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CAPTIVATED BY FACEBOOK

Introduction

- Malaysians
- Social Media

Media Facets

Necessities of Life

- Computer/ Laptops
- Mobile phone
- Social Media
- *Facebook*

About the Project

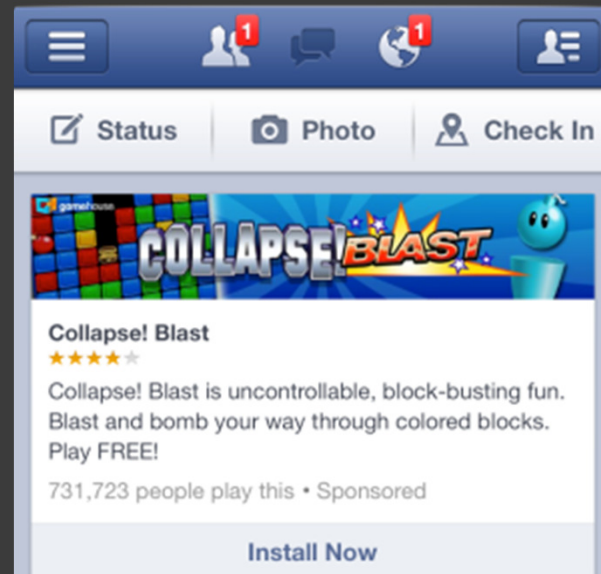How is *Facebook* appropriated in the everyday lives of Young Malaysians?

1200 Young People (18-22 years)

12 Focus Group Discussions

40% Male 60% Female
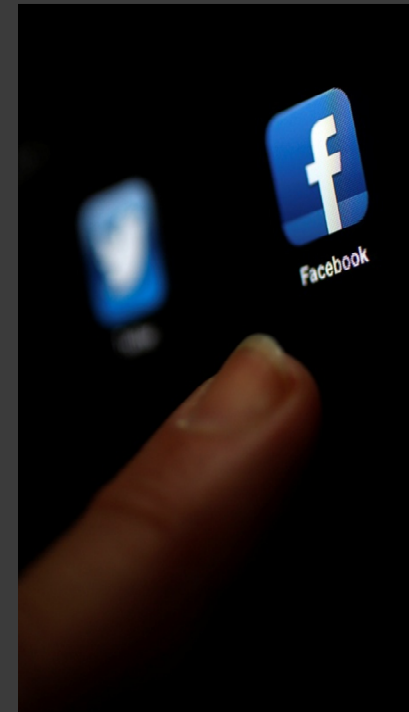
Facebook Favourites

**Fascinating & Cool**

- Communication
- Learning
- Playing Games

The Case of Urban Malaysia

Young People : Urban

- Spending average time daily (1-3 hours) on online based activities
- High exposure to gadgets especially computer and smart phone
- Connected to friends (majority of them having more than 300 friends) on *Facebook*
- *Facebook* cannot be separated from daily life.

Facebook Favourites
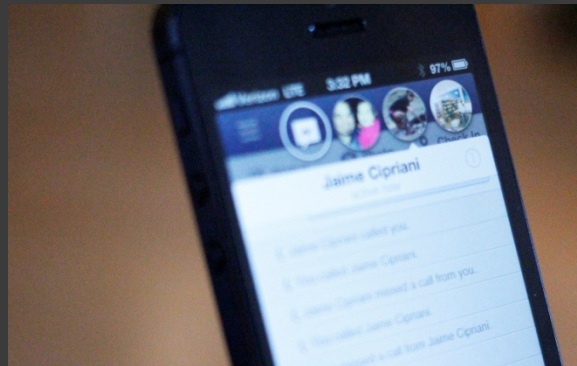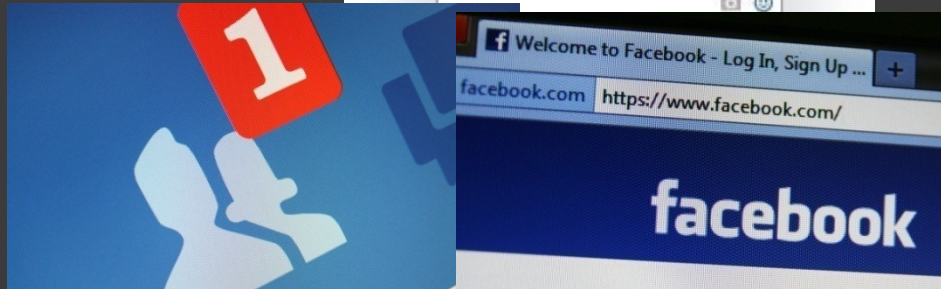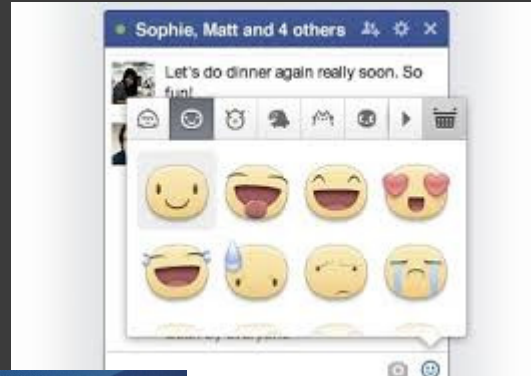
- Love to find new friends
- 75% have more than 600 friends
- Log in many times a day
- Uploading photos, changing profiles and seeking comments, sharing links and private messages

Facebook Friends

	Number of friends on my *Facebook* Friends List					Total
	<100	101-300	301-600	601-900	>900	
Frequency	83	262	304	244	307	1200
Percent	6.9%	21.9%	25.3%	20.3%	25.6%	100.0%

|		Usage of *Facebook*							Total
		Not at All	Once Daily	Many Times Daily	Once Weekly	Many Times Weekly	Once Monthly	Once yearly	
How often do you login to *Facebook*	Frequency	154	364	515	73	69	24	1	1200
	Percent	12.8%	30.3%	42.9%	6.1%	5.8%	2.0%	0.1%	100.0%
How frequently do you post/comment on photos/videos/ links?	Frequency	150	213	374	194	137	113	19	1200
	Percent	12.4%	17.8%	31.2%	16.2%	11.4%	9.4%	1.6%	100.0%
How often do you send private *Facebook* messages	Frequency	202	192	382	180	128	101	15	1200
	Percent	16.8%	16.0%	31.8%	15.0%	10.7%	8.4%	1.3%	100.0%

Practice	Facebook and Communication					Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
With *Facebook*, I am more extrovert Person as I have developed positive interaction with my contacts.	Frequency	76	301	730	93	1200
	Percent	6.3%	25.1%	60.8%	7.8%	100.0%
I try to put the latest information on my wall so that my *Facebook* page can get more attention.	Frequency	142	478	509	71	1200
	Percent	11.8%	39.9%	42.4%	5.9%	100.0%
I am concerned about the number of 'like', 'share', 'comment', 'friends', that I received on *Facebook*.	Frequency	154	419	528	99	1200
	Percent	12.8%	34.9%	44.0%	8.3%	1200
I strengthen my friendship via *Facebook*	Frequency	37	229	783	151	100.0%
	Percent	3.0%	19.1%	65.3%	12.6%	1200

Practice		Facebook and Communication				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
I establish romantic ties with *Facebook* friends.	Frequency	161	553	414	72	100.0%
	Percent	13.4%	46.1%	34.5%	6.0%	1200
I explore my friends' needs, wants, desires, and hopes.	Frequency	56	253	767	124	100.0%
	Percent	4.7%	21.1%	63.9%	10.3%	1200
I spend a lot of time creating my profile to impress others.	Frequency	240	523	382	55	100.0%
	Percent	20.0%	43.6%	31.8%	4.6%	1200
I chat on *Facebook* to forget some of my real life problems.	Frequency	188	444	492	76	100.0%
	Percent	15.7%	37.0%	41.0%	6.3%	1200
I prefer to use *Facebook* than face to face meetings to solve any misunderstanding.	Frequency	284	481	363	72	100.0%
	Percent	23.7%	40.0%	30.3%	6.0%	1200

Communication on *Facebook*
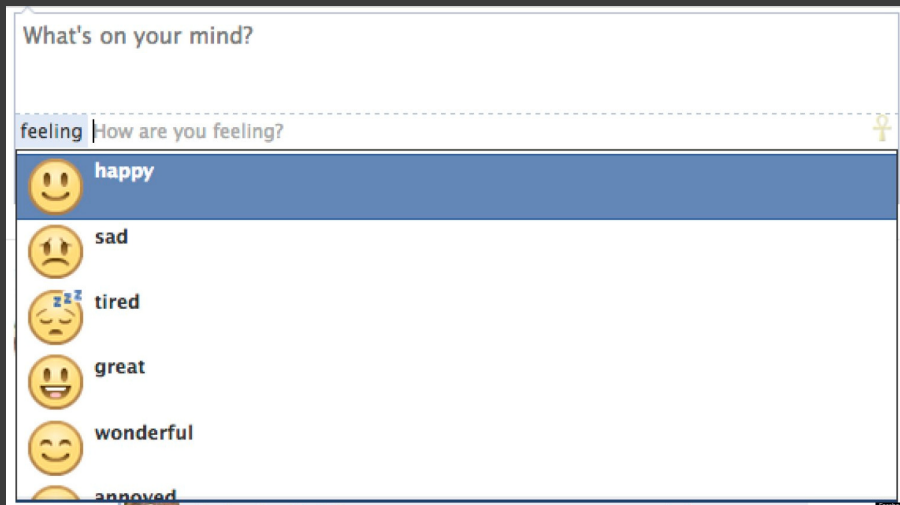
Pleasures

- Look at each other's profiles, photos, videos and comments

- Strengthen social ties & friendship

- Express emotions when feeling angry or upset

Communication on *Facebook*

Pleasures

- Engage interest and drama in everyday routine
- Express oneself creativity
- Experiment with identity

Communication on *Facebook*

Difficulties

- **Distraction**

  Productivity (Study/Work) is affected

- **Misunderstanding**

  Posts and Comments misinterpreted

  Friendship damage

Communication on *Facebook*

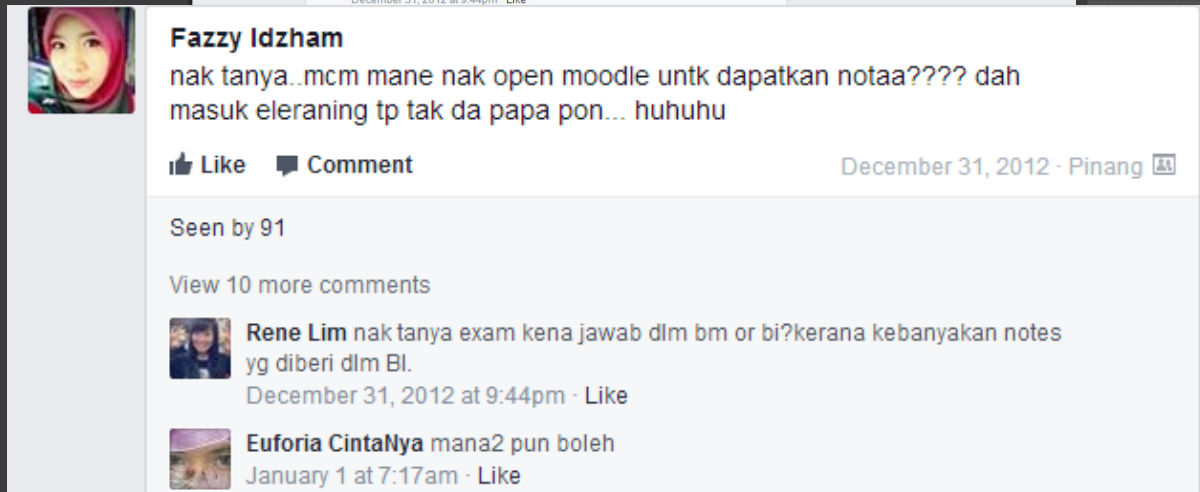**Difficulties**

Personal/ Private/ Public

- Blurring of boundaries

Sensitive Setting

- Controversy- Sticky
- Insensitive responses, Disturbing responses, rude comments & postings

Learning on *Facebook*

- To a lesser extent, *Facebook* is used for learning
- *Facebook* makes learning more interesting
- *Facebook* group formed for discussing and sharing assignments

		Facebook and Learning					Total
		Never	Rarely	Sometimes	Often	Always	
I use *Facebook* for Formal learning.	Frequency	253	360	399	145	43	1200
	Percent	21.0%	30.0%	33.3%	12.1%	3.6%	100.0%
I use *Facebook* for Informal learning.	Frequency	119	246	514	226	95	1200
	Percent	9.9%	20.5%	42.9%	18.8%	7.9%	100.0%
I participate in educational discussions on *Facebook*.	Frequency	160	293	469	168	110	1200
	Percent	13.3%	24.4%	39.1%	14.0%	9.2%	100.0%

		Facebook and Learning				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
I believe the information on Facebook is trustworthy.	Frequency	124	593	444	39	1200
	Percent	10.3%	49.4%	37.0%	3.3%	100.0%
I believe Facebook motivates my participation and helps in my multimedia presentation.	Frequency	62	416	649	73	1200
	Percent	5.2%	34.7%	54.1%	6.0%	100.0%
I believe Facebook helps with my critical thinking and reflections.	Frequency	66	379	680	75	1200
	Percent	5.5%	31.6%	56.7%	6.2%	100.0%
I interact with similar learning interest groups to share practical knowledge and skills.	Frequency	65	254	814	67	1200
	Percent	5.4%	21.2%	67.8%	5.6%	100.0%
I follow professional and industrial networks related to my study program.	Frequency	87	344	676	93	1200
	Percent	7.2%	28.7%	56.3%	7.8%	100.0%

Learning on *Facebook*

- Peer to peer interaction & learning

- Follow professional & industry related links

Learning on *Facebook*

Difficulties

- Still lack skills of using technology
- Rarely read educational materials posted on *Facebook*
- Problem in creating content that contribute to new knowledge

Learning on *Facebook*

- Less on getting ideas, more on connecting with classmates

- Information on *Facebook-*

  trustworthy?

- What to share? Not to share? who to choose to share with? merging formal and informal learning?

Playing *Facebook* Games

- Feel good
- Fun feeling
- Instant happiness for completing games
- Diversion from everyday problems

		Facebook and Gaming				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
Facebook gaming is an important part of my life.	Frequency	612	371	171	46	1200
	Percent	51.0%	30.9%	14.3%	3.8%	100.0%
I discover new skills when I play Facebook games.	Frequency	534	360	267	39	1200
	Percent	44.4%	30.0%	22.3%	3.3%	100.0%
I like to feel powerful in Facebook games.	Frequency	551	345	253	51	1200
	Percent	45.9%	28.8%	21.0%	4.3%	100.0%

Playing *Facebook* Games

Facebook Games

- Not so intensive anymore
- No major personal development
- Careful about time management
- Helpful or harmful?

Playing *Facebook* Games

- Develop skills (organising, planning, improving general knowledge)
- Enjoy collecting objects in games
- Trying out new roles with their gaming characters
- Relaxing and forgetting about real life problems and worries.

Playing *Facebook* Games

Harmful

- Obsessed to log in & check the game progress

- Players used offensive words in the chat box

- Lost in imaginary world of games- not relevant in real-life problems

Behavior in a Digital World

Troubling themes

- Engaging in good practices of online activities

- Evaluating Information

- Difficulty in differentiating between fact and fiction

Behavior in a Digital World

- Choosing a reliable source
- Framing privacy
- Responsible content creation and sharing
- Respect for diversity
- Regulation

Behavior in a Digital World

Challenges

- To stimulate conversations about new media research and media literacy

- Engaging in outreach effort and assessing its impact (Click wisely, wireless villages)

Behavior in a Digital World

Challenges

- Promoting productive values & practices

- Greater productive involvement in young people's online lives

The Case of Sabah & Sarawak

- Sabah

  Kota Kinabalu,

  Ranau, Kudat, Kiulu, Tuaran, Pensiangan, Pitas, Telibok, Apin-Apin Keningau

- Sarawak

  Kucing,

  Kota Samarahan, Kampung Saliku, Nebawan, Kota Belud, Kapit, Betong, Belaga, Julau

The Case of Sabah & Sarawak

Rural areas

- District interiors: river, boat, van
- River transport, poor roads
- Poor electricity(solar panels, generator)
- Unstable Water supplies
- Floods

The Case of Sabah & Sarawak

- Simple socio-economic activity
- Big families
- Migrating to towns to look for jobs
- Dream to go to "Semenanjung – KL"

The Case of Sabah & Sarawak

Young People : Rural

- Simple lifestyle
- Scattered primary schools
- Journey to school – long hours
- Secondary Schools in towns
- Low education levels & awareness
- Less ambitious

The Case of Sabah & Sarawak

Digital Age is slow

- Internet and Broadband Facility

- Unavailable in several rural areas

- Available only in 'Pekan' or public schools

- When available, service is unstable

The Case of Sabah & Sarawak

Digital transformation plans

- Pusat Internet Desa
- Pusat Jalur Lebar
- Pusat Internet 1Malaysia
- Kampung Wifi
- Maxis Cyber Kids Programme
- 1Malaysia Laptop
- SKMM Kampung Tanpa Wayar

The Case of Sabah & Sarawak

Against all odds

- Limited electricity
- Viewing hours centralised
- Watching Indonesian Serials TV
- Limited IT skills
- Limited benefits from digital initiatives

The Case of Sabah & Sarawak

Internet & Wi-Fi Spots Helpful

- Strengthens communications, social, family & friendship ties between Semenanjung & East Malaysia
- Enjoy *Facebook* chats & comments
- *Facebook* games "seronoklah dapat main game"

The Case of Sabah & Sarawak

Internet & Wi-Fi Spots Difficulties

- Poor & slow connection
- Charging laptops- inadequate power
- Notebooks: low specs, no camera/ bluetooth/ card reader
- Very few scheduled programmes/activities

The Case of Sabah & Sarawak

Internet & Wi-Fi Spots Difficulties

- Very little capacity building
- Low knowledge on education, business & development
- Low knowledge on opportunities, safety & risks

The Case of Sabah & Sarawak

Challenges

- Question of access & coverage
- Searching for connection
- Basic cell phones that function
- Improve Knowledge, attitude & practice

The Case of Sabah & Sarawak

Catching-up

- Differences between rural and urban communities – culture shock.

- Missing out and coping to get into the digital age

- Limited time allocated in schools

- Not allowed to bring laptops to schools

The Case of Sabah & Sarawak

Catching-up

- Learning to use *Facebook*
- Browsing for information
- Searching for Wifi
- Patterns of using *Facebook*

The Case of Sabah & Sarawak

Appropriating *Facebook*

- Knowing about technologies
- Understanding other people's lives
- Knowing what is happening around the world
- Catching up with learning

The Case of Sabah & Sarawak

Challenges

- Media Technologies: Not a critical utility
- Digital Transformation – small matter
- Bigger problems like food, flood, roads, water, electricity, education, health & employment

The Case of Sabah & Sarawak

Challenges

- Returning to the kampung -dealing with attitudes
- Less committed to place and more likely to move if new and better opportunities arise.
- Low Priority: participation of rural communities in development and social transformation

The Case of Sabah & Sarawak

Consequences & Implications

- Lag among rural residents in internet use (behind national trends)

- Rural-urban divide will persist with new technologies

- Dealing with social infrastructure (awareness, knowledge, access to information, and resources to purchase technology hardware and services)

The Case of Sabah & Sarawak

Policy Implications

- the general gap between rural and urban communities

- the gap between the information technology "haves' and "have -nots" among rural people,

- the disparity across rural communities themselves

The Case of Sabah & Sarawak

Future Research
Project Evaluation, good practice and challenges

- physical and technological infrastructure
- a social infrastructure or social ecology- Who benefits from information technologies and who did not. Why? How they utilise new technologies?
- how do they apply these ideas to their work, personal lives, families, community groups?

The Case of Sabah & Sarawak

Future Research

Project Evaluation, good practice and
challenges

- these patterns will pinpoint more precisely how the
ever changing world of information technologies
potentially creates new expressions of the rural-
urban digital divide, and how specific federal and
state policies can help close these gaps.

THANK YOU