

# In Each Other's Pockets

Closed Facebook Groups

Theoretical and Practical  
Perspectives

Ashley Carmody

# Overview

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## Theoretical Perspectives

- Rationale for educational use

## Practical Perspectives

- Sharing ( $S \rightarrow S \ \& \ T \rightarrow S$ )
- Tracking

# Theoretical Perspectives

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What is the rationale for using closed facebook groups in language learning?

# Rationale 1

## (A Brave New World)

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The new generation of language learners are dependent on technology

- “... the emergence of the new generation of language learners who cannot lead a normal life without accessing one or more types of social media.” (Jabbari, Boriack, Barahona, Padron, & Waxman, 2015)

# Rationale 2

## (Everyday Education)

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Technologies that learners access regularly could be utilised to enhance education

- “... tools and services like wikis, social networking sites, online forums, blogs, and tools have become relevant not just in everyday life but also in the context of learning and education.” (Kimmerle, Cress, Held, & Moskaliuk 2010)

# Rationale 3

## (Transferability to Learning Settings)

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Facebook in particular can be a useful classroom management platform

- “Collaborative social media are also causing changes in formal learning settings, for example, where a class of students sets up a Facebook group for distributing course-related announcements and sharing materials.” (Wang, Woo, Quek, Yang, & Liu, 2012)

# Practical Perspectives: Sharing

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How can a closed facebook group facilitate sharing:

- ⦿ among language learners?
- ⦿ between language learners and teachers?

# Social Sharing $S \rightarrow S(S)$



مكاوي اصيل

May 29

This picture in the immigration museum with teacher Ashly



Duy Cong Van

June 16



Like

Comment

You, Levent Ozgurler and 6 others like this.

Seen by 20

# Information Sharing S → S (S)



**Yue Zhu**

July 5



## SEFS Exam Student Information Page 1505

Class	Day	Students arrive at	Door closes	Exam Location
SEFS Midcourse exam	Fri, 7 <sup>th</sup> July TBC	8:40	8:55	TBA
SEFS Final exam	Mon 6 <sup>th</sup> July	8:40	8:55	ILT 1

### BEFORE ARRIVING

- Make sure you know where the venue is before exam day.
- Go to the restroom.
- If you have a documented medical condition or disability you must apply for special consideration through your teacher **before exam day** so that arrangements can be made to assist you.

### AT THE VENUE

- Turn off your mobile phones and other electronic devices and **give them to your teacher**. No electronic devices are permitted in the venue.
- You may bring only pens, pencils, erasers and transparent bottles to your seat.
- Place your bags at the front of the room. Do not block exits or stairs.
- Be in your seat ready to start when the door closes.
- Late arrivals will **NOT** be admitted until the listening section has concluded.
- Arriving late will not be grounds for re-sitting the exam.
- Students who leave the room during the exam **will not** be permitted to re-enter.
- Students are expected to conduct themselves with honesty in accordance with the requirements and principles of the LTM Academic Integrity Policy at all times.



Like



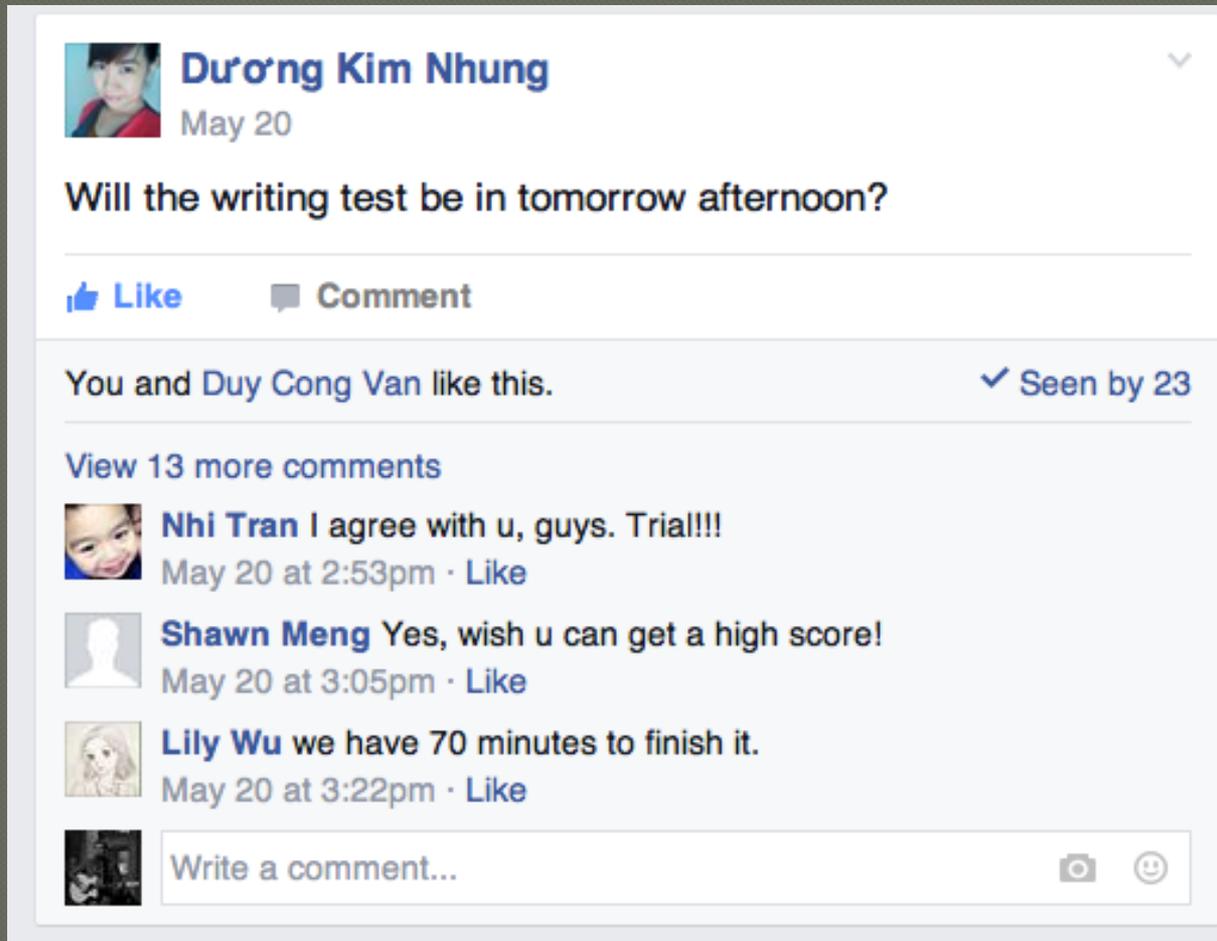
Comment

You, Levent Ozgurler and 7 others like this.



**Dương Kim Nhung** Thank you!

# Information Sharing (Asking Classmates to Verify) S → S



 **Dương Kim Nhung** May 20

Will the writing test be in tomorrow afternoon?

 Like  Comment

You and [Duy Cong Van](#) like this. ✓ Seen by 23

[View 13 more comments](#)

 **Nhi Tran** I agree with u, guys. Trial!!!  
May 20 at 2:53pm · Like

 **Shawn Meng** Yes, wish u can get a high score!  
May 20 at 3:05pm · Like

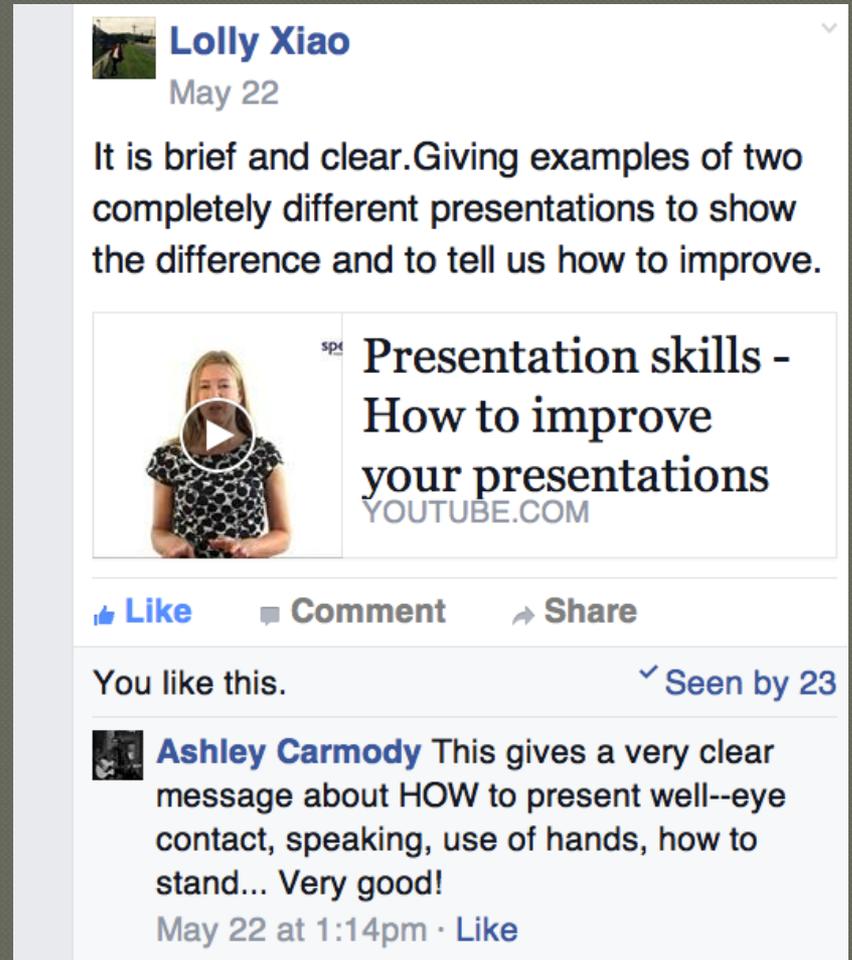
 **Lily Wu** we have 70 minutes to finish it.  
May 20 at 3:22pm · Like

 Write a comment...  

# Resource Sharing and Feedback S → S (T)

## Student Post

## Teacher Feedback



**Lolly Xiao**  
May 22

It is brief and clear. Giving examples of two completely different presentations to show the difference and to tell us how to improve.

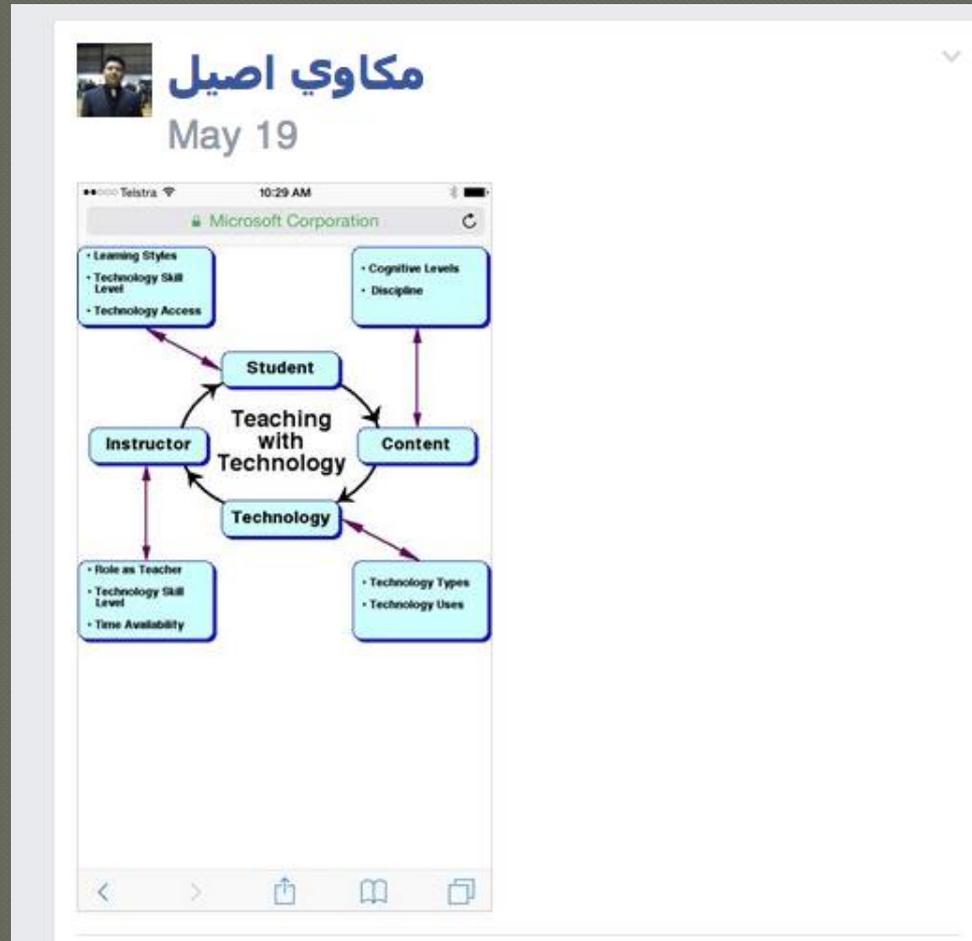
 **Presentation skills - How to improve your presentations**  
YOUTUBE.COM

[Like](#) [Comment](#) [Share](#)

You like this. [Seen by 23](#)

**Ashley Carmody** This gives a very clear message about HOW to present well--eye contact, speaking, use of hands, how to stand... Very good!  
May 22 at 1:14pm · [Like](#)

# Class Content Sharing $S \rightarrow S(T)$

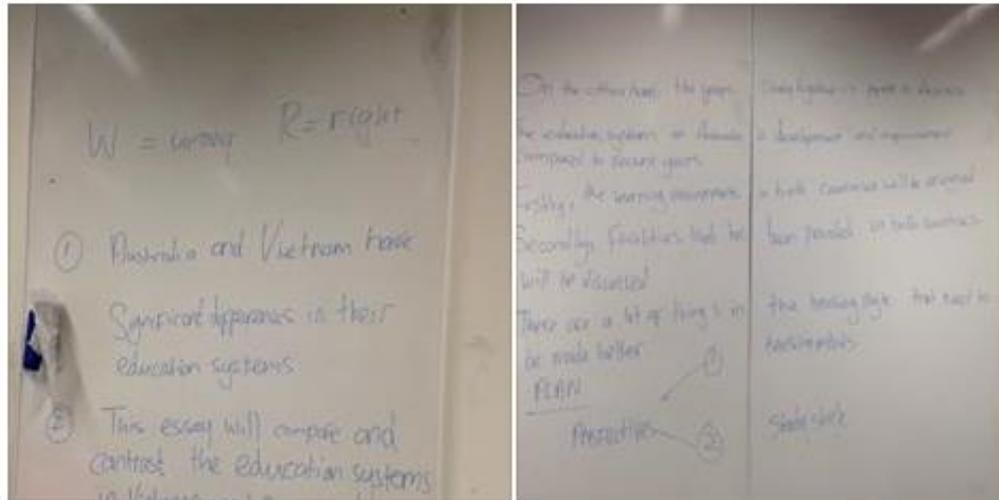


# Class Content Sharing S → S (T)



Lily Wu

May 28



Like

Comment

You and 2 others like this.

Seen by 22



Ashley Carmody Thanks, Lilly. That is very kind.

May 29 at 12:03pm · Like

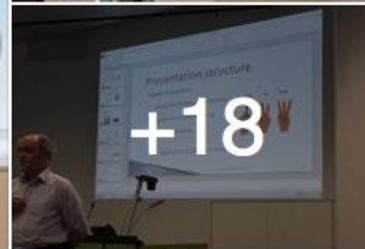
# Lecture Sharing $S \rightarrow S (T)$



**Duy Cong Van**

May 14

Some tips for your presentation



# Exam Skills Sharing S → S



**John Nguyen**

June 29

relax before practice exam.....



**Ellie Goulding - How  
Long Will I Love You**

YOUTUBE.COM

Like

Comment

Share

You and 4 others like this.

Seen by 19

# Non-Virtual Skills Sharing S → S



曲艺 uploaded a file.

October 19 at 10:55am

Atsu helped me finish my ppt ! Thanks VERY MUCH!!!



**Presentation1.pptx**

Presentation

Download

Preview

Upload Revision

👍 Like

💬 Comment

Ashley Carmody and 3 others like this.

✓ Seen by everyone



**Ashley Carmody** Fantastic! Looks great;-)

Like · Reply · October 19 at 1:10pm



Write a comment...



# Skills Resource Sharing (Listening for Research) T → S

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Hi all,

I hope you are having a good week.

To continue your listening practice, why not listen to some TED talks on the effects of immigration. This is just one example. If you go to the site and use the search, I am sure you will find many more interesting examples.... [See More](#)



**My immigration story**

TED.COM | BY TAN LE

# Skills Resource Sharing (Grammar for Academic Writing) T → S

 **Ashley Carmody**  
May 15

 **Purdue OWL Writing Exercises**  
OWL.ENGLISH.PURDUE.EDU

 Like    Comment    Share

2 people like this. ✓ Seen by 24

 Write a comment...  

# Class Content Sharing (Instructions and Documents) T → S



**Ashley Carmody** uploaded a file.

July 28 at 10:57am

Task 2 (approximately 45 minutes - 1hr)

Secondly, visit the state library and learn how to use the pro quest5000 database.

1) Using your State Library of Victoria membership card, enter the members area and take a look at the database "pro quest".

If you cannot find or open Proquest 5000, look at the document attached for more specific advice... [See More](#)



## Databases available at the State Library of Victoria.docx

Document

Download

Preview

Upload Revision

👍 Like

💬 Comment

2 people like this.

✓ Seen by 19

# Practical Perspectives 2: Tracking

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Is it possible to see whether students:

- have read and or engaged with posts?
- have contributed to an activity?

# Tracking Reading and Engagement (Views and Likes)

**Duy Cong Van**  
June 16



Ashley Carmody  
Aeshah Alotaibi  
Jingwen Xiao  
Lily Wu  
Lolly Xiao  
Nhi Tran  
Yue Zhu  
Zhiguo Liu  
مكاوي اصيل  
Tùng Thanh Đoàn  
Diluka Jayawickrama  
Dương Kim Nhung  
John Nguyen  
丁甜甜  
Phương Anh Đỗ  
Fran Cis  
Shawn Meng  
Levent Ozgurler  
Princess Artist  
Professormostafa Ahmed

Like Comment

You, Levent Ozgurler and 6 others like this. [Seen by 20](#)

**Phường Anh Đỗ** What about another one? Duy Cong Van  
June 16 at 6:06pm · Edited · Like

Rose Hotel Melbourne  
1 friend · 1

STED

Viol  
/Bar  
Rich  
Pag

(US) ·  
ng · A

Facebook © 2

# Tracking Contributions (Posts and Comments)

**Ashley Carmody**  
July 28 at 5:15pm

Hi everyone,  
The answers to the academic article tasks from the computer lab are,  
according to [Thang Nguyen](#),  
Source 1 ( Number 4)  
Source 2 ( Number 3)... [See More](#)

 Like  Comment

5 people like this. [Seen by 19](#)

**Luân Bùi** I totally agree with these answers.  
July 28 at 8:41pm · Edited · [Unlike](#) ·  1

**Yogin Dudhat** I disagree with it.  
July 28 at 9:42pm · [Like](#)

**Ashley Carmody** Why is that, Yogi? What would you say? What do you think the right order is?  
July 28 at 10:39pm · [Like](#)

**Yogin Dudhat** Source 1 ( Number 4)  
Source 2 ( Number 2)  
Source 3 ( Number 1)... [See More](#)  
July 29 at 10:24am · [Unlike](#) ·  3

**Ashley Carmody** So, who's right everybody?? I can tell you that I completely agree with one list and most of the other is good...  
July 29 at 2:16pm · [Like](#) ·  1

**Liu Jiafei** I agree with Thang Nguyen  
July 30 at 8:17pm · [Unlike](#) ·  2

**Hải Yến Hoàng** I agree with Thang Nguyen too  
August 1 at 3:45pm · [Unlike](#) ·  1

# Conclusion

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## **Clear rationale**

- High acceptance among learners because of:  
technology dependency  
existing patterns in social web use

## **Increased Engagement and Autonomy**

- Learners:  
share information, skills, ideas and resources  
influence how course content is acquired/practiced/retained

## **Class Management Benefits**

- Teachers can:  
share accessible information, resources, activities etc.  
track student participation and engagement

# References

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- Kimmerle, J., Cress, U., Held, C., & Moskaliuk, J. (2010). Social software and knowledge building: Supporting co-evolution of individual and collective knowledge. In K. Gomez, L. Lyons, & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences* (Vol. 1, pp. 9–16). Chicago, IL: International
- Jabbari, N., Boriack, A., Barahona, E., Padron, Y. & Waxman, H. (2015). The Benefits of Using Social Media Environments with English Language Learners. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2382-2386). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43, 428–438.  
<http://dx.doi.org/10.1111/j.1467-8535.2011.01195.x>