Barboza, Amelie; Lichtblau Klaus (HRSG): Schriften zur Wirtschafts- und Kultursoziologie. Wiesbaden: VS Verlag für Sozialwissenschaften.

- **Mayer, Horst Otto (2009):** Interview und schriftliche Befragung. *Entwicklung, Durchführung und Auswertung.* 5. Überarbeitete Auflage. Oldenbourg Wissenschaftsverlag GmbH, München

- **Mitchel, C.L. (ed) (1969):** Social Networks in Urban situations: Analysis of Personal Relationships in Central African Towns. Manchester, Großbritanien, 1969 in Schenk

- **Mummendey, Hans Dieter (2003):** Die Fragebogenmethode. Hogrefe, Göttingen

- **Moser, Heinz; Holzwarth, Peter (2011):** Mit Medien arbeiten. Lernen-Präsentieren-Kommunizieren. UKV Verlagsgesellschaft mbH Konstanz

- **Pawlowski, Adelsberger (2006):** E-Learning als Motor für Hochschulentwicklung im Spannungsfeld der Konvergenz. In: Solbach, Klaus; Spiegel, Wolfgang (Hrsg.)(2006): Entwicklung von Medienkompetenz im Hochschulbereich. *Perspektiven, Kompetenzen und Anwendungsbeispiele.* Kopaed Verlags-GmbH, Marl

- **Rainer, Albrecht (2004):** E-Teaching-Kompetenz aus hochschuldidaktischer Perspektive. *Die systematische Förderung von E-Teaching- Kompetenzen durch Hochschulentwicklung und Hochschuldidaktik.* In: Bett, Katja; Wedekind, Joachim; Zentel, Peter (Hrsg.)(2004): Medienkompetenz für die Hochschullehre. Waxmann Verlag: Münster

- **Reece, Jenny (2000):** Online Communities. Designing Usability, Supporting Sociability. John Wiley& Sons, Chichester

- **Schachtner, Christina (2008):** Digitale Medienwelten als neue Lebenswelten- wie positioniert sich die Pädagogik: 27-41. IN: Blaschitz, Edith; Seibt, Martin (Hrsg.) (2008): Medienbildung in Österreich. Historische und aktuelle Entwicklungen, theoretische Positionen und Medienpraxis. LIT Verlag GmbH& Co KG, Wien

- **Schatter, Günther (2003):** Elemente, Paradoxien und Bildungsfragen. *Elektronisch vermittelte Individual-Kommunikation und Vertrauen.* In: Felsmann, Klaus-Dieter (Hrsg.)(2003): Buckower Mediengespräche. *Das*

Vertrauen in die Medien- Orientierung im Wandel. Kopaed Verlag, München

- Schenk, Michael (1995): Soziale Netzwerke und Massenmedien. Untersuchungen zum Einfluß der persönlichen Kommunikation. J.C.B. Mohr (Paul Siebeck), Tübingen

- Schenk, Michael; Jers, Cornelia; Gölz, Hanna (2013): Die Nutzung des Web 2.0 in Deutschland. Verbreitung, Determinanten und Auswirkungen. NomosVerlagsgesellschaft Baden-Baden

- Schrammel, Sabrina (2008): Der Raum- eine neue Herausforderung für die Medienpädagogik? 74-83. In: Blaschitz, Edith; Seibt, Martin (Hrsg) (2008): Medienbildung in Österreich. *Historische und aktuelle Entwicklungen, theoretische Positionen und Medienpraxis*. LIT Verlag Gmbh& Co KG, Wien

- **Süß, Daniel (2004):** Mediensozialisation von Heranwachsenden. Dimensionen- Konstanten-Wandel. VS Verlag für Sozialwissenschaften, Wiesbaden

- Süß, Daniel; Hipeli, Eveline (2010): Medien im Jugendalter 142-150. IN: Vollbrecht, Ralf; Wegener, Claudia (Hrsg.) (2010): Handbuch Mediensozialisation. VS Verlag für Sozialwissenschaften, Wiesbaden

- **Thiedeke, Udo (Hrsg.)(2004):** Soziologie des Cyberspace. Medien, Strukturen und Semantiken. VS Verlag für Sozialwissenschaften, Wiesbaden.

- **Thiedeke, Udo (2004):** Wir Kosmopoliten. *Einführung in eine Soziologe des Cyberspace*. Von S. 15-47, in: Thiedeke, Udo (Hrsg.)(2004): Soziologie des Cyberspace. *Medien, Strukturen und Semantiken.* VS Verlag für Sozialwissenschaften, Wiesbaden.

- **Vollbrecht, Ralf (2003):** Aufwachsen in Medienwelten. IN: Fritz, Karsten; Sting, Stephan; Vollbrecht, Ralf: Mediensozialisation. *Pädagogische Perspektiven des Aufwachsens in Medienwelten.*

Online Literature

http://www-db.in.tum.de/teaching/ss05/hsug/team_theoretische_grundlagen.pdf
(6.5.2014)

Appendix

Austria

Q1 **Wie lange bist du schon auf Facebook registriert?**

Beantwortet: 50   Übersprungen: 0
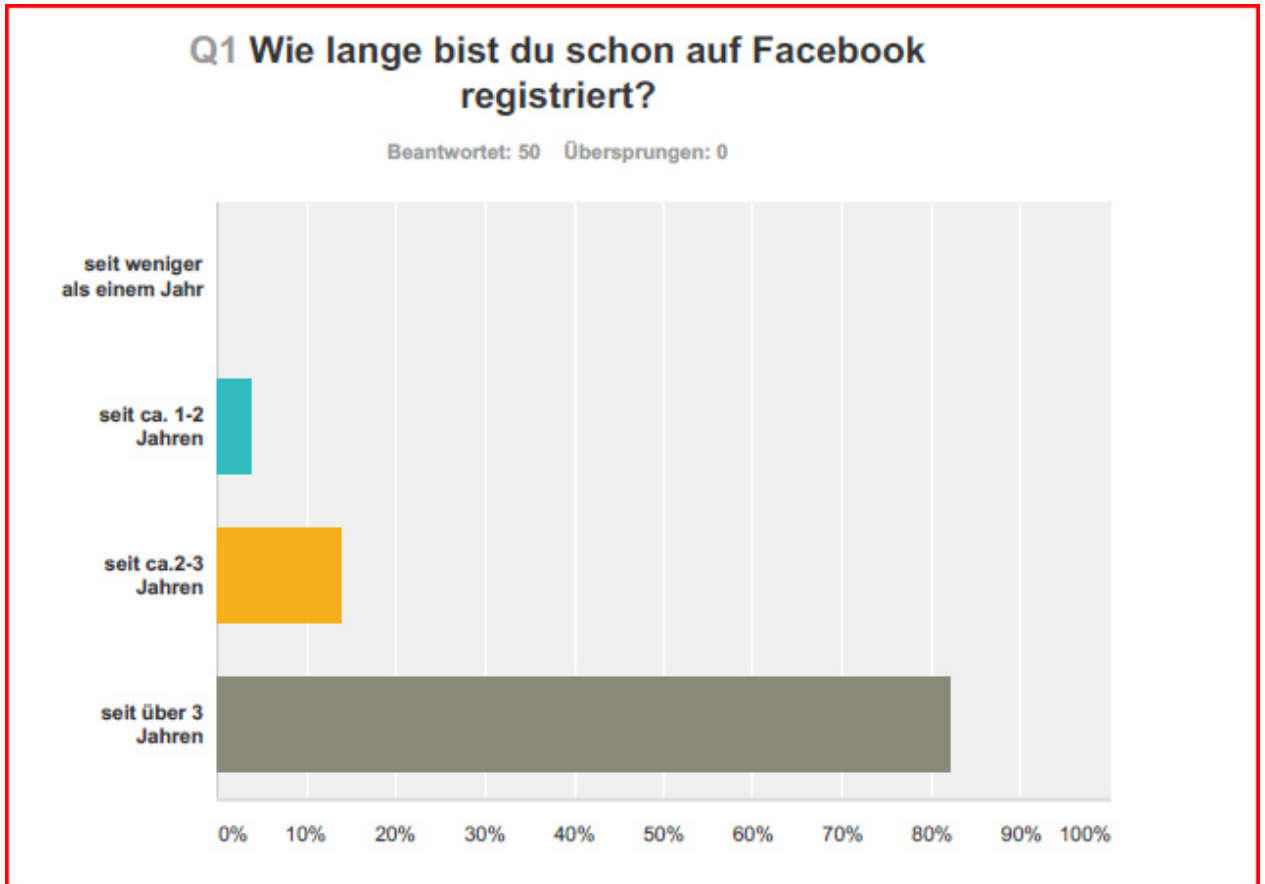
Antwortmöglichkeiten	Beantwortungen	
seit weniger als einem Jahr	0,00%	0
seit ca. 1-2 Jahren	4,00%	2
seit ca.2-3 Jahren	14,00%	7
seit über 3 Jahren	82,00%	41
Gesamt		**50**

Q2 Wie häufig bist du auf Facebook online?

Beantwortet: 50 Übersprungen: 0
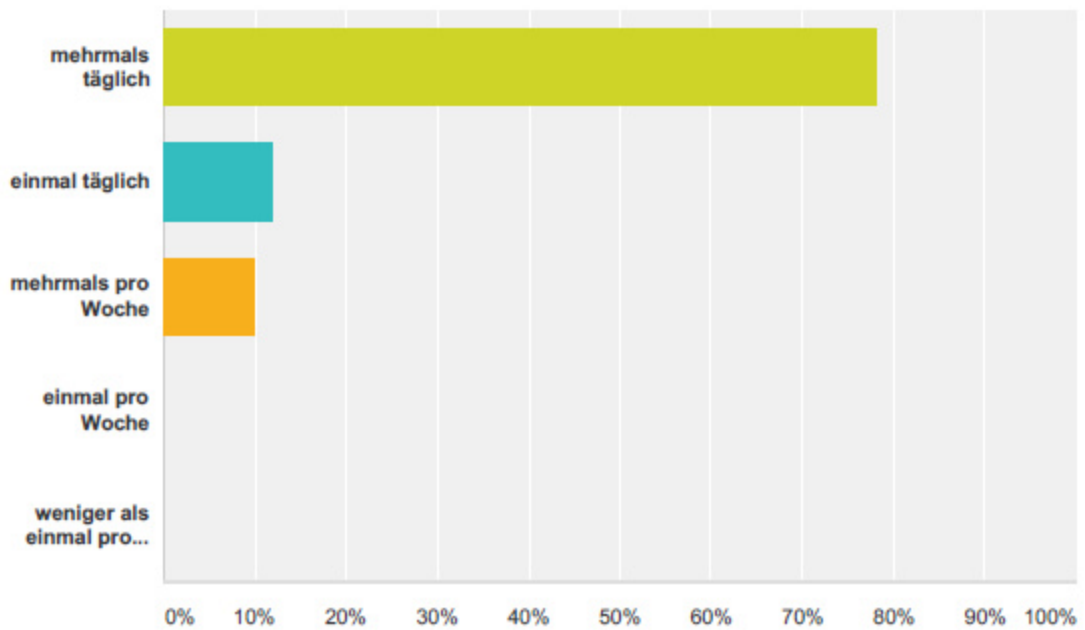
Antwortmöglichkeiten	Beantwortungen	
mehrmals täglich	78,00%	39
einmal täglich	12,00%	6
mehrmals pro Woche	10,00%	5
einmal pro Woche	0,00%	0
weniger als einmal pro Woche	0,00%	0
Gesamt		50

Q3 Würdest du dich selbst eher als aktiven Facebook-Nutzer (häufiges Posten/Kommentieren von Inhalten, Hochladen von Fotos, etc.) oder eher als passiven Facebook-Nutzer (vorrangig nur Lesen der Facebook-Inhalte) bezeichnen?

Beantwortet: 50   Übersprungen: 0
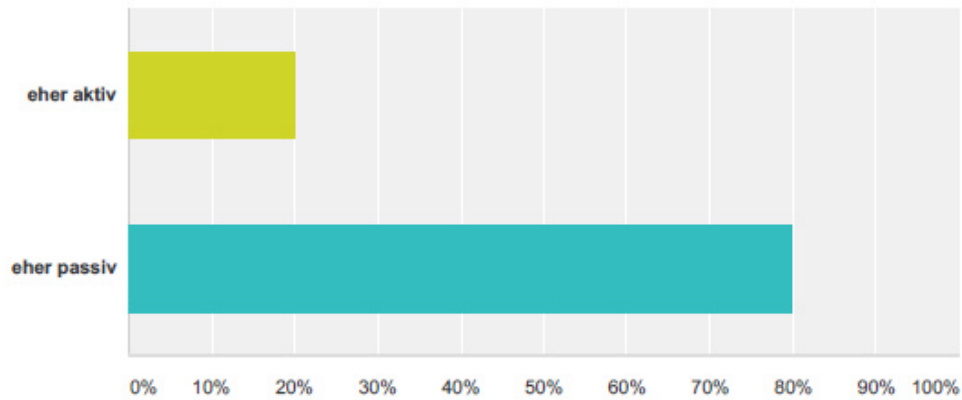
Antwortmöglichkeiten	Beantwortungen	
eher aktiv	20,00%	10
eher passiv	80,00%	40
Gesamt		50

Q4 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Beantwortet: 50   Übersprungen: 0
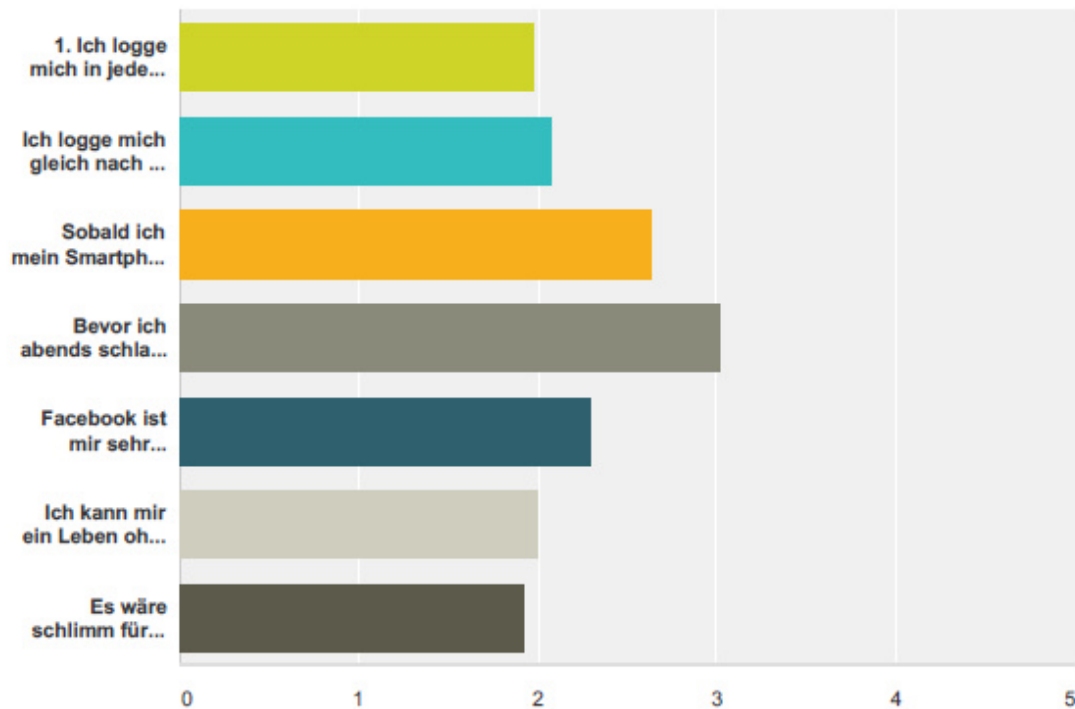
	Stimmt nicht	Stimmt eher nicht	Stimmt mittelmässig	Stimmt eher	Stimmt	Gesamt	Durchschnittliche Bewertung
1. Ich logge mich in jeder freien Minute auf Facebook ein.	48,00% 24	20,00% 10	18,00% 9	14,00% 7	0,00% 0	50	1,98
Ich logge mich gleich nach dem Aufwachen auf Facebook ein.	40,00% 20	28,00% 14	16,00% 8	16,00% 8	0,00% 0	50	2,08
Sobald ich mein Smartphone einschalte bzw. meinen Laptop/PC hochfahre, logge ich mich auf Facebook ein.	24,00% 12	22,00% 11	24,00% 12	26,00% 13	4,00% 2	50	2,64
Bevor ich abends schlafen gehe, logge ich mich noch einmal auf Facebook ein, um zu sehen, ob sich noch etwas Wichtiges getan hat.	18,00% 9	16,00% 8	24,00% 12	30,00% 15	12,00% 6	50	3,02
Facebook ist mir sehr wichtig.	22,00% 11	32,00% 16	40,00% 20	6,00% 3	0,00% 0	50	2,30
Ich kann mir ein Leben ohne Facebook nicht mehr vorstellen.	46,00% 23	20,00% 10	24,00% 12	8,00% 4	2,00% 1	50	2,00
Es wäre schlimm für mich, wenn ich einen Monat auf Facebook verzichten müsste.	46,94% 23	22,45% 11	22,45% 11	8,16% 4	0,00% 0	49	1,92

104

Q5 Mit welchen Personen bist du häufig in Kontakt auf Facebook? (maximal 3 Nennungen)

Beantwortet: 50   Übersprungen: 0
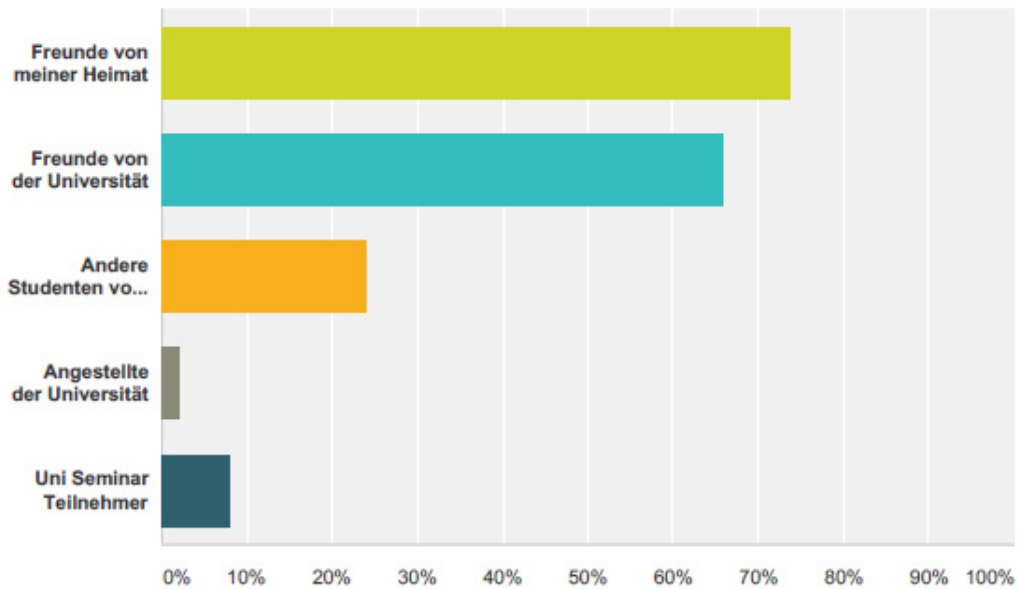
Antwortmöglichkeiten	Beantwortungen	
Freunde von meiner Heimat	74,00%	37
Freunde von der Universität	66,00%	33
Andere Studenten von der Universität	24,00%	12
Angestellte der Universität	2,00%	1
Uni Seminar Teilnehmer	8,00%	4
Befragte gesamt: 50		

105

Q6 Wie häufig nutzt du Facebook zur Kommunikation mit Mitstudenten oder Seminarleitern/ Professoren?

Beantwortet: 50   Übersprungen: 0
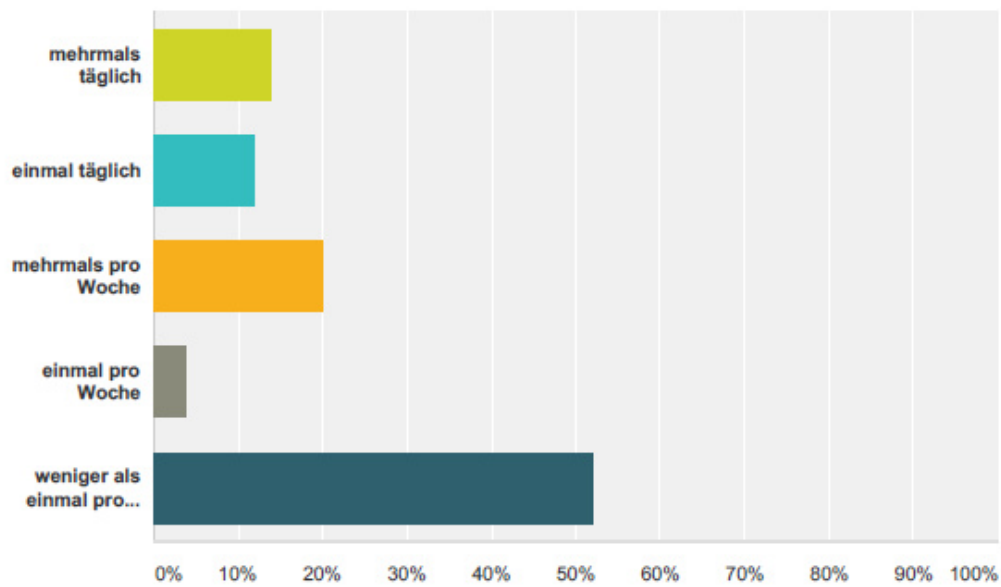
Antwortmöglichkeiten	Beantwortungen	
mehrmals täglich	14,00%	7
einmal täglich	12,00%	6
mehrmals pro Woche	20,00%	10
einmal pro Woche	4,00%	2
weniger als einmal pro Woche	52,00%	26
Befragte gesamt: 50		

#	Beantwortungen	Datum
1	k.a.	28.09.2014 13:49
2	Moodle,Bildungsmoodle, Lernuni	28.09.2014 13:46
3	Moodle	28.09.2014 13:40
4	Moodle	28.09.2014 13:24
5	Moodle	28.09.2014 13:21
6	Tiss, Tuwel	28.09.2014 13:17
7	Moodle	28.09.2014 13:13
8	Moodle	28.09.2014 13:08
9	k.a.	28.09.2014 13:04
10	k.a.	28.09.2014 12:59
11	Intranet	28.09.2014 12:54
12	Moodle	28.09.2014 12:50
13	K. A	28.09.2014 12:46
14	Moodle	28.09.2014 12:42
15	Moodle	28.09.2014 12:37
16	Elvis	28.09.2014 12:32
17	Moodle	28.09.2014 12:28
18	Moodle	28.09.2014 12:23
19	Moodle	28.09.2014 12:18
20	Moodle, VPN	28.09.2014 12:08
21	Moodle	28.09.2014 12:04
22	Moodle	28.09.2014 12:00
23	Moodle	28.09.2014 11:55
24	Learn@wu	28.09.2014 11:52
25	Moodle	28.09.2014 11:47
26	Moodle, bcsw server	27.09.2014 13:16
27	Moodle	27.09.2014 12:56
28	Moodle	27.09.2014 12:50
29	Moodle	27.09.2014 12:43
30	Moodle	27.09.2014 12:37
31	Moodle	27.09.2014 12:33
32	Moodle	27.09.2014 12:28

33	Moodle	27.09.2014 12:23
34	Moodle	27.09.2014 12:15
35	Moodle	27.09.2014 12:12
36	Moodle	27.09.2014 12:09
37	Moodle	27.09.2014 12:00
38	Moodle	27.09.2014 11:56
39	Moodle	27.09.2014 11:48
40	Moodle	27.09.2014 11:42
41	Moodle	27.09.2014 11:38
42	Moodle	27.09.2014 11:35
43	Moodle	27.09.2014 11:29
44	Moodle	27.09.2014 11:22
45	Moodle	27.09.2014 11:16

Q8 Wie oft nutzt du uniinterne Plattformen wie Moodle?

Beantwortet: 50   Übersprungen: 0
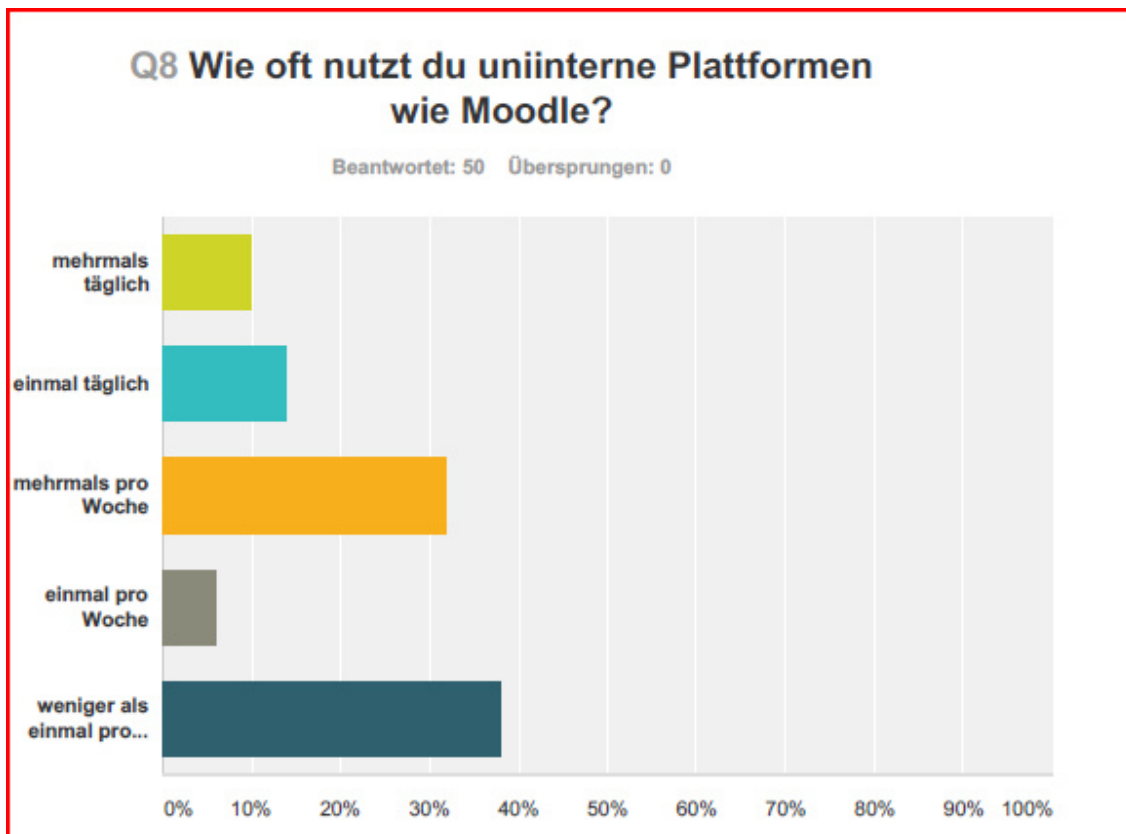
Antwortmöglichkeiten	Beantwortungen	
mehrmals täglich	10,00%	5
einmal täglich	14,00%	7
mehrmals pro Woche	32,00%	16
einmal pro Woche	6,00%	3
weniger als einmal pro Woche	38,00%	19
Befragte gesamt: 50		

Q9 Wie häufig arbeitest du in Seminaren mit Mitstudenten online zusammen?

Beantwortet: 50   Übersprungen: 0
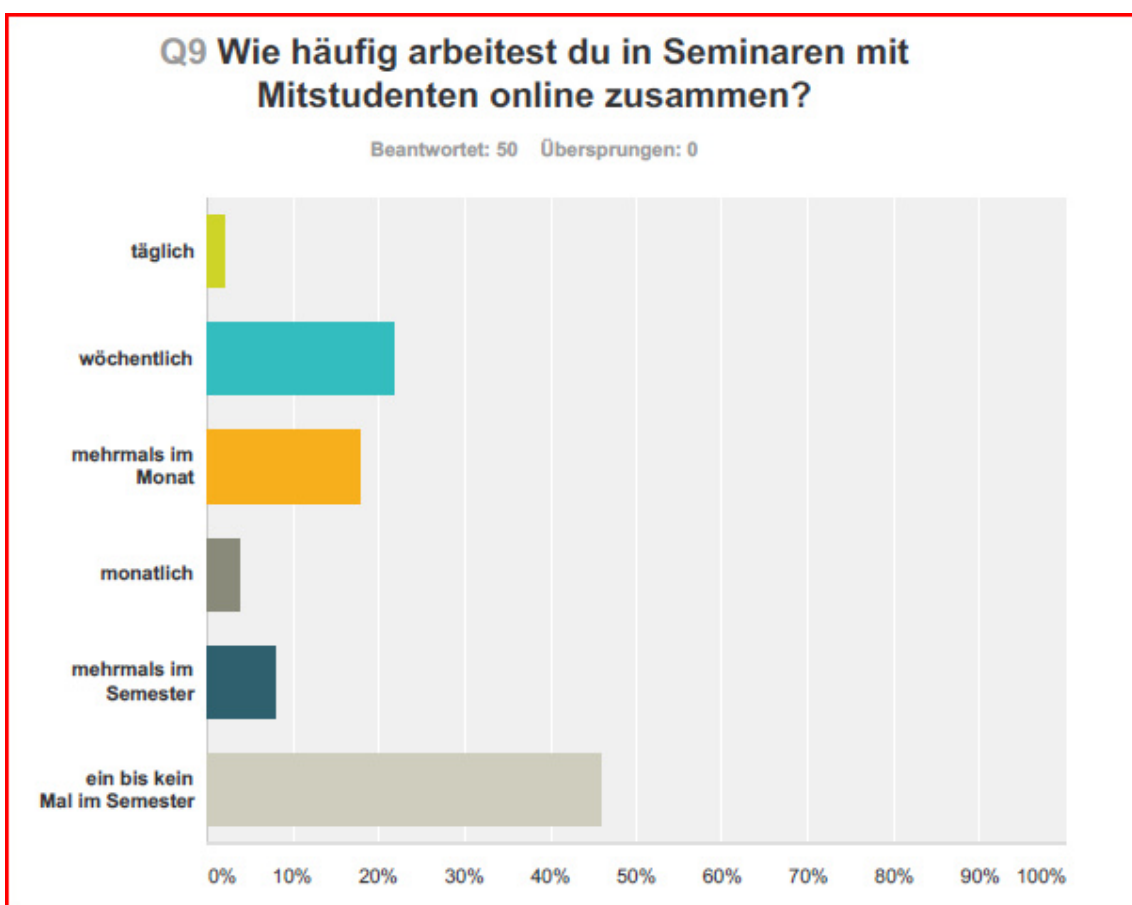
Antwortmöglichkeiten	Beantwortungen	
täglich	2,00%	1
wöchentlich	22,00%	11
mehrmals im Monat	18,00%	9
monatlich	4,00%	2
mehrmals im Semester	8,00%	4
ein bis kein Mal im Semester	46,00%	23
Befragte gesamt: 50		

Q10 Welche Webseite nutzt du häufiger?

Beantwortet: 49   Übersprungen: 1
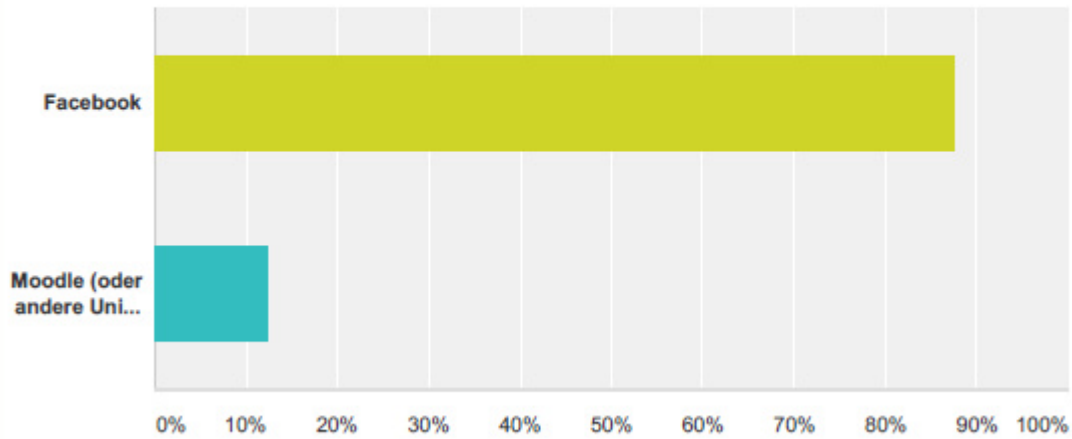
Antwortmöglichkeiten	Beantwortungen	
Facebook	87,76%	43
Moodle (oder andere Uni Plattform)	12,24%	6
Befragte gesamt: 49		

Q11 Welche Webseite nutzt du lieber im Uni Alltag?

Beantwortet: 49   Übersprungen: 1
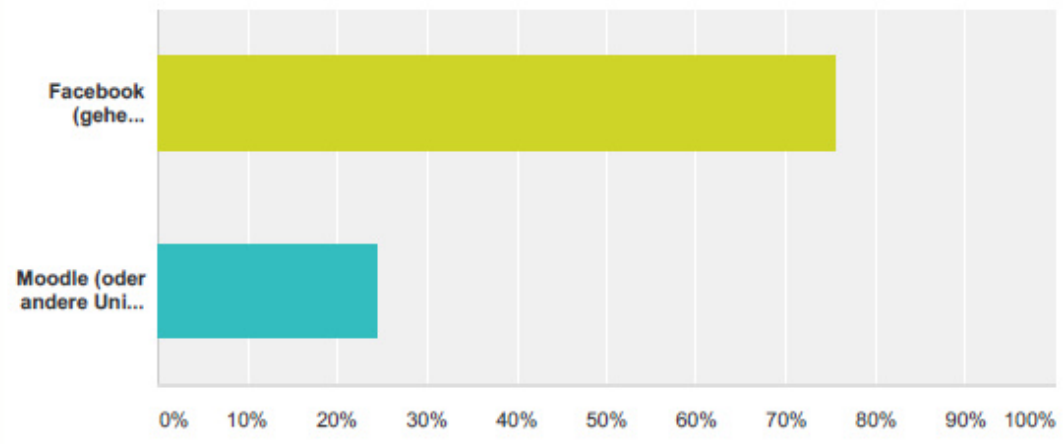
Antwortmöglichkeiten	Beantwortungen	
Facebook (gehe weiter zu Frage 11a)	75,51%	37
Moodle (oder andere Uni Plattform) (gehe weiter zu Frage 11b)	24,49%	12
Gesamt		**49**

Q12 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen. Ich nutze häufiger Facebook statt anderen offiziellen Uni Plattformen, da…

Beantwortet: 42   Übersprungen: 8
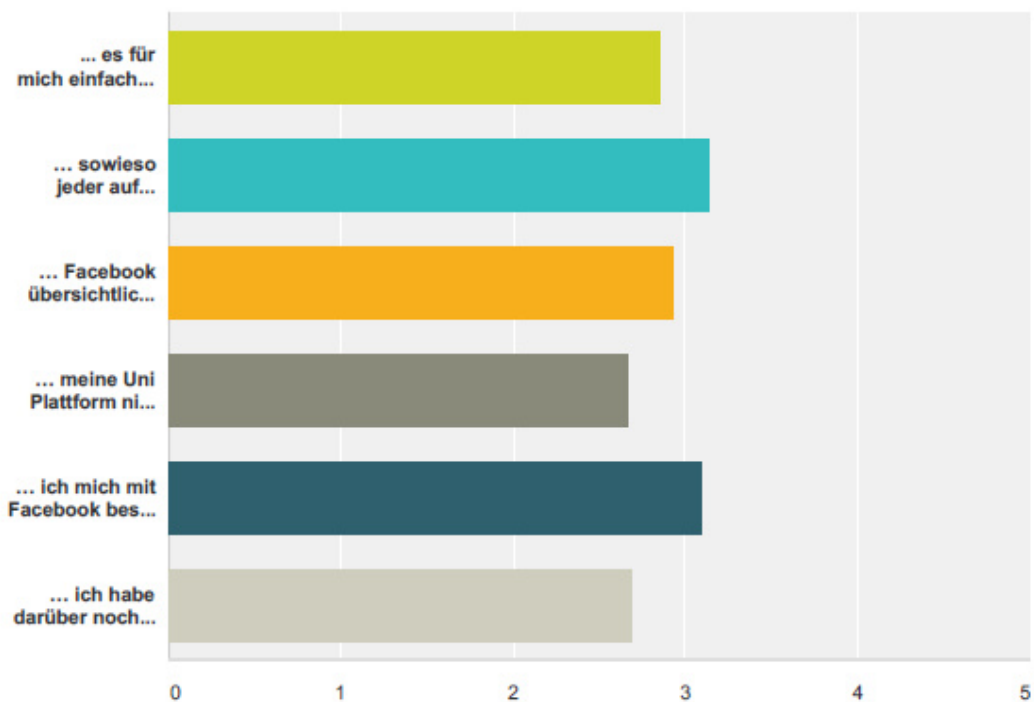
	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu	Gesamt	Durchschnittliche Bewertung
... es für mich einfacher ist nur eine Webseite zu nutzen	9,52% 4	23,81% 10	38,10% 16	28,57% 12	42	2,86
... sowieso jeder auf Facebook ist.	7,14% 3	14,29% 6	35,71% 15	42,86% 18	42	3,14
... Facebook übersichtlicher ist	2,38% 1	26,19% 11	47,62% 20	23,81% 10	42	2,93
... meine Uni Plattform nicht die Dienste anbietet welche wir benötigen.	11,90% 5	30,95% 13	35,71% 15	21,43% 9	42	2,67
... ich mich mit Facebook besser auskenne.	9,52% 4	14,29% 6	33,33% 14	42,86% 18	42	3,10
... ich habe darüber noch nie nachgedacht.	21,43% 9	21,43% 9	23,81% 10	33,33% 14	42	2,69
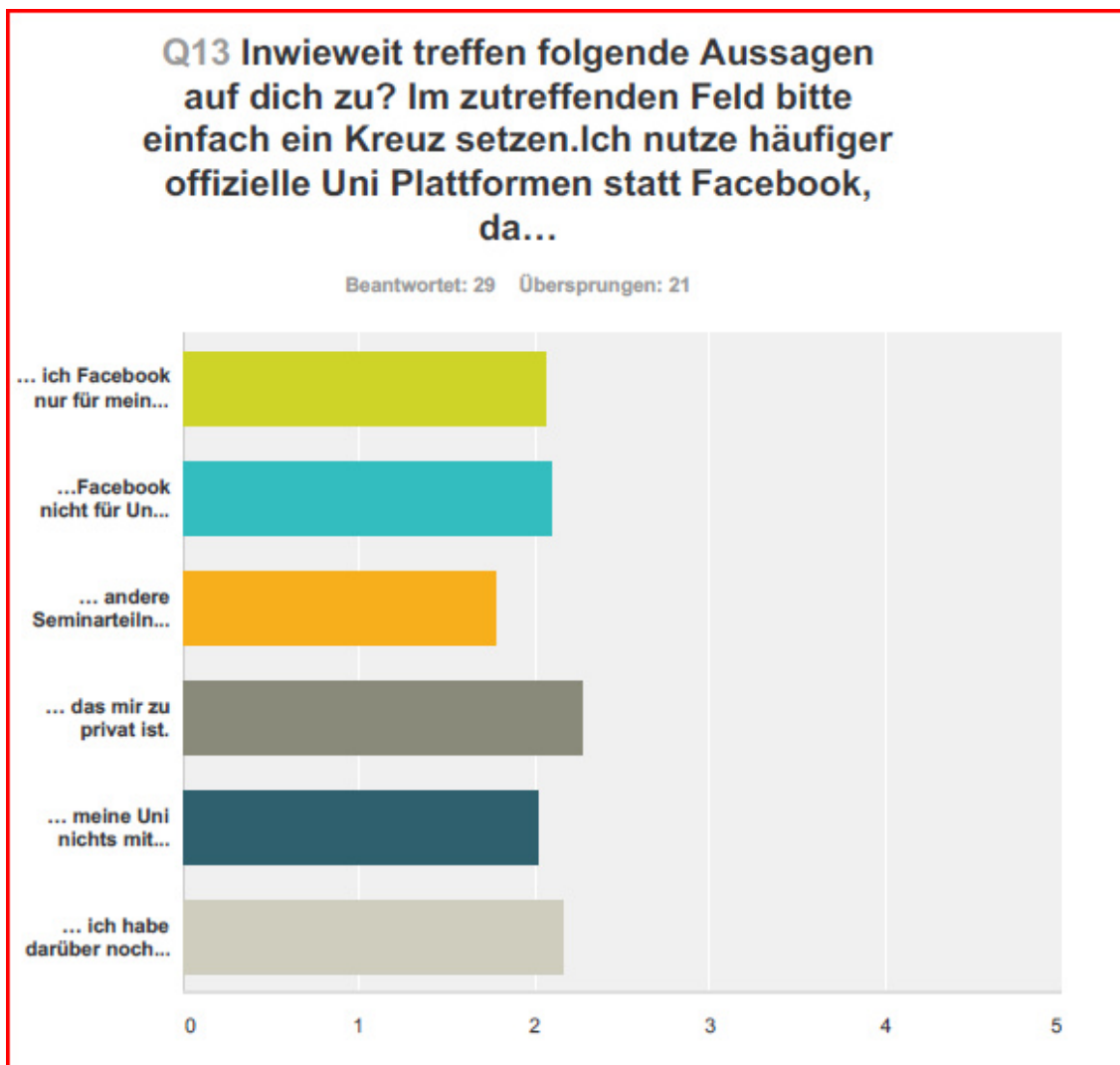
Q13 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen. Ich nutze häufiger offizielle Uni Plattformen statt Facebook, da…

Beantwortet: 29   Übersprungen: 21

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu	Gesamt	Durchschnittliche Bewertung
… ich Facebook nur für meine Freizeit nutzen will.	44,83% 13	20,69% 6	17,24% 5	17,24% 5	29	2,07
…Facebook nicht für Uni Zwecke geeignet ist.	31,03% 9	37,93% 11	20,69% 6	10,34% 3	29	2,10
… andere SeminarteilnehmerInnen Facebook nicht nutzen.	44,83% 13	41,38% 12	3,45% 1	10,34% 3	29	1,79
… das mir zu privat ist.	31,03% 9	27,59% 8	24,14% 7	17,24% 5	29	2,28
… meine Uni nichts mit Facebook zu tun haben sollte.	37,93% 11	31,03% 9	20,69% 6	10,34% 3	29	2,03
… ich habe darüber noch nie nachgedacht.	31,03% 9	37,93% 11	13,79% 4	17,24% 5	29	2,17

Q14 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Beantwortet: 49   Übersprungen: 1

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu	Gesamt	Durchschnittliche Bewertung
Ich bin mit der Online Plattform (z.B. Moodle) meiner Universität zufrieden.	8,16% 4	16,33% 8	65,31% 32	10,20% 5	49	2,78
Ich würde gerne einige Anwendungen der Online Plattform meiner Universität ändern (z.B. Moodle)	6,12% 3	22,45% 11	55,10% 27	16,33% 8	49	2,82
Ich denke, dass Online Plattformen (z.B. Moodle) sehr nützlich für das Studium sind.	0,00% 0	10,20% 5	42,86% 21	46,94% 23	49	3,37
Ich werde auch in Zukunft viel Online Plattformen (z.B. Moodle) nutzen.	4,08% 2	16,33% 8	34,69% 17	44,90% 22	49	3,20
Ich sehe in Zukunft eine größere Nutzung an Plattformen wie z.B. Moodle als an Facebook.	26,53% 13	44,90% 22	16,33% 8	12,24% 6	49	2,14
Ich sehe in Zukunft eine größere Nutzung an Facebook als an Plattformen wie z.B. Moodle.	14,29% 7	22,45% 11	38,78% 19	24,49% 12	49	2,73

Q15 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Beantwortet: 50   Übersprungen: 0
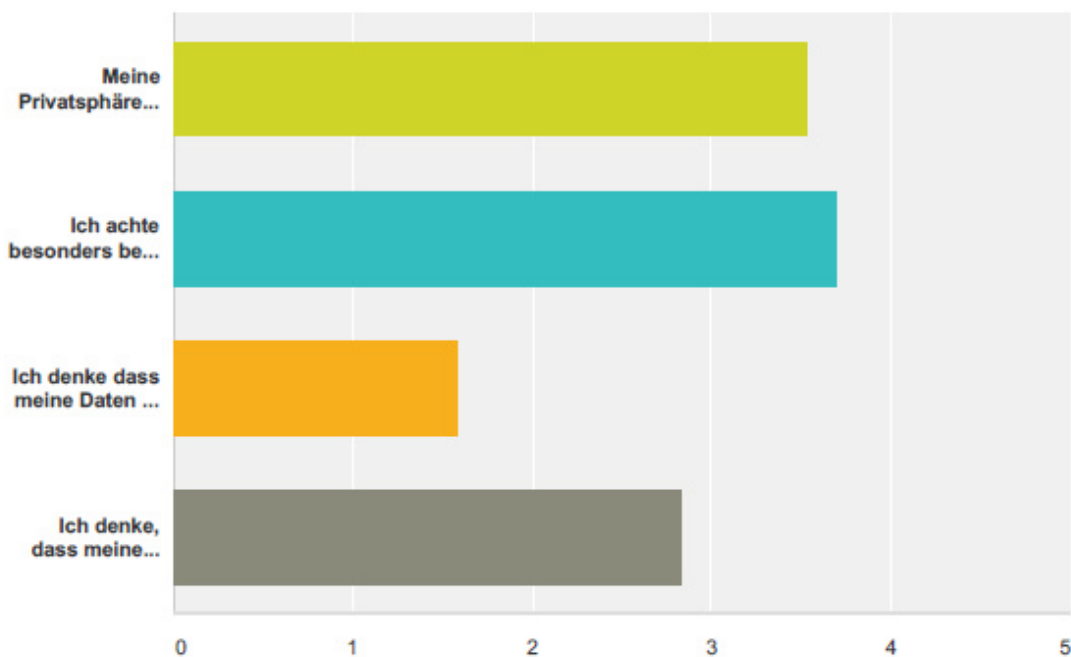
	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu	Gesamt	Durchschnittliche Bewertung
Meine Privatsphäre ist mir wichtig.	0,00% 0	8,00% 4	30,00% 15	62,00% 31	50	3,54
Ich achte besonders bei Facebook darauf, was ich poste und welche Informationen ich dort preisgebe.	0,00% 0	4,08% 2	20,41% 10	75,51% 37	49	3,71
Ich denke dass meine Daten bei Facebook sicher sind.	44,90% 22	53,06% 26	0,00% 0	2,04% 1	49	1,59
Ich denke, dass meine Daten bei Online Plattformen wie Moodle sicher sind.	4,08% 2	22,45% 11	59,18% 29	14,29% 7	49	2,84

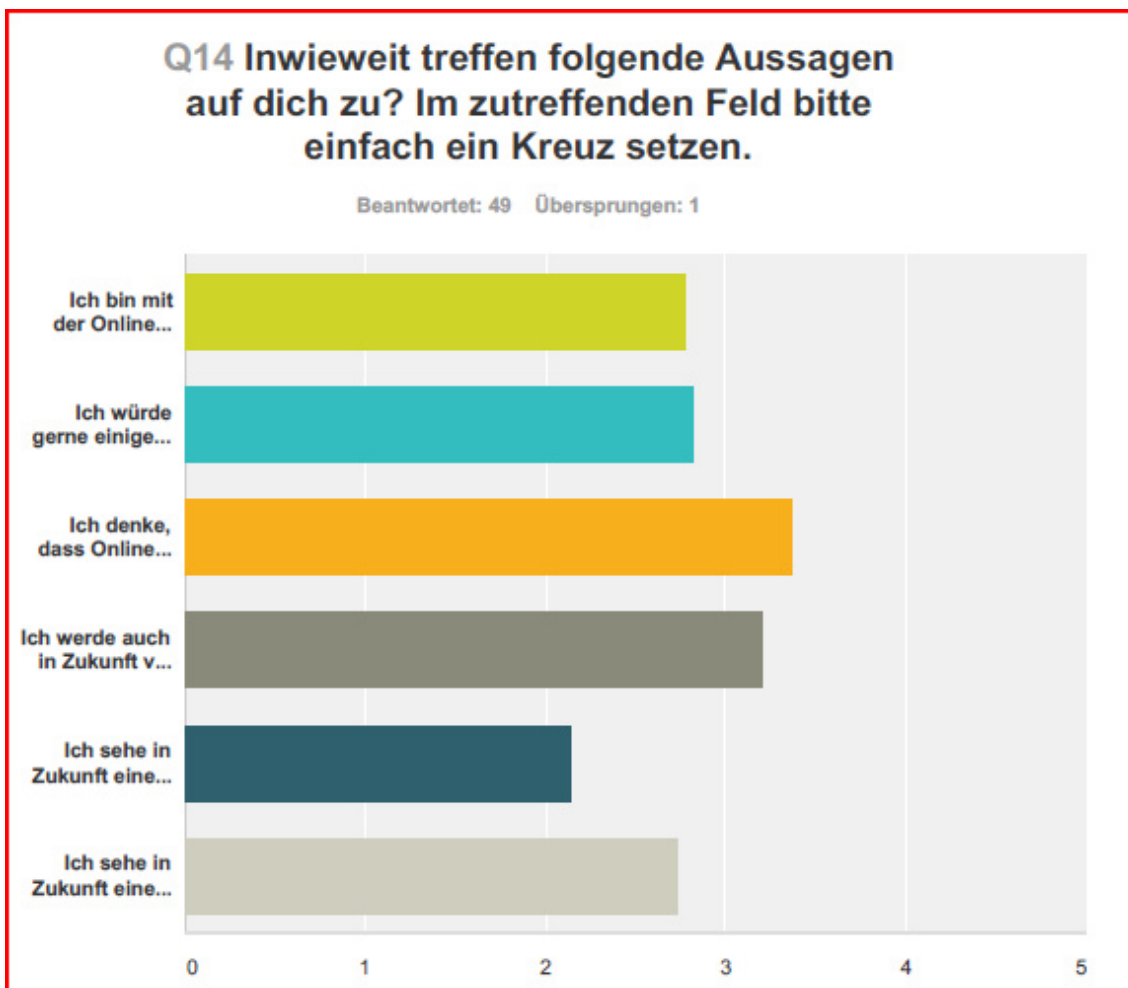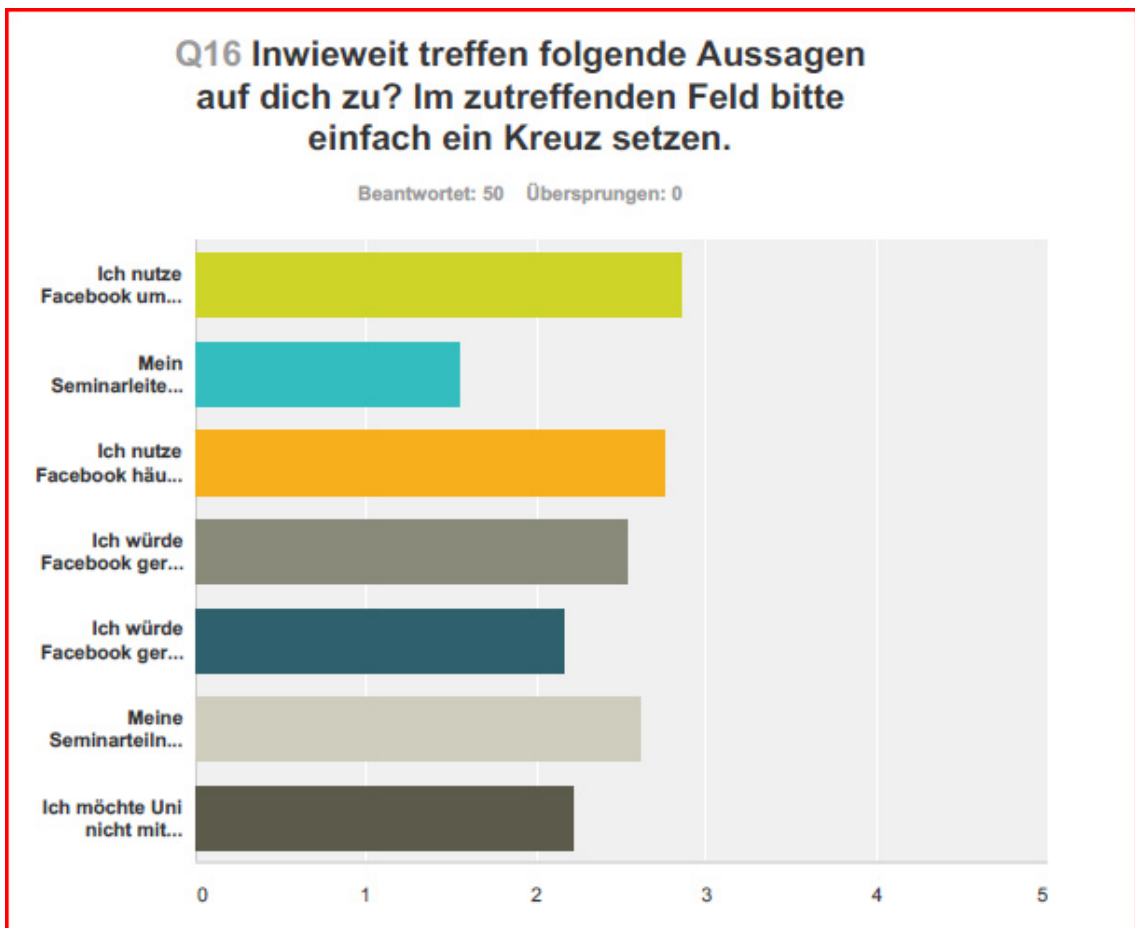Q16 Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Beantwortet: 50   Übersprungen: 0

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu	Gesamt	Durchschnittliche Bewertung
Ich nutze Facebook um mit Mitstudenten über ein Seminar zu reden.	10,00% 5	22,00% 11	40,00% 20	28,00% 14	50	2,86
Mein Seminarleiter nutzt Facebook um mit uns zu kommunizieren.	66,00% 33	18,00% 9	10,00% 5	6,00% 3	50	1,56
Ich nutze Facebook häufig im Uni Alltag.	10,00% 5	18,00% 9	58,00% 29	14,00% 7	50	2,76
Ich würde Facebook gerne weniger benutzen	14,00% 7	32,00% 16	40,00% 20	14,00% 7	50	2,54
Ich würde Facebook gerne weniger im Uni Alltag benutzen.	28,00% 14	36,00% 18	28,00% 14	8,00% 4	50	2,16
Meine Seminarteilnehmer sollen mein Facebook Profil nicht sehen können.	10,00% 5	44,00% 22	20,00% 10	26,00% 13	50	2,62
Ich möchte Uni nicht mit Alltag vermischen.	24,00% 12	36,00% 18	34,00% 17	6,00% 3	50	2,22

Q17 Alter

Beantwortet: 50   Übersprungen: 0
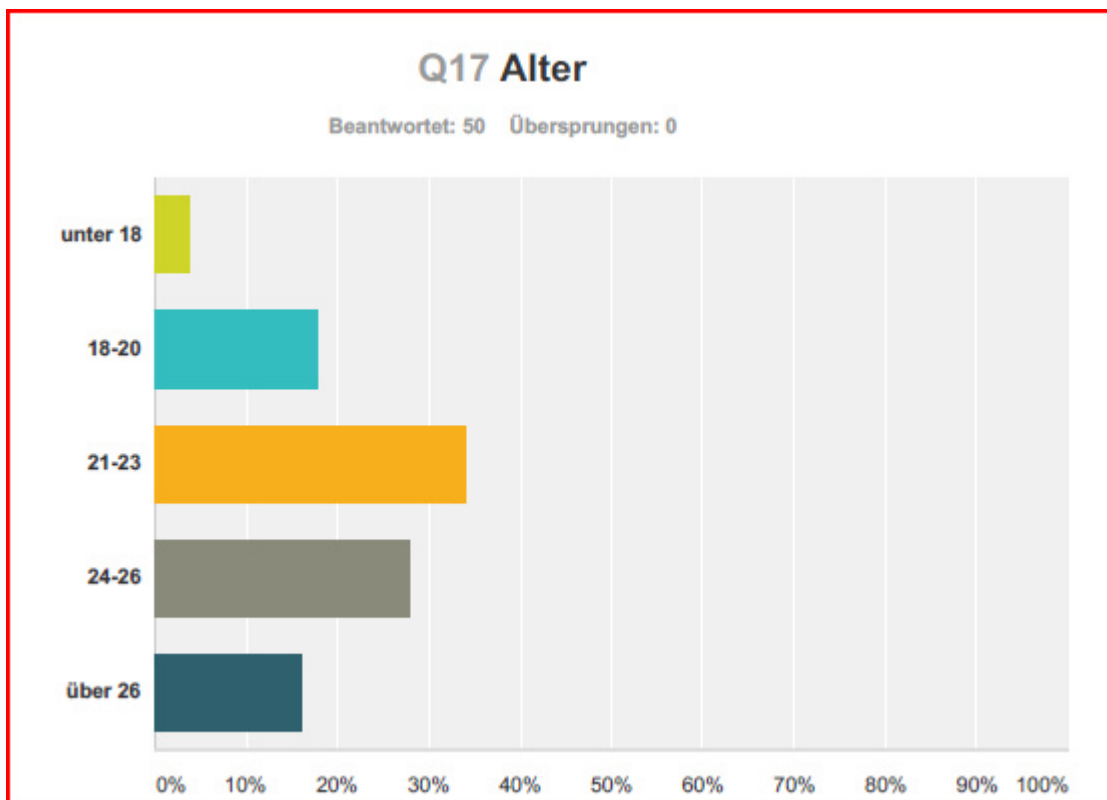
Antwortmöglichkeiten	Beantwortungen	
unter 18	4,00%	2
18-20	18,00%	9
21-23	34,00%	17
24-26	28,00%	14
über 26	16,00%	8
Befragte gesamt: 50		

Q18 Geschlecht

Beantwortet: 50   Übersprungen: 0
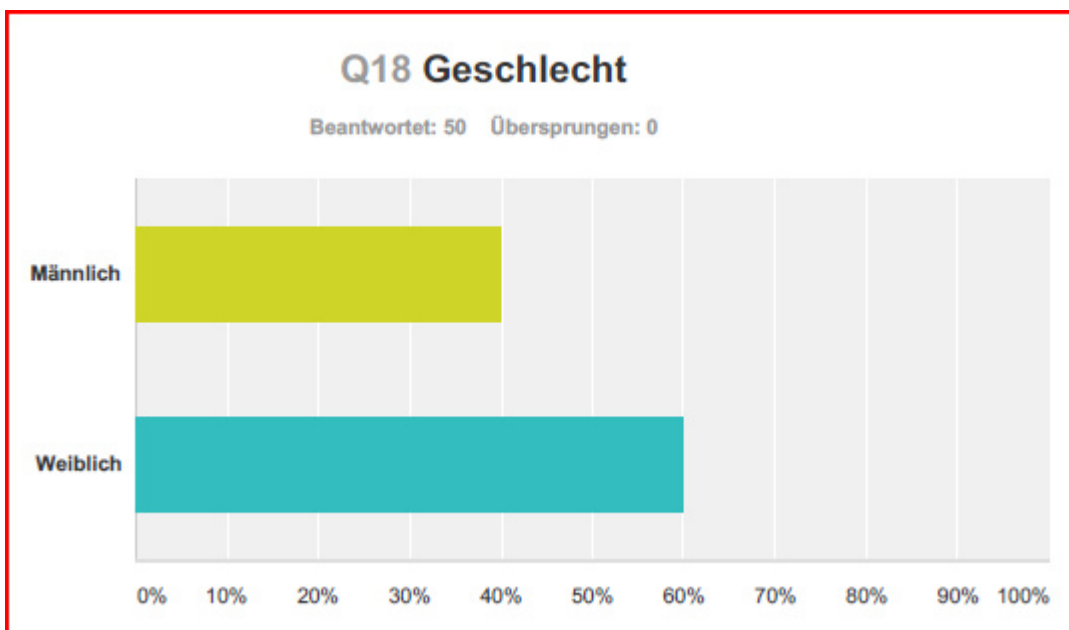
Antwortmöglichkeiten	Beantwortungen	
Männlich	40,00%	20
Weiblich	60,00%	30
Befragte gesamt: 50		

#	Beantwortungen	Datum
1	Psychologie	28.09.2014 13:49
2	Bildungswissenschaften	28.09.2014 13:46
3	Medizin	28.09.2014 13:40
4	Journalismus	28.09.2014 13:24
5	Humanmedizin	28.09.2014 13:21
6	Technische Chemie	28.09.2014 13:17
7	Bildunswissenschaften	28.09.2014 13:13
8	International Business Studies	28.09.2014 13:08
9	Jura	28.09.2014 13:04
10	Psychologie	28.09.2014 12:59
11	Translation Englisch, Spanisch	28.09.2014 12:54
12	Lehramt Biologie, Englisch	28.09.2014 12:50
13	Geschichte	28.09.2014 12:46
14	Theater Film und Medienwissenschaften	28.09.2014 12:42
15	Publizistik	28.09.2014 12:37
16	Europäische Wirtschafts un Unternehmensführung	28.09.2014 12:32
17	Theater Film und Medienwissenschaften	28.09.2014 12:28
18	Bildungswissenschaften	28.09.2014 12:23
19	Deutsch und Sport auf Lehramt	28.09.2014 12:18
20	Theater film und Medienwissenschaften	28.09.2014 12:08
21	Psychologie	28.09.2014 12:04
22	Psychologie	28.09.2014 12:00
23	Theaterwissenschaften	28.09.2014 11:55
24	IBWL	28.09.2014 11:52
25	Linguistik	28.09.2014 11:47
26	Physik	27.09.2014 13:16
27	Jura	27.09.2014 13:12

28	Jura	27.09.2014 13:00
29	Kunstgeschichte	27.09.2014 12:56
30	Lehramt	27.09.2014 12:50
31	Design	27.09.2014 12:46
32	Publizistik	27.09.2014 12:43
33	Theater, Film und Medienwissenschaften	27.09.2014 12:37

34	Vergleichende Literaturwissenschaften	27.09.2014 12:33
35	Theater-Film und Medienwissenschaften	27.09.2014 12:28
36	Sozialpädagogik	27.09.2014 12:23
37	BWL	27.09.2014 12:15
38	Medizin	27.09.2014 12:12
39	Publizistik	27.09.2014 12:09
40	Afrikawissenschaften	27.09.2014 12:05
41	Ernährungswissenschaften	27.09.2014 12:00
42	Theater, Film und Medienwissenschaftern	27.09.2014 11:56
43	Afrikawissenschaften	27.09.2014 11:52
44	Publizistik	27.09.2014 11:48
45	Medizin	27.09.2014 11:42
46	BWL	27.09.2014 11:38
47	Sozialpädagogik	27.09.2014 11:35
48	Theater-Film und Medienwissenschaften	27.09.2014 11:29
49	Vergleichende Literaturwissenschaften	27.09.2014 11:22
50	Theater-Film und Medienwissenschaften	27.09.2014 11:16

#	Beantwortungen	Datum
1	Uni Wien	28.09.2014 13:49
2	Uni Wien	28.09.2014 13:46
3	Med Uni	28.09.2014 13:40
4	FH Wien	28.09.2014 13:24
5	Med Uni Wien	28.09.2014 13:21
6	TU Wien	28.09.2014 13:17
7	Uni Wien	28.09.2014 13:13
8	WU Wien	28.09.2014 13:08
9	Juridikum	28.09.2014 13:04
10	Uni Wien	28.09.2014 12:59
11	Translations Uni	28.09.2014 12:54
12	Uni Wien	28.09.2014 12:50
13	Uni Wien	28.09.2014 12:46
14	Uni Wien	28.09.2014 12:42
15	Uni Wien	28.09.2014 12:37
16	FH Bfi Wien	28.09.2014 12:32
17	Uni Wien	28.09.2014 12:28
18	Uni Wien	28.09.2014 12:23
19	Uni Wien	28.09.2014 12:18
20	Uni Wien	28.09.2014 12:08
21	Uni Wien	28.09.2014 12:04
22	Uni Wien	28.09.2014 12:00
23	Uni Wien	28.09.2014 11:55
24	WU Wien	28.09.2014 11:52
25	Uni Wien	28.09.2014 11:47
26	TU Wien	27.09.2014 13:16
27	Juridikum	27.09.2014 13:12

28	Juridikum	27.09.2014 13:00
29	Uni Wien	27.09.2014 12:56
30	Uni Wien	27.09.2014 12:50
31	Angewandte	27.09.2014 12:46
32	Uni Wien	27.09.2014 12:43
33	Uni Wien	27.09.2014 12:37

34	Uni Wien	27.09.2014 12:33
35	Uni Wien	27.09.2014 12:28
36	FH Campus Wien	27.09.2014 12:23
37	WU Wien	27.09.2014 12:15
38	Med Uni Wien	27.09.2014 12:12
39	Uni Wien	27.09.2014 12:09
40	Uni Wien	27.09.2014 12:05
41	Uni Wien	27.09.2014 12:00
42	Uni Wien	27.09.2014 11:56
43	Uni Wien	27.09.2014 11:52
44	Uni Wien	27.09.2014 11:48
45	Med Uni Wien	27.09.2014 11:42
46	WU Wien	27.09.2014 11:38
47	FH Campus Wien	27.09.2014 11:35
48	Uni wien	27.09.2014 11:29
49	Uni Wien	27.09.2014 11:22
50	Uni Wien	27.09.2014 11:16

United Kingdom

Q1 Since when are you registered on Facebook?

Beantwortet: 50   Übersprungen: 0

Antwortmöglichkeiten	Beantwortungen	
less than a year	4,00%	2
less than 2-3 years	0,00%	0
since 2-3 years	4,00%	2
more than 3 years	92,00%	46
Gesamt		50

122
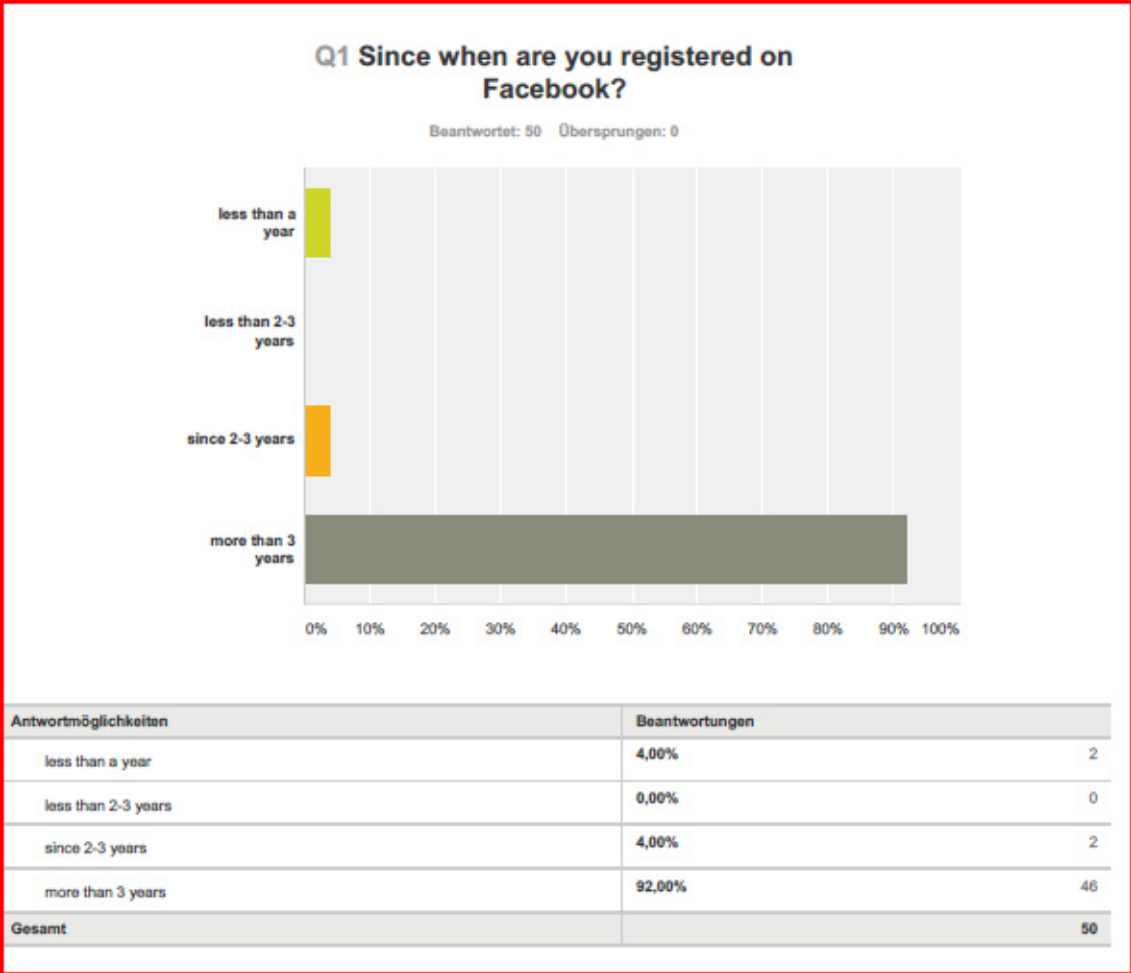
Q2 How often are you online on Facebook?

Beantwortet: 50   Übersprungen: 0
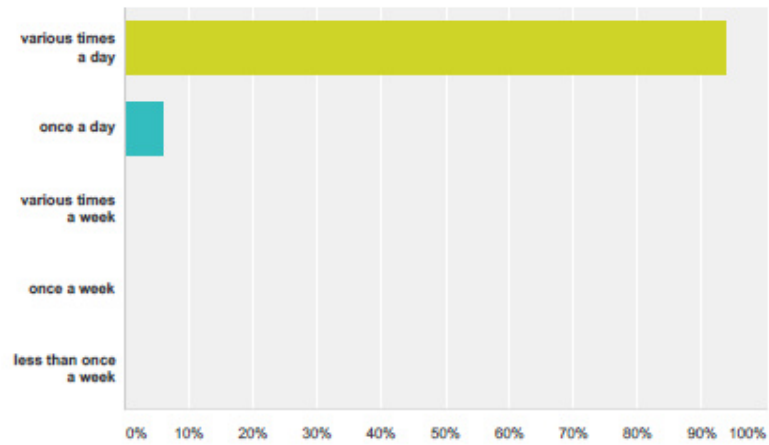
Antwortmöglichkeiten	Beantwortungen	
various times a day	94,00%	47
once a day	6,00%	3
various times a week	0,00%	0
once a week	0,00%	0
less than once a week	0,00%	0
Gesamt		**50**

Q3 Would you describe yourself as a rather active Facebook user (you often post/comment on content, upload pictures…) or a rather passive Facebook user (predominantly reading of Facebook content)?

Beantwortet: 50   Übersprungen: 0
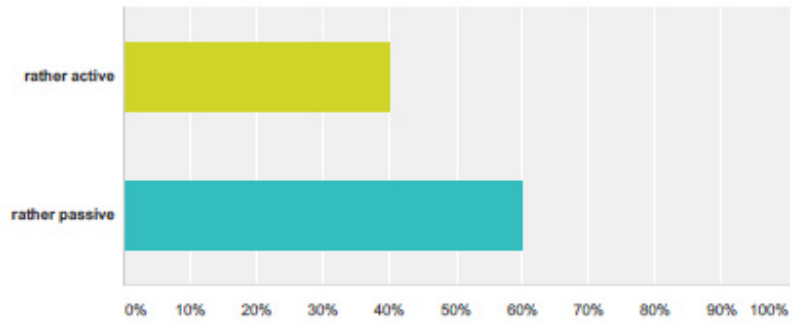
Antwortmöglichkeiten	Beantwortungen	
rather active	40,00%	20
rather passive	60,00%	30
Gesamt		50

Q4 How do the following statements describe you? Please tick the box which applies to you the most?

Beantwortet: 50   Übersprungen: 0

124
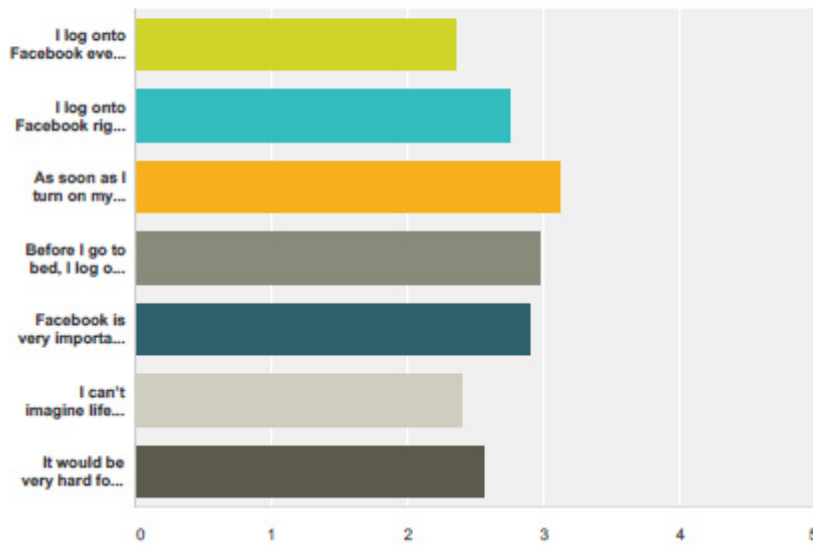
	Not true	Rather not true	More or less true	Rather true	True	Gesamt	Durchschnittliche Bewertung
I log onto Facebook every free minute.	36,00% 18	18,00% 9	30,00% 15	6,00% 3	10,00% 5	50	2,36
I log onto Facebook right after waking up.	36,00% 18	8,00% 4	14,00% 7	28,00% 14	14,00% 7	50	2,76
As soon as I turn on my smartphone or the Laptop/PC, I log onto Facebook.	20,41% 10	12,24% 6	16,33% 8	36,73% 18	14,29% 7	49	3,12
Before I go to bed, I log onto Facebook to see if something happened there.	24,00% 12	12,00% 6	22,00% 11	26,00% 13	16,00% 8	50	2,98
Facebook is very important for me.	16,00% 8	20,00% 10	32,00% 16	22,00% 11	10,00% 5	50	2,90
I can't imagine life without Facebook anymore.	32,00% 16	28,00% 14	16,00% 8	16,00% 8	8,00% 4	50	2,40
It would be very hard for me, if I would need to abstain from Facebook.	30,00% 15	22,00% 11	18,00% 9	22,00% 11	8,00% 4	50	2,56

Q5 With which kind of people are you regularly in contact on Facebook? (3 ticks max)

Beantwortet: 50   Übersprungen: 0
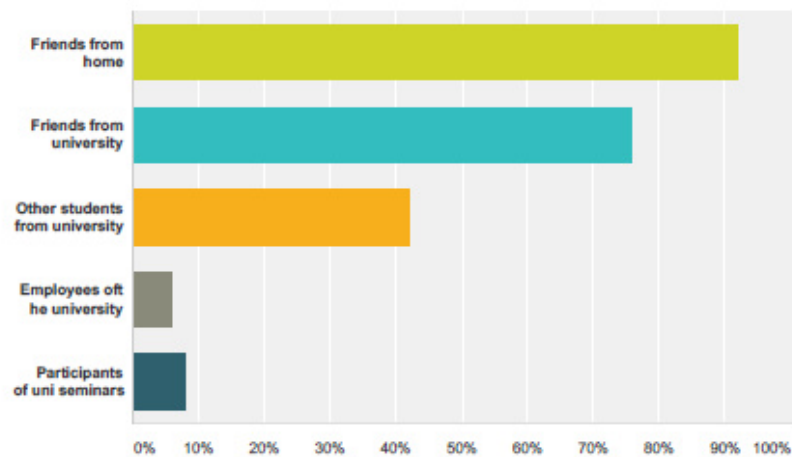
Antwortmöglichkeiten	Beantwortungen	
Friends from home	92,00%	46
Friends from university	76,00%	38
Other students from university	42,00%	21
Employees oft he university	6,00%	3
Participants of uni seminars	8,00%	4
Befragte gesamt: 50		

Q6 How often do you use Facebook for the communication with other students or tutors/professors?

Beantwortet: 43   Übersprungen: 7
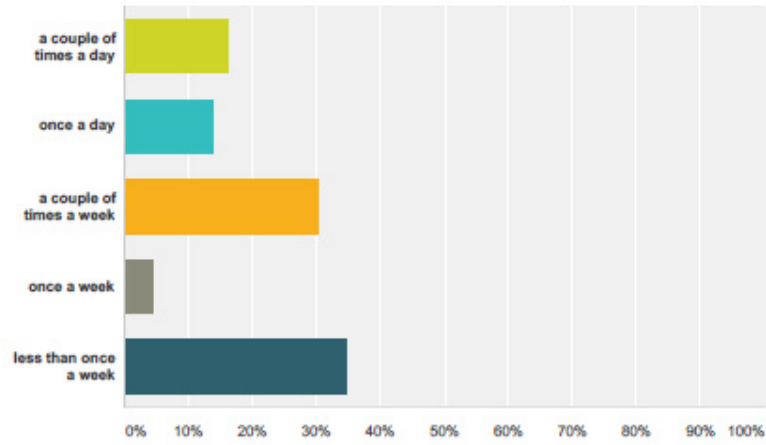
Antwortmöglichkeiten	Beantwortungen	
a couple of times a day	16,28%	7
once a day	13,95%	6
a couple of times a week	30,23%	13
once a week	4,65%	2
less than once a week	34,88%	15
Befragte gesamt: 43		

Q7 Which e-learning platforms does your university use? (e.g. Moodle)

Beantwortet: 38 Übersprungen: 12

#	Beantwortungen	Datum
1	Moodle	13.10.2014 11:07
2	moodle	13.10.2014 08:50
3	?	12.10.2014 15:15
4	Moodle	12.10.2014 13:26
5	I'm not a Student	12.10.2014 12:03
6	blackboard	12.10.2014 11:38
7	Moodle	12.10.2014 11:12
8	Moodle	12.10.2014 06:52
9	Moodle	12.10.2014 06:36
10	Blackboard	11.10.2014 05:59
11	Moodle	07.10.2014 11:14
12	Moodle	28.09.2014 13:50
13	Blackboard	28.09.2014 05:03
14	not applicable	28.09.2014 03:05
15	Blackboard	27.09.2014 23:34
16	Sussex Direct, moodle	27.09.2014 16:55
17	Eudoram	27.09.2014 16:40
18	blackboard	27.09.2014 13:40
19	Moodle, Osiris	27.09.2014 13:05
20	none	27.09.2014 11:27
21	Moodle	27.09.2014 10:51
22	Moodle	27.09.2014 10:44
23	moodle	27.09.2014 10:26
24	blackboard	27.09.2014 10:23
25	Blackboard	27.09.2014 10:21
26	moodle	27.09.2014 09:23
27	Blackboard	27.09.2014 08:30
28	no idea	27.09.2014 08:16
29	WebLearn	27.09.2014 07:54
30	-	27.09.2014 07:53
31	Not at uni anymore	27.09.2014 07:46
32	Moodle	27.09.2014 07:45
33	moodle	27.09.2014 07:44
34	Blackboard	27.09.2014 07:31
35	moodle	27.09.2014 07:29
36	Can't remember (sorry!)	27.09.2014 07:26
37	moodle	27.09.2014 07:16
38	moodle	27.09.2014 06:53

Q8 How often do you use the internal e-learning platforms of your university, e.g. Moodle?

Beantwortet: 43   Übersprungen: 7
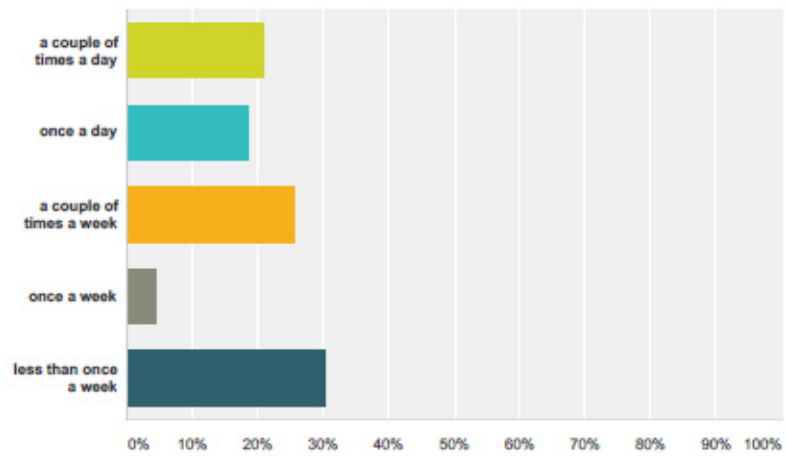
Antwortmöglichkeiten	Beantwortungen	
a couple of times a day	20,93%	9
once a day	18,60%	8
a couple of times a week	25,58%	11
once a week	4,65%	2
less than once a week	30,23%	13
Gesamt		43

Q9 How often do you work together with other students online?

Beantwortet: 44   Übersprungen: 6
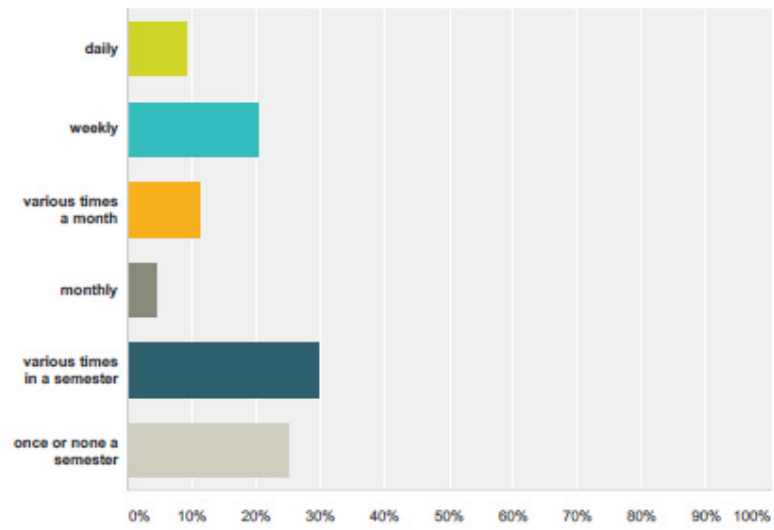
Antwortmöglichkeiten	Beantwortungen	
daily	9,09%	4
weekly	20,45%	9
various times a month	11,36%	5
monthly	4,55%	2
various times in a semester	29,55%	13
once or none a semester	25,00%	11
Gesamt		44

Q10 Which website do you use more often?

Beantwortet: 46 Übersprungen: 4
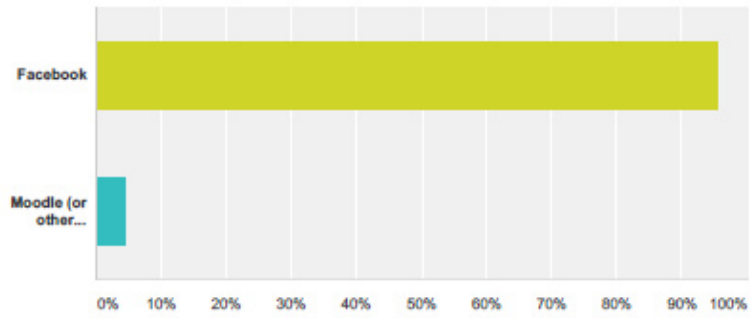
Antwortmöglichkeiten	Beantwortungen	
Facebook	95,65%	44
Moodle (or other e-learning platforms)	4,35%	2
Gesamt		46

Q11 Which website would you rather use in your university time?

Beantwortet: 43 Übersprungen: 7
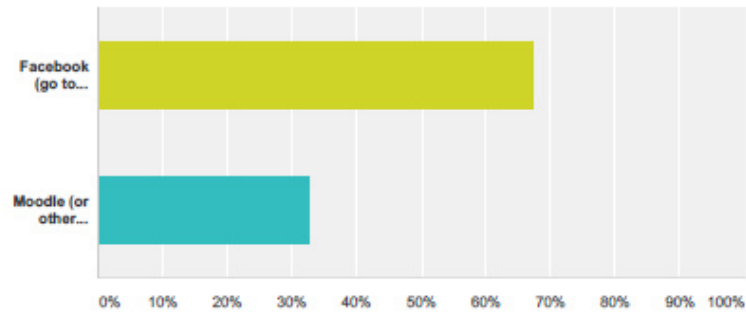
Antwortmöglichkeiten	Beantwortungen	
Facebook (go to question 12)	67,44%	29
Moodle (or other e-learning platforms) (go to question 13)	32,56%	14
Gesamt		43

130

Q12 How far to the following statements fit? Please tick the box which applies to you the most. I use Facebook rather than our e-learning platform, because…

Beantwortet: 27 Übersprungen: 23
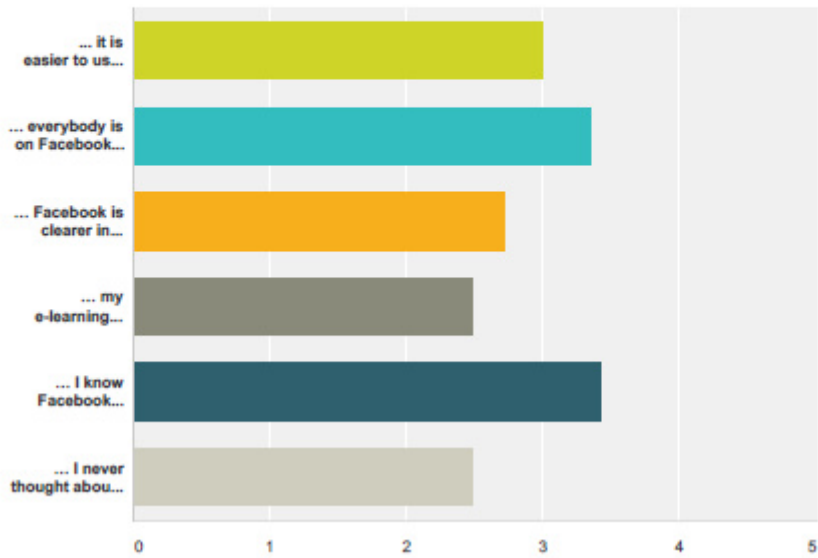
	Not true	Rather not true	Rather true	True	Gesamt	Durchschnittliche Bewertung
… it is easier to use only one website.	8,00% 2	12,00% 3	52,00% 13	28,00% 7	25	3,00
… everybody is on Facebook anyway.	8,00% 2	4,00% 1	32,00% 8	56,00% 14	25	3,36
… Facebook is clearer in their set-up.	16,00% 4	20,00% 5	40,00% 10	24,00% 6	25	2,72
… my e-learning platform is not offering me the tools I need to work with.	24,00% 6	24,00% 6	32,00% 8	20,00% 5	25	2,48
… I know Facebook better.	7,69% 2	3,85% 1	26,92% 7	61,54% 16	26	3,42
… I never thought about this.	29,63% 8	22,22% 6	18,52% 5	29,63% 8	27	2,48

Q13 How far to the following statements fit? Please tick the box which applies to you the most. I use our e-learning platform more often than Facebook, because…

Beantwortet: 25 Übersprungen: 25
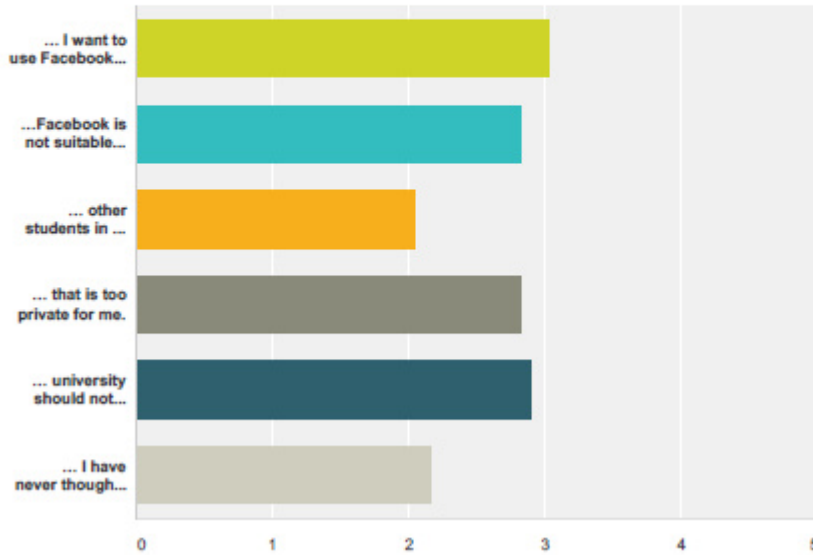
	Not true	Rather not true	Rather true	True	Gesamt	Durchschnittliche Bewertung
… I want to use Facebook only in my free time.	8,33% 2	12,50% 3	45,83% 11	33,33% 8	24	3,04
…Facebook is not suitable for university purposes.	13,04% 3	21,74% 5	34,78% 8	30,43% 7	23	2,83
… other students in my seminar don't use Facebook.	36,36% 8	31,82% 7	22,73% 5	9,09% 2	22	2,05
… that is too private for me.	22,73% 5	18,18% 4	13,64% 3	45,45% 10	22	2,82
… university should not interfere with Facebook.	9,52% 2	23,81% 5	33,33% 7	33,33% 7	21	2,90
… I have never thought about this.	47,83% 11	8,70% 2	21,74% 5	21,74% 5	23	2,17

132

Q14 How far to the following statements fit? Please tick the box which applies to you the most.

Beantwortet: 40   Übersprungen: 10
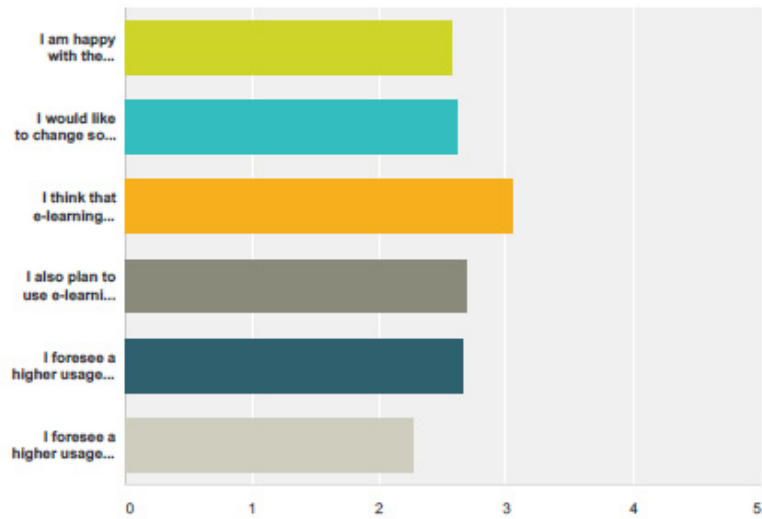
	Not true	Rather not true	Rather true	True	Gesamt	Durchschnittliche Bewertung
I am happy with the e-learning platform of my university. (e.g. Moodle)	13,16% 5	34,21% 13	34,21% 13	18,42% 7	38	2,58
I would like to change some of the tools, my university platform has. (e.g. Moodle)	10,26% 4	33,33% 13	41,03% 16	15,38% 6	39	2,62
I think that e-learning platforms are very useful for studying. (e.g. Moodle)	5,26% 2	15,79% 6	47,37% 18	31,58% 12	38	3,05
I also plan to use e-learning platforms in future. (e.g. Moodle)	13,16% 5	31,58% 12	28,95% 11	26,32% 10	38	2,68
I foresee a higher usage of e-learning platforms such as Moodle rather than Facebook. (In a learning context)	15,79% 6	31,58% 12	23,68% 9	28,95% 11	38	2,66
I foresee a higher usage of Facebook rather than e-learning platforms such as Moodle. (In a learning context)	25,64% 10	33,33% 13	30,77% 12	10,26% 4	39	2,26

Q15 How far to the following statements fit? Please tick the box which applies to you the most.

Beantwortet: 46   Übersprungen: 4
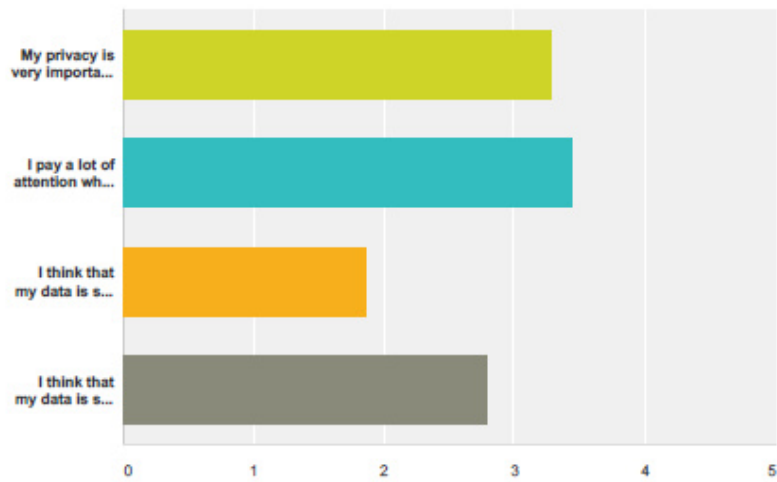
	Not true	Rather not true	Rather true	True	Gesamt	Durchschnittliche Bewertung
My privacy is very important for me.	2,17% 1	8,70% 4	47,83% 22	41,30% 19	46	3,28
I pay a lot of attention what things I post and which kind of information I share online.	0,00% 0	6,67% 3	42,22% 19	51,11% 23	45	3,44
I think that my data is safe at Facebook.	32,61% 15	47,83% 22	19,57% 9	0,00% 0	46	1,87
I think that my data is safe at e-learning platforms such as Moodle.	11,63% 5	27,91% 12	30,23% 13	30,23% 13	43	2,79

134

Q16 How far to the following statements fit? Please tick the box which applies to you the most.

Beantwortet: 45   Übersprungen: 5
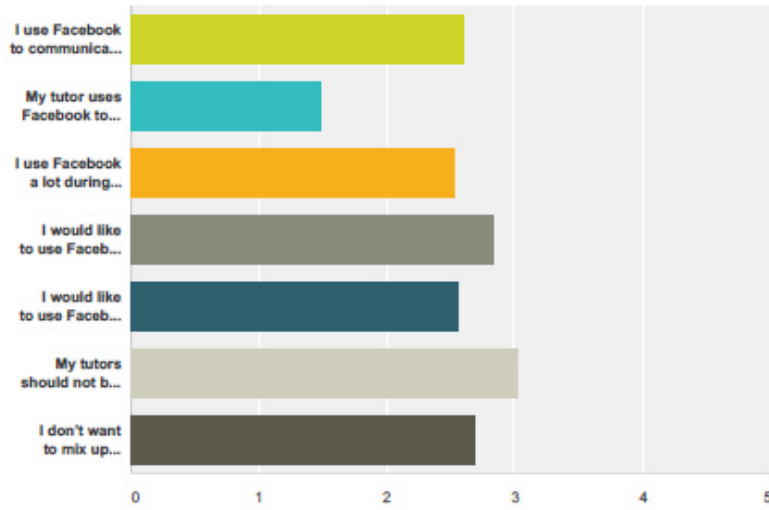
	Not true	Rather not true	Rather true	True	Gesamt	Durchschnittliche Bewertung
I use Facebook to communicate with other students about seminars.	21,95% 9	14,63% 6	43,90% 18	19,51% 8	41	2,61
My tutor uses Facebook to communicate with us.	71,43% 30	11,90% 5	14,29% 6	2,38% 1	42	1,48
I use Facebook a lot during a university day.	18,60% 8	25,58% 11	39,53% 17	16,28% 7	43	2,53
I would like to use Facebook less.	9,52% 4	23,81% 10	40,48% 17	26,19% 11	42	2,83
I would like to use Facebook less in a university day.	14,63% 6	34,15% 14	31,71% 13	19,51% 8	41	2,56
My tutors should not be able to see my Facebook profile.	4,88% 2	26,83% 11	29,27% 12	39,02% 16	41	3,02
I don't want to mix up university with my every day life.	14,29% 6	30,95% 13	26,19% 11	28,57% 12	42	2,69

Q17 Age

Beantwortet: 49 Übersprungen: 1
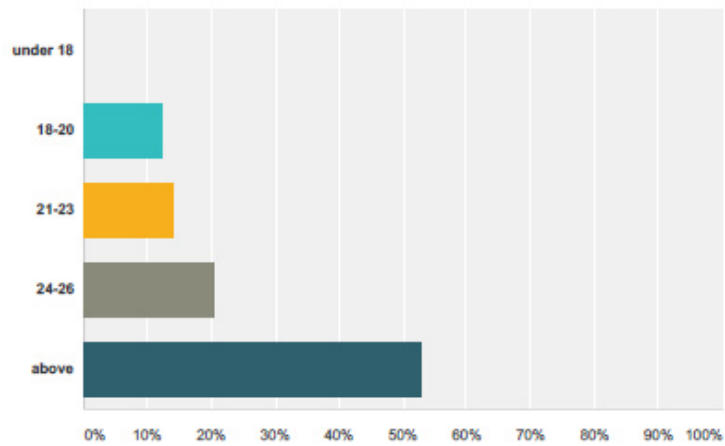
Antwortmöglichkeiten	Beantwortungen	
under 18	0,00%	0
18-20	12,24%	6
21-23	14,29%	7
24-26	20,41%	10
above	53,06%	26
Gesamt		49

Q18 Sex

Beantwortet: 49 Übersprungen: 1
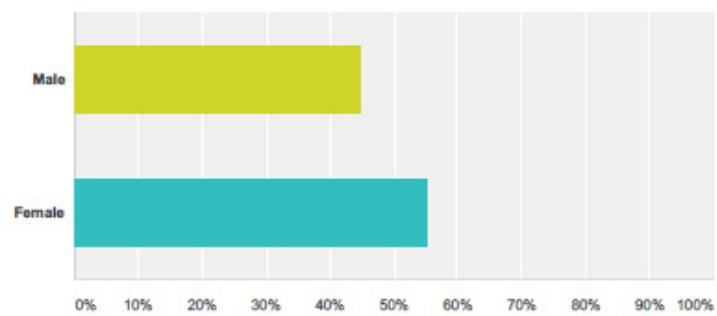
Antwortmöglichkeiten	Beantwortungen	
Male	44,90%	22
Female	55,10%	27
Gesamt		49

Q19 What are you studying?

Beantwortet: 41 Übersprungen: 9

#	Beantwortungen	Datum
1	History of Art	13.10.2014 11:07
2	tourism	13.10.2014 08:50
3	Music Business Management M.A.	12.10.2014 15:15
4	Marketing	12.10.2014 13:26
5	The life	12.10.2014 12:03
6	marketing	12.10.2014 11:38
7	History of Art	12.10.2014 11:12
8	English Literature	12.10.2014 06:52
9	Poetic Practice	12.10.2014 06:36
10	Education	11.10.2014 05:59
11	Life	10.10.2014 17:55
12	Latin American Studies	07.10.2014 11:14
13	Theatre and Performance	07.10.2014 10:49
14	Politics & History	28.09.2014 13:50
15	philosophy	28.09.2014 10:15
16	I'm not	28.09.2014 09:46
17	genetics	28.09.2014 05:03
18	not applicable	28.09.2014 03:05
19	Englisch	27.09.2014 23:34
20	International Development with spanish	27.09.2014 16:55
21	Economics	27.09.2014 16:40
22	Photojournalism	27.09.2014 13:40
23	International Business and Management	27.09.2014 13:05
24	Medecine	27.09.2014 11:27
25	English History	27.09.2014 11:02
26	Business	27.09.2014 10:51
27	Classical Civilisation	27.09.2014 10:44
28	Veterinary Science	27.09.2014 10:26
29	Events Marketing	27.09.2014 10:23
30	LEgal practice course	27.09.2014 10:21
31	management	27.09.2014 09:23
32	Legal Practice Course	27.09.2014 08:30
33	just completed Open degree	27.09.2014 08:16

34	Music Industry Management	27.09.2014 07:54
35	Business Administration	27.09.2014 07:53
36	Masters in International Business Management	27.09.2014 07:45
37	social work	27.09.2014 07:44
38	Computer Science	27.09.2014 07:31
39	digital and print media	27.09.2014 07:29
40	Philosophy	27.09.2014 07:26
41	Psychology	27.09.2014 07:16

Q20 At which university are you studying?

Beantwortet: 39   Übersprungen: 11

#	Beantwortungen	Datum
1	UCL	13.10.2014 11:07
2	jade hochschule	13.10.2014 08:50
3	University of Westminster	12.10.2014 15:15
4	LSBU	12.10.2014 13:26
5	The world atound me	12.10.2014 12:03
6	LMU	12.10.2014 11:38
7	Nottingham University	12.10.2014 11:12
8	University of Southampton	12.10.2014 06:52
9	Royal Holloway University of London	12.10.2014 06:36
10	The Institute of Education	11.10.2014 05:59
11	university of life	10.10.2014 17:55
12	FU Berlin	07.10.2014 11:14
13	Leeds	07.10.2014 10:49
14	London School of Economics	28.09.2014 13:50
15	Manchester	28.09.2014 10:15
16	I'm not at uni	28.09.2014 09:46
17	Imperial College	28.09.2014 05:03
18	not applicable	28.09.2014 03:05
19	SouthThamesCollege	27.09.2014 23:34
20	University of Sussex	27.09.2014 16:55
21	Westminster	27.09.2014 13:40
22	Hanze UAS (NL) and HAMK UAS (FI)	27.09.2014 13:05
23	Freiburg	27.09.2014 11:27

24	swansea	27.09.2014 11:02
25	LSBU	27.09.2014 10:51
26	Birkbeck	27.09.2014 10:44
27	Royal Veterinary College	27.09.2014 10:26
28	LMBS	27.09.2014 10:23
29	BPP	27.09.2014 10:21
30	liverpool hope	27.09.2014 09:23
31	University of Law	27.09.2014 08:30
32	Open University	27.09.2014 08:16
33	London Metropolitan University	27.09.2014 07:54

34	University of Hertfordshire	27.09.2014 07:53
35	Kingston University	27.09.2014 07:45
36	Kingston	27.09.2014 07:31
37	ebbk	27.09.2014 07:29
38	Nottingham	27.09.2014 07:26
39	City	27.09.2014 07:16

Questionnaire German

Hallo!

Erst einmal vielen Dank, dass Du dir die Zeit nimmst, um meinen Fragebogen auszufüllen. Du bist mir eine große Hilfe! Mein Name ist Kathrin Schneider und ich führe im Rahmen meiner Masterarbeit (Publizistik- und Kommunikationswissenschaft) an der Universität Wien eine Umfrage zur „Bedeutung von Facebook" durch. Ich bitte Dich, den Fragebogen vollständig und ehrlich zu beantworten. Es gibt keine richtigen oder falschen Antworten – du hilfst mir mit jeder Antwort sehr viel weiter. Das Ausfüllen des Fragebogens wird 5-10 Minuten dauern und deine Daten werden selbstverständlich anonym behandelt.

Vielen Dank für deine Hilfe!

1. Wie lange bist du schon auf Facebook registriert?
   - ⭕ seit weniger als einem Jahr
   - ⭕ seit ca. 1-2 Jahren
   - ⭕ seit ca.2-3 Jahren
   - ⭕ seit über 3 Jahren

2. Wie häufig bist du auf Facebook online?
   - ⭕ mehrmals täglich
   - ⭕ einmal täglich
   - ⭕ mehrmals pro Woche
   - ⭕ einmal pro Woche
   - ⭕ weniger als einmal pro Woche

3. Würdest du dich selbst eher als aktiven Facebook-Nutzer (häufiges Posten/Kommentieren von Inhalten, Hochladen von Fotos, etc.) oder eher als passiven Facebook-Nutzer (vorrangig nur Lesen der Facebook-Inhalte) bezeichnen?
   ⭕ eher aktiv   ⭕ eher passiv

4. Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

	Stimmt nicht	Stimmt wenig	Stimmt mittelmäßig	Stimmt ziemlich	Stimmt sehr
Ich logge mich in jeder freien Minute auf Facebook ein.					
Ich logge mich gleich nach dem Aufwachen auf Facebook ein.					

Sobald ich mein Smartphone einschalte bzw. meinen Laptop/PC hochfahre, logge ich mich auf Facebook ein.					
Bevor ich abends schlafen gehe, logge ich mich noch einmal auf Facebook ein, um zu sehen, ob sich noch etwas Wichtiges getan hat.					
Facebook ist mir sehr wichtig.					
Ich kann mir ein Leben ohne Facebook nicht mehr vorstellen.					
Es wäre schlimm für mich, wenn ich einen Monat auf Facebook verzichten müsste.					

6.   Mit welchen Personen bist du häufig in Kontakt auf Facebook? (maximal 3 Nennungen)
- ❍   Freunde von meiner Heimat
- ❍   Freunde von der Universität
- ❍   Andere Studenten von der Universität
- ❍   Angestellte der Universität
- ❍   Uni Seminar Teilnehmer

7.   Wie häufig nutzt du Facebook zur Kommunikation mit Mitstudenten oder Seminarleitern/ Professoren?
- ❍   mehrmals täglich
- ❍   einmal täglich
- ❍   mehrmals pro Woche
- ❍   einmal pro Woche
- ❍   weniger als einmal pro Woche

8.   Welche Online Lernplattform nutzt deine Universität? (z.B. Moodle)

_____

9.   Wie oft nutzt du uniinterne Plattformen wie Moodle?
- ❍   mehrmals täglich

- ❍   einmal täglich
- ❍   mehrmals pro Woche
- ❍   einmal pro Woche
- ❍   weniger als einmal pro Woche

10. Wie häufig arbeitest du in Seminaren mit Mitstudenten online zusammen?
- ❍   täglich
- ❍   wöchentlich
- ❍   mehrmals im Monat
- ❍   monatlich
- ❍   mehrmals im Semester
- ❍   ein bis kein Mal im Semester

11. Welche Webseite nutzt du häufiger?
- ❍   Facebook
- ❍   Moodle (oder andere Uni Plattform)

12. Welche Webseite nutzt du lieber im Uni Alltag?
- ❍   Facebook   (gehe weiter zu Frage **13a**)
- ❍   Moodle (oder andere Uni Plattform) (gehe weiter zu Frage **13b**)

13a. Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Ich nutze häufiger Facebook statt anderen offiziellen Uni Plattformen, da…	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu
... es für mich einfacher ist nur eine Webseite zu nutzen				
… sowieso jeder auf Facebook ist.				
… Facebook übersichtlicher ist				
… meine Uni Plattform nicht die Dienste anbietet welche wir benötigen.				
… ich mich mit Facebook besser auskenne.				
… ich habe darüber noch nie nachgedacht.				
Andere Grunde:				

13b. Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

Ich nutze häufiger offizielle Uni Plattformen statt Facebook, da…	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu
… ich Facebook nur für meine Freizeit nutzen will.				
…Facebook nicht für Uni Zwecke geeignet ist.				
… andere SeminarteilnehmerInnen Facebook nicht nutzen.				
… das mir zu privat ist.				
… meine Uni nichts mit Facebook zu tun haben sollte.				
… ich habe darüber noch nie nachgedacht.				
Andere Grunde:				

14. Inwieweit treffen folgende Aussagen auf dich zu? Im zutreffenden Feld bitte einfach ein Kreuz setzen.

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu
Ich bin mit der Online Plattform (z.B. Moodle) meiner Universität zufrieden.				
Ich würde gerne einige Anwendungen der Online Plattform meiner Universität ändern (z.B. Moodle)				
Ich denke, dass Online Plattformen (z.B. Moodle) sehr nützlich für das Studium sind.				
Ich werde auch in Zukunft viel Online Plattformen (z.B. Moodle) nutzen.				
Ich sehe in Zukunft eine größere Nutzung an Plattformen wie z.B. Moodle als an Facebook.				
Ich sehe in Zukunft eine größere Nutzung an Facebook als an Plattformen wie z.B. Moodle.				

	Trifft	Trifft eher	Trifft eher	Trifft

	nicht zu	nicht zu	zu	zu
Meine Privatsphäre ist mir wichtig.				
Ich achte besonders bei Facebook darauf, was ich poste und welche Informationen ich dort preisgebe.				
Ich denke dass meine Daten bei Facebook sicher sind.				
Ich denke, dass meine Daten bei Online Plattformen wie Moodle sicher sind.				

	Trifft nicht zu	Trifft eher nicht zu	Trifft eher zu	Trifft zu
Ich nutze Facebook um mit Mitstudenten über ein Seminar zu reden.				
Mein Seminarleiter nutzt Facebook um mit uns zu kommunizieren.				
Ich nutze Facebook häufig im Uni Alltag.				
Ich würde Facebook gerne weniger benutzen				
Ich würde Facebook gerne weniger im Uni Alltag benutzen.				
Meine Seminarteilnehmer sollen mein Facebook Profil nicht sehen können.				
Ich möchte Uni nicht mit Alltag vermischen.				

Demographische Daten:

Alter:
❍ unter 18   ❍ 18-20   ❍ 21-23   ❍ 24-26   ❍ über 26

Geschlecht:
❍ Männlich
❍ Weiblich

Was studierst du?

An welcher Universität studierst du?

Vielen Dank für deine Hilfe!

Hello!

First of all, thank you so much for taking the time to fill out my questionnaire. You are a huge help for me! My name is Kathrin Schneider and I do this survey for my master thesis (Science of Media and Communication) at the University of Vienna with the title "Online learning platforms". Please answer this questionnaire fully and honestly. There are no right or wrong answers. The process of filling in the questionnaire will take around 5-10 minutes and your data is of course absolutely anonym.

Many thanks for your help!

1. Since when are you registered on Facebook?
   ❍   less than a year
   ❍   less than 2-3 years
   ❍   since 2-3 years
   ❍   more than 3 years

2. How often are you online on Facebook?
   ❍   various times a day
   ❍   once a day
   ❍   various times a week
   ❍   once a week
   ❍   less than once a week

3. Would you describe yourself as a rather active Facebook user (you often post/comment on content, upload pictures…) or a rather passive Facebook user (predominantly reading of Facebook content)?
   ❍ rather active   ❍ rather passive

4. How do the following statements describe you? Please tick the box which applies to you the most?

	Not true	Rather not true	More or less true	Quite true	Very true
I log onto Facebook every free minute.					
I log onto Facebook right after waking up.					
As soon as I turn on my smartphone or the Laptop/PC, I log onto Facebook.					

Before I go to bed, I log onto Facebook to see if something happened there.					
Facebook is very important for me.					
I can't imagine life without Facebook anymore.					
It would be very hard for me, if I would need to abstain from Facebook.					

5. With which kind pf people are you regularly in contact on Facebook? (3 ticks max)
- ❍   Friends from home
- ❍   Friends from university
- ❍   Other students from university
- ❍   Employees oft he university
- ❍   Participitians of uni seminars

6. How often do you use Facebook for the communication with other students or tutors/professors?
- ❍   a couple of times a day
- ❍   once a day
- ❍   a couple of times a week
- ❍   once a week
- ❍   less than once a week

7. Which e-learning platforms does your university use? (e.g. Moodle)

_____

8. How often do you use the internal e-learning platforms of your university, e.g. Moodle?
- ❍   a couple of times a day
- ❍   once a day
- ❍   a couple of times a week
- ❍   once a week
- ❍   less than once a week

9. How often do you work together with other students online?
- ❍ daily
- ❍ weekly
- ❍ various times a month
- ❍ monthly
- ❍ various times in a semester
- ❍ once or none a semester

10. Which website do you use more often?
- ❍ Facebook
- ❍ Moodle (or other e-learning platforms)

11. Which site would you rather use in your university time?
- ❍ Facebook   (go to question **12a**)
- ❍ Moodle (or other e-learning platforms)   (go to question **12b**)

12a. How far to the following statements fit? Please tick the box which applies to you the most.

I use Facebook rather than our e-learning platform, because…	Not true	Rather not true	Rather true	True
... it is easier to use only one website.				
… everybody is on Facebook anyway.				
… Facebook is clearer in their set-up.				
… my e-learning platform is not offering me the tools I need to work with.				
… I know Facebook better.				
… I never thought about this.				
Other reasons:				

12b. How far to the following statements fit? Please tick the box which applies to you the most.

I use our e-learning platform more often than Facebook, because…	Not true	Rather not true	Rather true	True
… I want to use Facebook only in my free				

	Not true	Rather not true	Rather true	True
time.				
…Facebook is not suitable for university purposes.				
… other students in my seminar don't use Facebook.				
… that is too private for me.				
… university should not interfere with Facebook.				
… I have never thought about this.				
Other reasons:				

13. How far to the following statements fit? Please tick the box which applies to you the most.

	Not true	Rather not true	Rather true	True
I am happy with the e-learning platform of my university. (e.g. Moodle)				
I would like to change some of the tools, my university platform has. (e.g. Moodle)				
I think that e-learning platforms are very useful for studying. (e.g. Moodle)				
I also plan to use e-learning platforms in future. (e.g. Moodle)				
I foresee a higher usage of e-learning platforms such as Moodle rather than Facebook. (In a learning context)				
I foresee a higher usage of Facebook rather than e-learning platforms such as Moodle. (In a learning context)				

	Not true	Rather not true	Rather true	True
My privacy is very important for me.				
I pay a lot of attention what things I post and which kind of information I share online.				

I think that my data is safe at Facebook.				
I think that my data is safe at e-learning platforms such as Moodle.				

	Not true	Rather not true	Rather true	True
I use Facebook to communicate with other students about seminars.				
My tutor uses Facebook to communicate with us.				
I use Facebook a lot during a university day.				
I would like to use Facebook less.				
I would like to use Facebook less in a university day.				
My tutors should not be able to see my Facebook profile.				
I don't want to mix up university with my every day life.				

<u>Demographic data:</u>

Age:
❍ under 18   ❍ 18-20   ❍ 21-23   ❍ 24-26   ❍ above 26

Sex:
❍ Male
❍ Female

What are you studying?

_____

At which university are you studying?

_____

Thank you for your help!

Lebenslauf

Kathrin Schneider

Zur Person

Geburtsdaten	05.02.1987
	in Donauwörth, Deutschland
Staatsbürgerschaft	Deutsch
Kontakt	k.schneider87@gmx.net

Ausbildung

seit März 2012	Magisterstudium Publizistik in Wien
März 2006/07 – Aug 2009	Bakkalaureats Studium Publizistik in Wien
1998- 2006	Gymnasium Donauwörth (Wirtschaftlicher Zweig)
1994 – 1998	Grundschule Huisheim

Berufserfahrung

PR Praktikum bei PR!NT Berlin (10.2011 – 12.2011)

Event Praktikum bei Amnesty International, Berlin (01.2011 – 04.2011)

PR Praktikum bei Häberlein und Maurer, Berlin (07.2011 – 03.2012)

Freelancer u.a. Ben Uri (London), Mark Dickens artist (London), Wiener Taschenoper (Wien),
Agentur Lighthouse (Wien) (03.2012 – 02.2014)

E-Marketing Executive bei CommVault (Reading, UK) (03.2014 – 09.2014)

Paid Media Executive bei Greenlight Digital London (10.2014 – heute)

Kenntnisse

Deutsch – Muttersprache

Englisch – C2

Spanisch – B1

Kiswahili – Grundkenntnisse

Microsoft Office, Adobe Creative Suite, SPSS, Atlas Ti

AdWords, Google Analytics, Doubleclick, Bing, Paid Social

31.10.2014

Abstract Deutsch

Diese Arbeit ist als eine empirische Studie aufgebaut und befasst sich mit dem Gebrauch von Facebook und Lernplattformen im Internet zur Informationsgenerierung von Studenten.
Dabei wird der Unterschied in Österreich und Großbritannien herausgearbeitet um Differenzen im Gebrauch, dem Austausch zwischen Studierenden sowie der Auswechselbarkeit der beiden Plattformarten festzustellen.

Es wird sowohl auf die Selbstreflektion der Studierenden anhand ihrer Facebook Nutzung eingegangen, also auch auf ihre Sichtweise auf den Schutz der Privatsphäre sowohl bei Sozialen Netzwerken, als auch auf Lernplattformen im Internet.

Lernplattformen wie Moodle werden hinterfragt auf ihre Nutzbarkeit, Nutzerfreundlichkeit, Herausforderungen im sozialen Miteinander Lernen und Zielorientierung.

Als Theorie um die Ergebnisse zu analysieren wurden der en- und Nutzenansatz angewandt, sowie Stimulus- Response Theorie und die Kognitive Dissonanz Theorie.

Dabei wurden insgesamt 100 Studenten in England und Österreich anhand eines Fragebogens befragt, der entweder in Persona ausgegeben erreich (in Österreich) wurde oder Online zugängig war (in England). Die Fragebögen wurden in beiden Sprachen – Deutsch und Englisch - ausgeteilt. Als Programm zur Fragenbogengenerierung wurde SurveyMonkey genutzt.

Abstract English

This dissertation is an empirical study and discusses the use of Facebook and online learning platforms that are used to generate information by and for students.

Consequently, the focus is on students in Austria and the United Kingdom and the difference between their use of those tools, the methods of information sharing between students and the exchangeability of Facebook and online learning platforms.

There is focus on how students view their own use of these two platforms as well as consideration of their views on protection of their own privacy on these platforms.

Students were questioned about several aspects of online learning platforms like Moodle including these tools' usability, user friendliness, challenges in learning with a wider social group and their support for problem solving.

The theories which are used to help explain the findings are the uses-and-gratifications approach, the stimulus-response theory and also the theory of cognitive dissonance.

Overall, 100 students took part in surveys in Austria and the United Kingdom. The surveys were either done in person (in Austria) or were accessible online and spread via Facebook groups for universities in the UK. The questionnaires were available in two languages - German and English - and SurveyMonkey was used to generate the findings.