

# ***CAPTIVATED WITH FACEBOOK: CONSTRUCTIONS, CONTEXTS AND CONSEQUENCES***

Shanthi Balraj Baboo  
Ambigapathy Pandian  
Muhizam Mustafa  
Mumtaz Aboo Backer



**USM**

**UNIVERSITI SAINS MALAYSIA**



# Introduction

## Young People & Facebook

- Rapid growth & very popular
- Creation of connections, social ties
- Displaying self, photos & routines
- Exciting and imaginative
- Experiences of communication, learning, gaming, intimacy, vulnerability & risks (fun or fearful)

facebook



Golden Screen Cinemas



Wall Photos

GSCMOVIES

# Project Description

## Captivation with Facebook

How they construct and appropriate Facebook in their everyday lives, the contexts of their participation and the consequences of social networking

```
graph TD; A[Communication] --- B[Learning & Knowledge]; B --- C[Play]
```

Communication


Learning  
&  
Knowledge

Play

# Communication

To chart how young people's current communication use and construction of Facebook profiles.

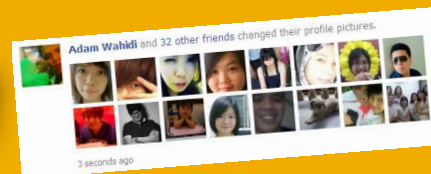
- How do young people become interested in using Facebook? What aspects of Facebook do they find most engaging?
- How is Facebook integrated into their daily lives and their social interactions? How do they manage privacy and safety?
- How do they connect to build and develop friendship practices? (performing friendships and navigating issues of status, attention, and drama).

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.A small green notification icon with a white exclamation mark.

about an hour ago

A small icon representing a news feed, showing a grid of small images.

News Feed



Top News · Most Recent 227

# Learning and Knowledge

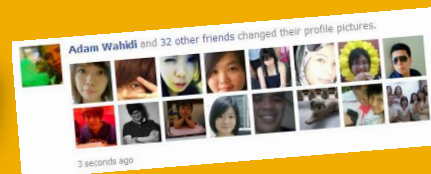
To examine young people's learning and knowledge interactions in Facebook to reveal patterns of participation?

- How do they use Facebook for learning and building ideas?
- How do they use Internet publication and visual content to distribute and develop knowledge producing communities?
- How do they create reputations around this cultural content?

facebook

about an hour ago

News Feed



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# Play

## To explore play and gaming in Facebook

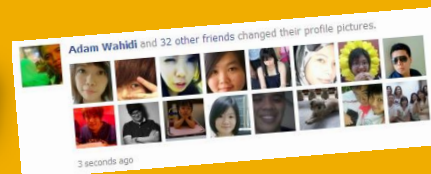
- How do they learn and teach each other how to play different levels?
- How do they share gaming skills?
- How do they gain prestige and build fan communities?



facebook

about an hour ago

News Feed



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# Literature Review

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- Ofcom (2007) *Social Networking, London: Ofcom*
- Boyd, Danah. (2007). Social Network Sites: Public, Private, or What? *Knowledge Tree 13, May 2007*.
- Boyd, Danah. (2008a). Facebook's Privacy Trainwreck: Exposure, Invasion, and Social Convergence. *Convergence 14 (1)*.
- Boyd, Danah. (2008b) Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life. In David Buckingham (Ed.), *Youth, Identity, and Digital Media (pp. 119-142)*. Cambridge: MIT Press.
- Ito, Mizuko and others, (2009) *Hanging Out, Messing Around, and Geeking Out: Living and Learning with New Media*, Cambridge, MA: MIT Press.
- Livingstone, Sonia and Brake, David R. (2010) On the rapid rise of social networking sites: new findings and policy implications. *Children & society, 24 (1)*. pp. 75-83
- Jaclyn Cabral (2011) Is Generation Y addicted to Social Media. *The Elon Journal of Undergraduate Research in Communications (Vol. 2, No. 1) Spring 2011*

# Literature review

- **Media Gobblers**
- **E-Communicators**
- **Virtual Lifestyle**
- **Game Players**
  
- **Content Creators**
- **Tactile Learners**
- **Open to Change**
- **Motivated**



# Literature Review

- Today's youth may be struggling for autonomy and identity amid new worlds for communication, friendship, play, and self-expression.
- Social media is a web-based technology that transforms how people communicate by enhancing interactive conversations.
- Many teenagers are spending more than 20 hours a week online, staying up into the early hours of the morning and leaving their mobile phones on all night in case they receive a text message.
- The life of youth is hidden and managed behind the screen
- It warns a lack of parental knowledge and understanding means that few have any idea about what their children are doing online.

# Literature Review

- Generational divide: values and norms surrounding communication, literacy, and public participation are being challenged.
- Digital divide: between in-school and out-of-school use leads to a widening gap between children's everyday 'life worlds' outside of school
- Social media practices are all situated in the social and recreational activities – peer interaction.
- Blurring of gender, class or ethnic identity

# Conceptual Framework

- genres of participation
- networked publics
- peer-based learning
- new media literacy



# Research Framework

## Quantitative phase

**Baseline data – Who has what, how & when they use it, for what purposes & forms of social impact**

- 1200 young people aged 18 -22 age groups
- 6 regions across Malaysia
  - I. Northern (Perlis, Kedah, Penang)
  - II. Central (Perak, Selangor, Wilayah Persekutuan)
  - III. Southern (Negeri Sembilan, Malacca, Johore)
  - IV. East coast (Kelantan, Terengganu, Pahang)
  - V. East Malaysia (Sabah )
  - VI. East Malaysia ( Sarawak)

# Methodology

## Qualitative Phase

### Focus group discussion

- 12 groups from 18 - 22 age group
- 60 young people
  
- Contextual & interpretative
- Narrative accounts, Facebook consumption practices, youth centered practices of communication, learning and play

# Milestone and Dates

Activities	Date	Status
Completion of literature review	31/5/2011	Achieved Framework for research design developed.
Completion of research design	31/7/2011	Achieved Research instruments for pilot study developed.
Establishment of networks, contacts, participants and ascertaining data sources completed	31/7/2011	In Progress <ul style="list-style-type: none"> <li>• Locations for study population have been finalized.</li> <li>• Waiting for approval from Ministry of Education.</li> </ul>
Development of research instruments completed	31/10/2011	Ongoing
Completion of pilot study	14/11/2011	
Completion of data collection & documentation	31/03/2012	
Completion of data entry & analysis	31/04/2012	
Completion of report writing & presentation	31/06/2012	

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