

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

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# Introduction

- Transformations in the daily experiences of young people.
- Social media – top online activity
- *Facebook*: young people's uses and experiences



# Project Background

- How young Malaysians between the age of 18 and 22 construct themselves as users of *Facebook* in relation to their daily experiences?
- Communication
- Learning
- Gaming



# Project Design

## Theoretical Framework

### Digital Media literacies

- Third, A., Richardson, I., Collin, P., Rahilly, K. & Bolzan, N. (2011)
- Kahne, J., Nam-jin Lee & Feezell, J. T (2012)
- Ferrari, A (2012)
- Erstad, O (2010)
- Sefton-Green, J., Nixon, H., & Erstad, O. (2009).

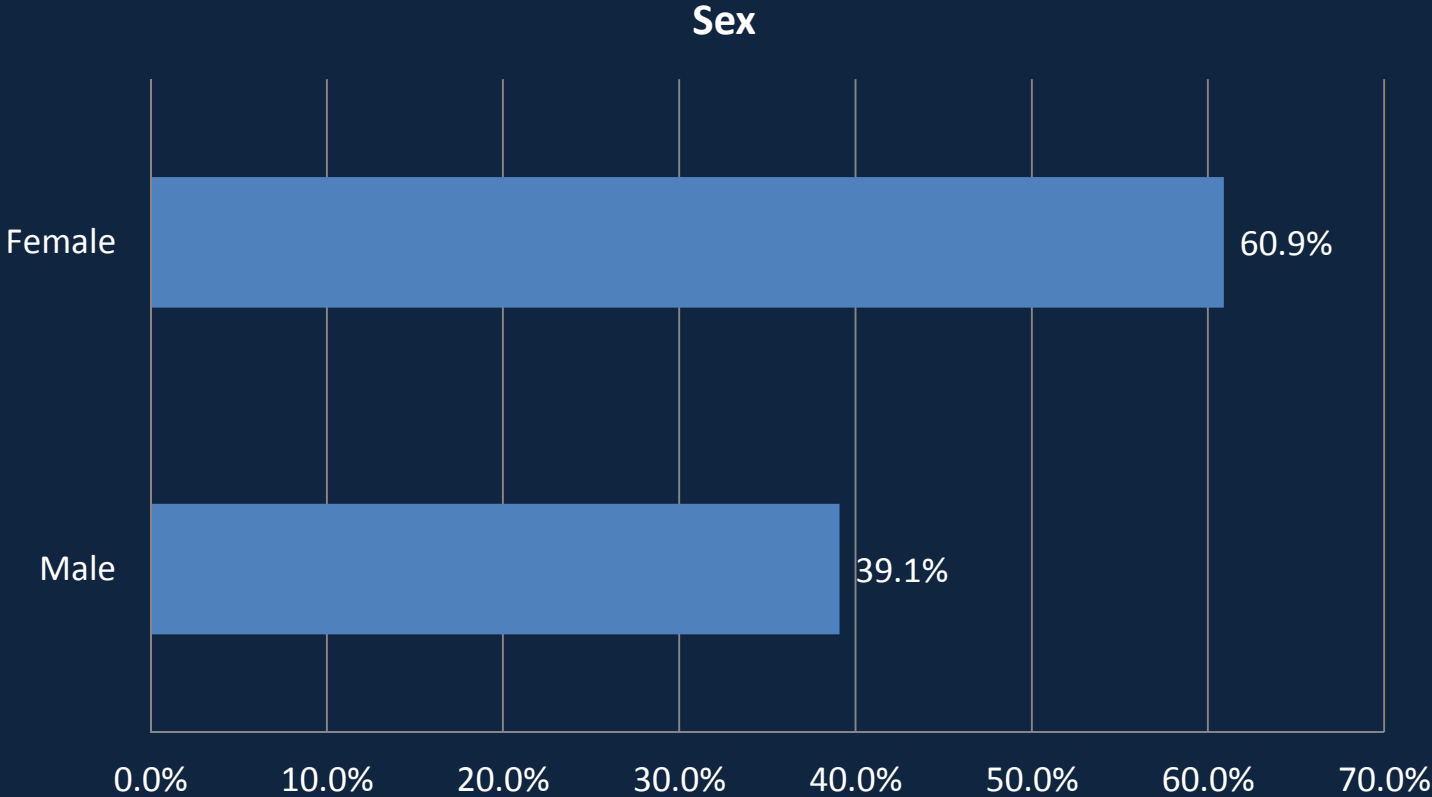


# Project Design

- Mixed methods
- Youth centred
- Selective but wide snapshots of experiences

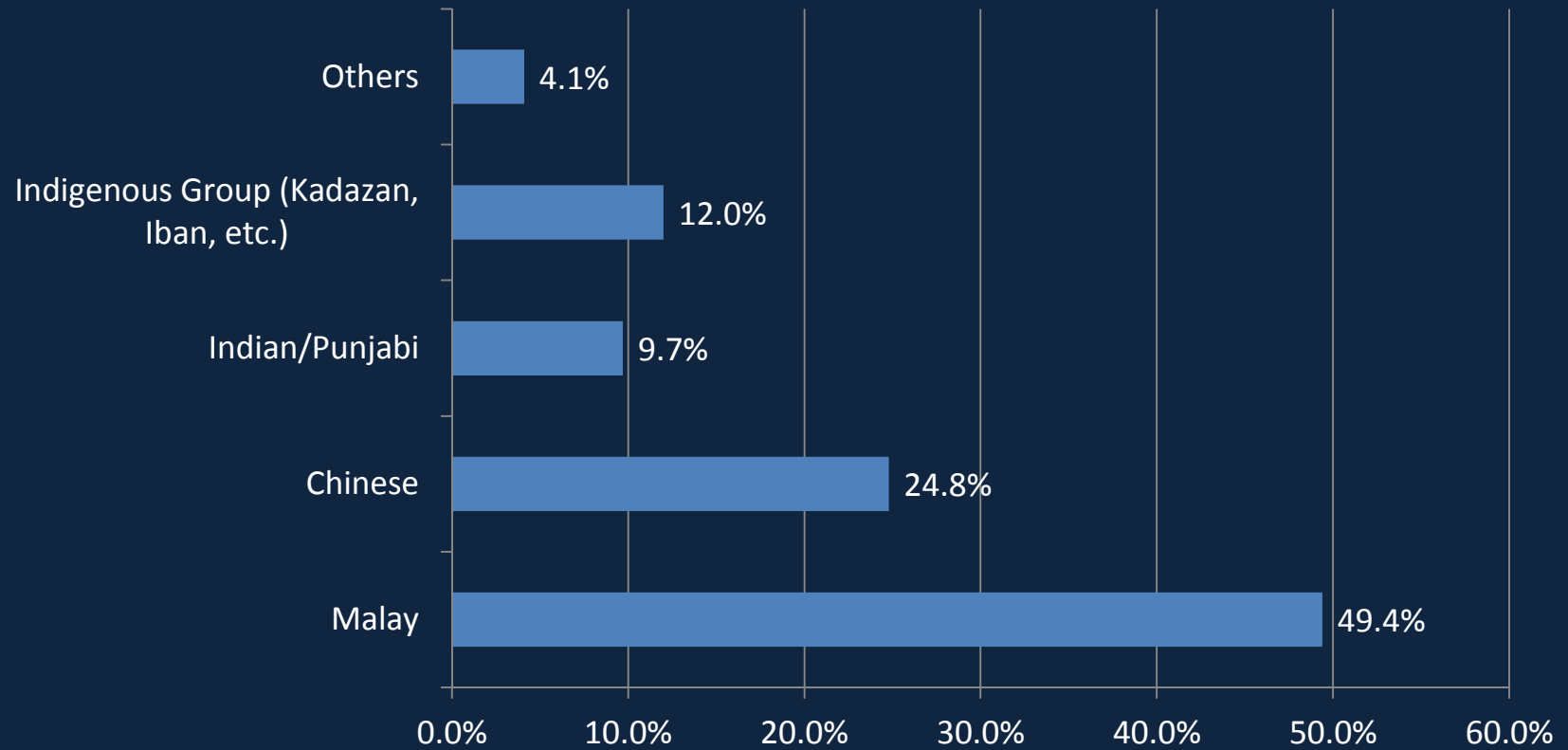


# Findings – General Outlook



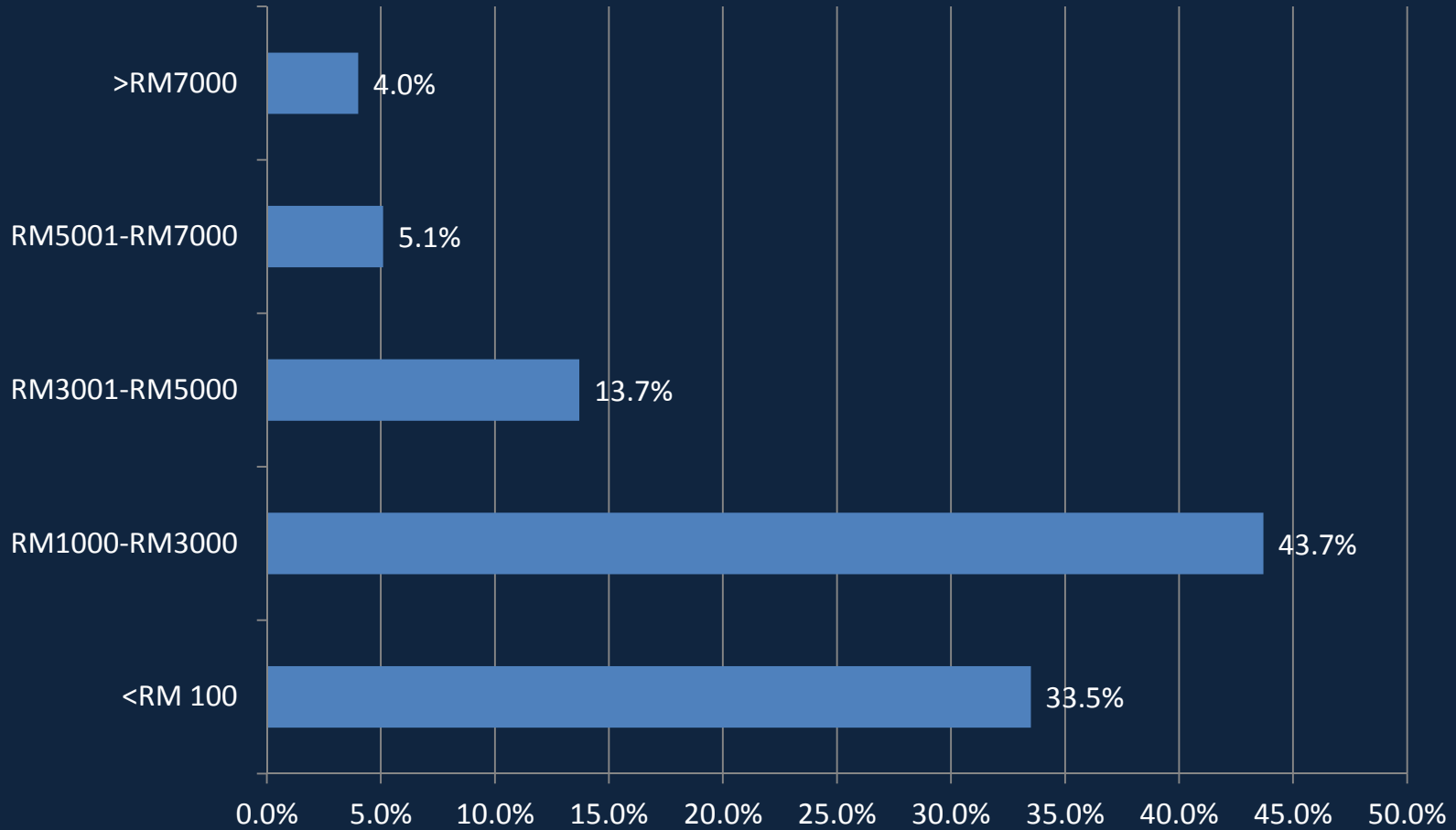
# Findings

## Ethnic Groups



# Findings

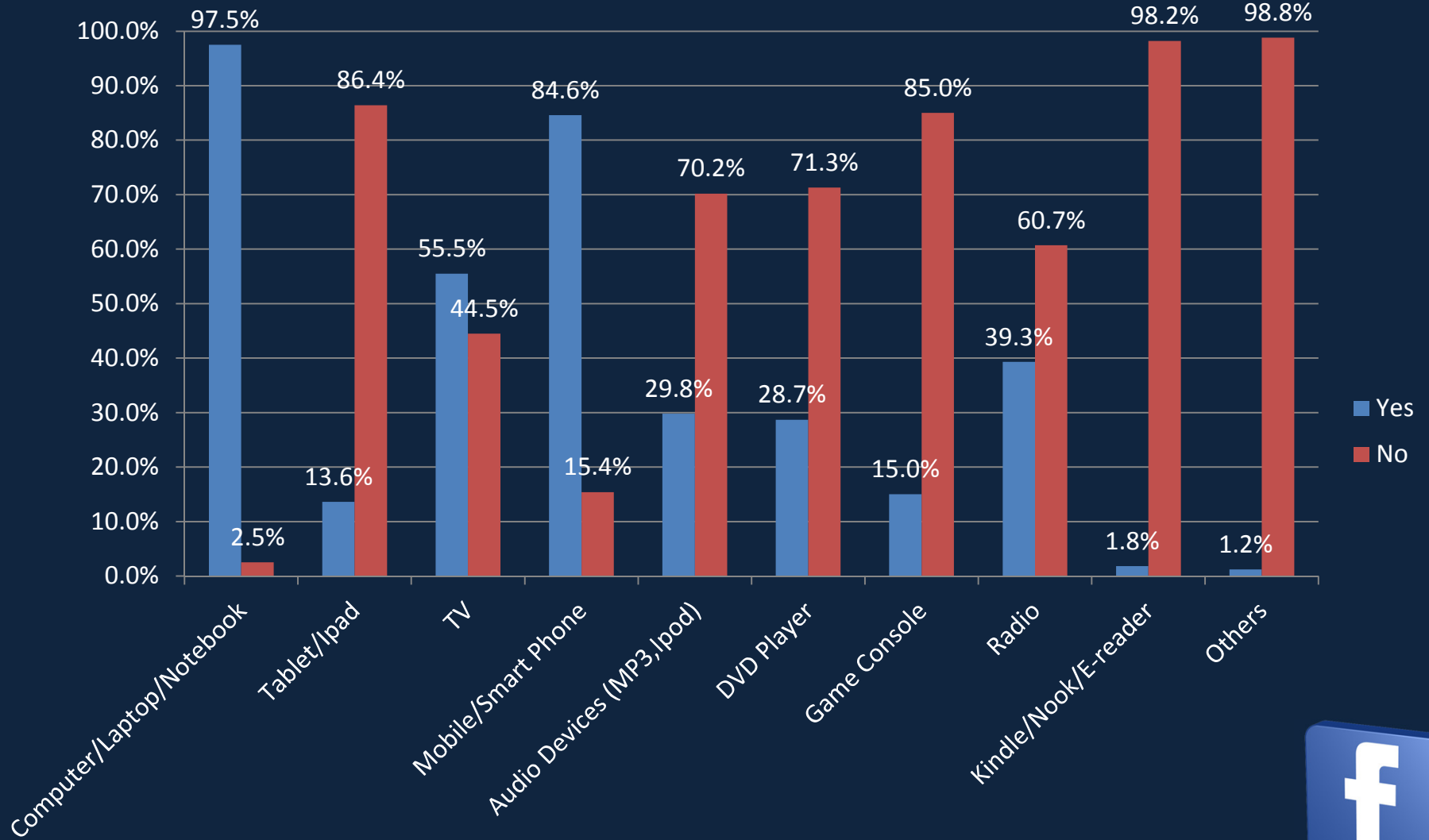
## Family Income





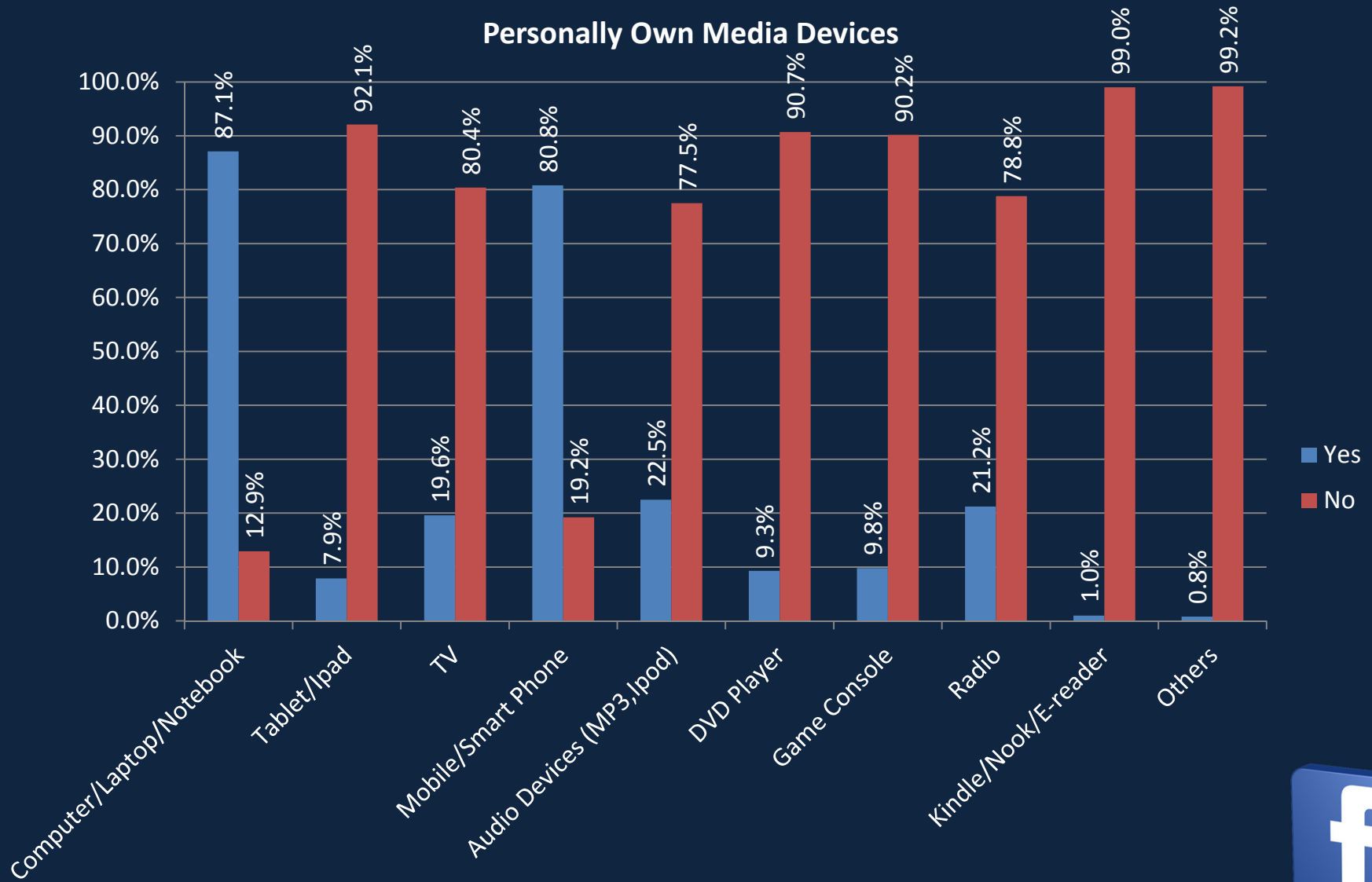
# Findings

## Media Devices Use



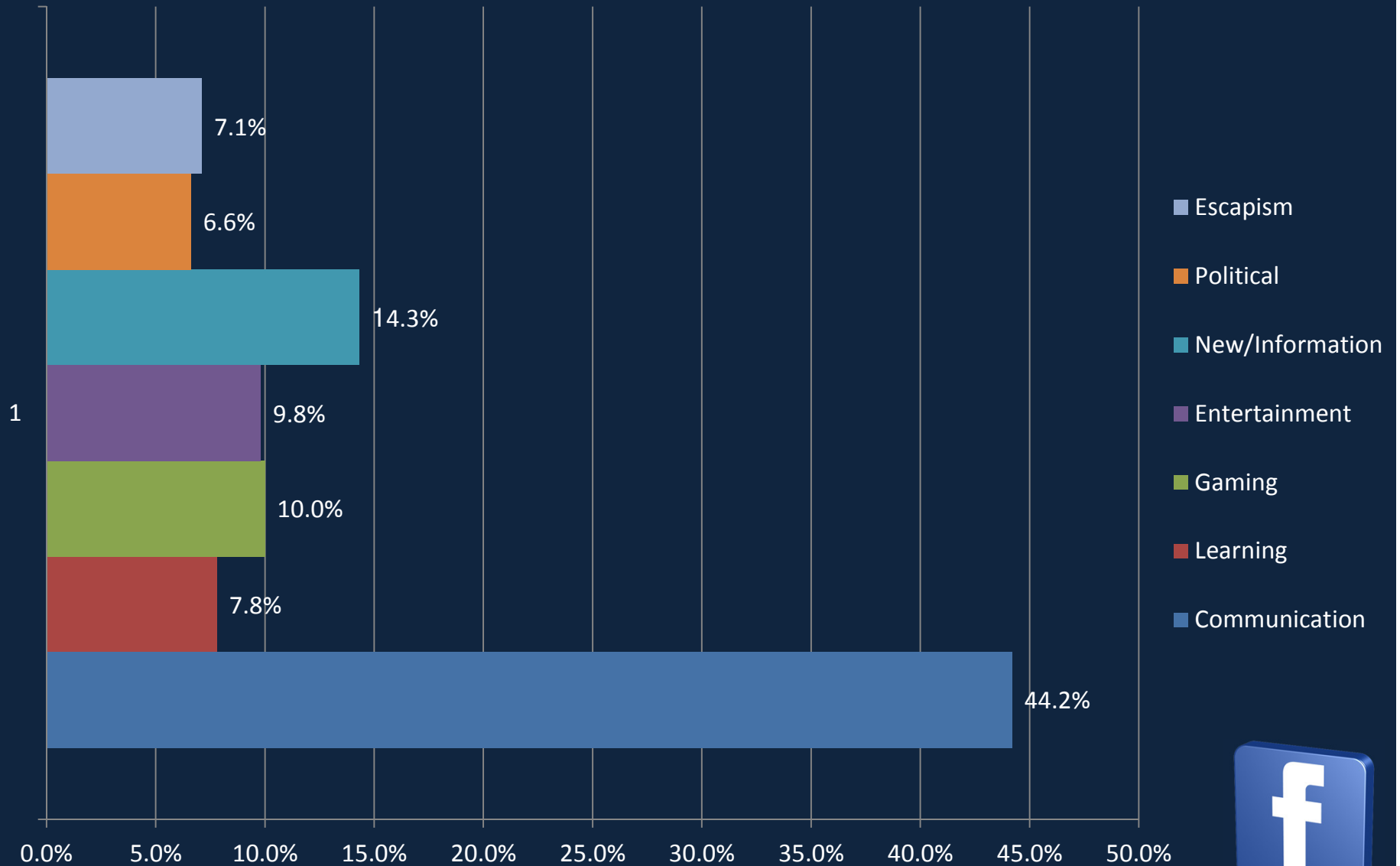
# Findings

## Personally Own Media Devices



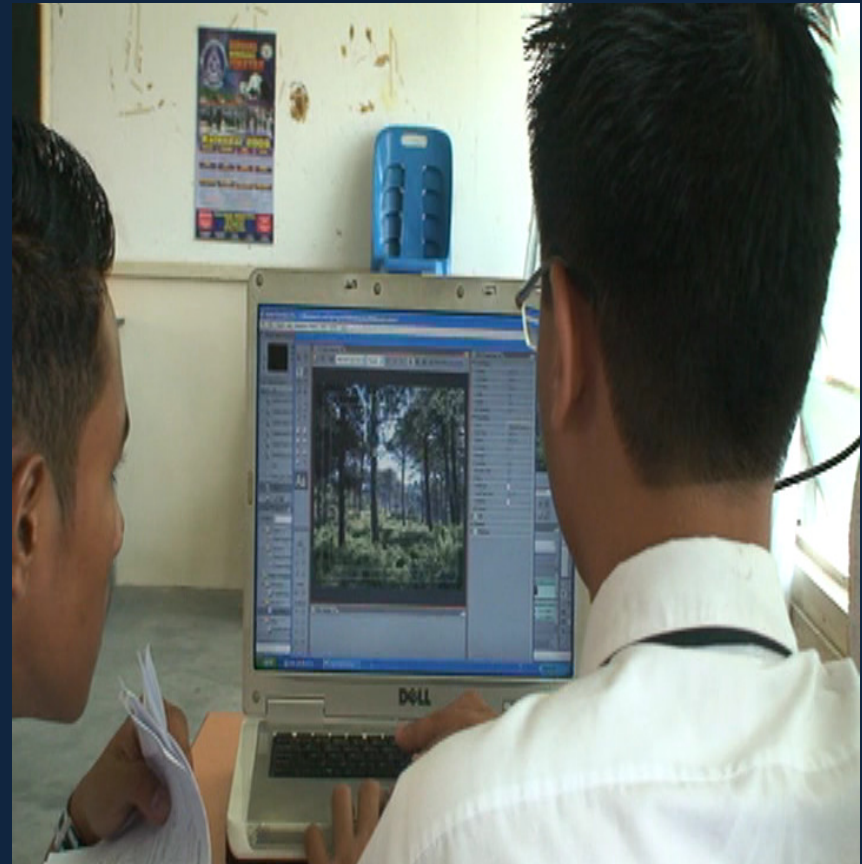
# Findings

## Order Of Importance



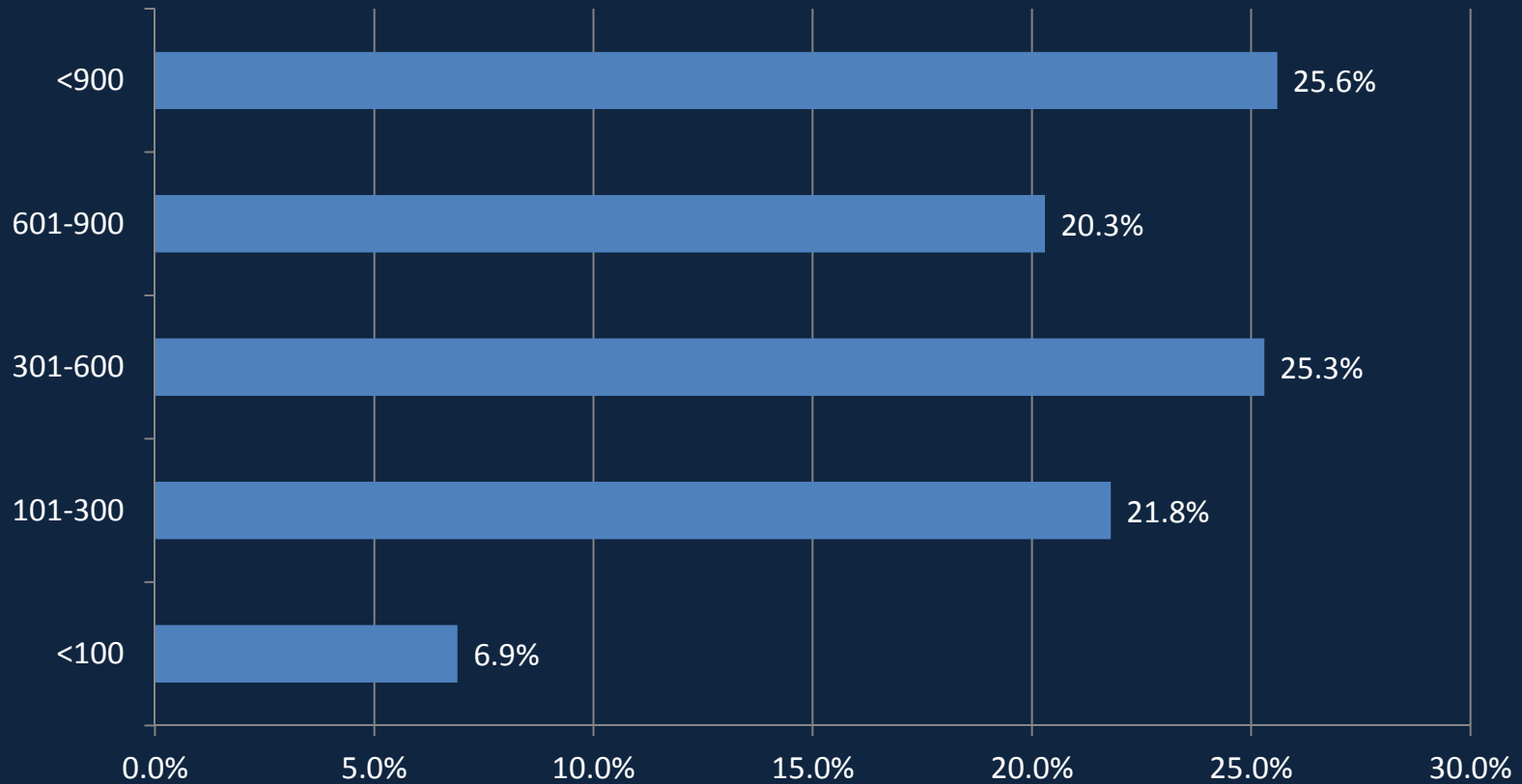
# Findings

- Uses of *Facebook*: 1-3hrs
- updating one's own profile
- posting a message on a friend's wall
- commenting on photo or video
- exploring content of their own or others;
- posting photos or video content
- joining a group
- playing games



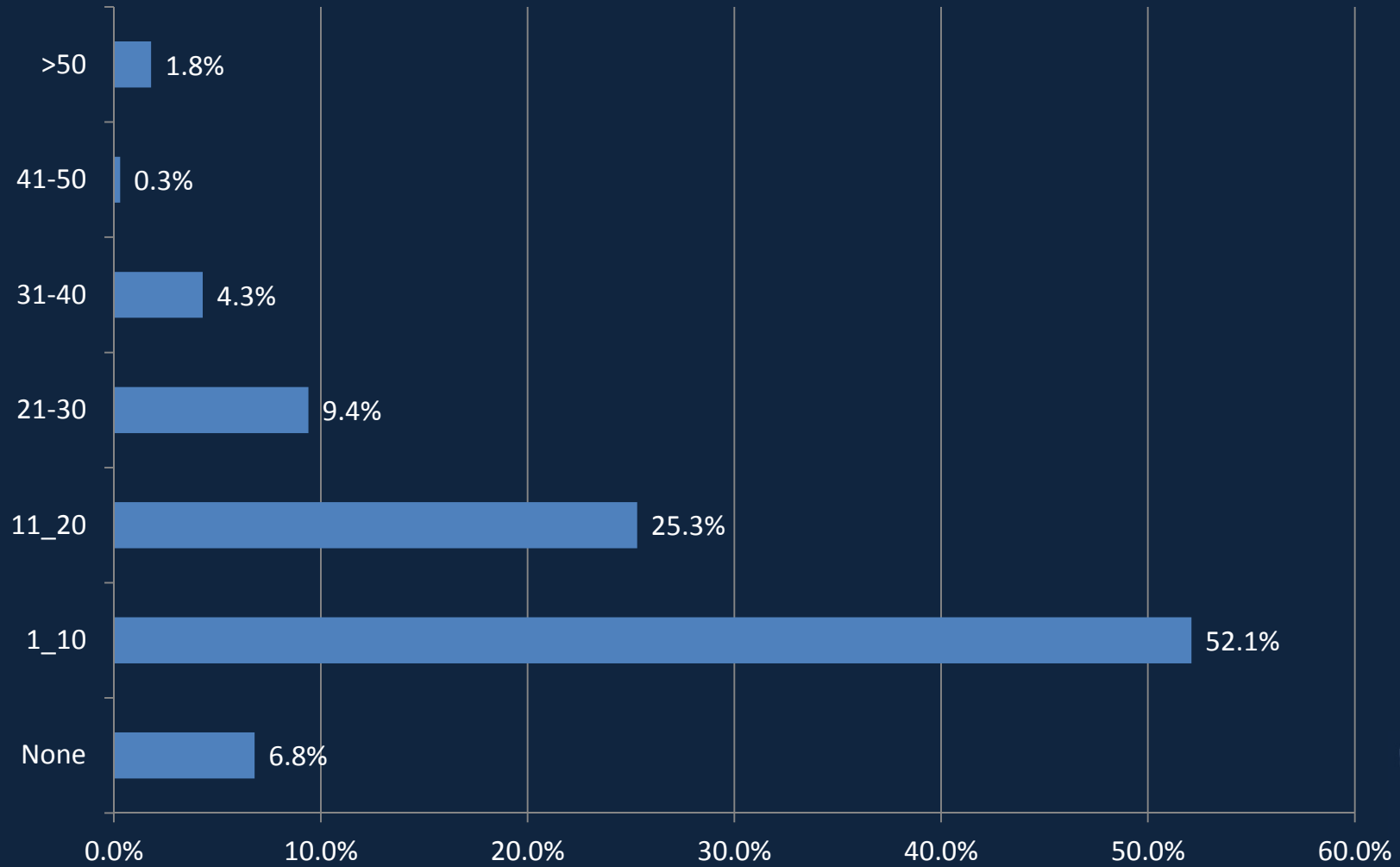
# Findings

Number of Friends on My Facebook Friends List



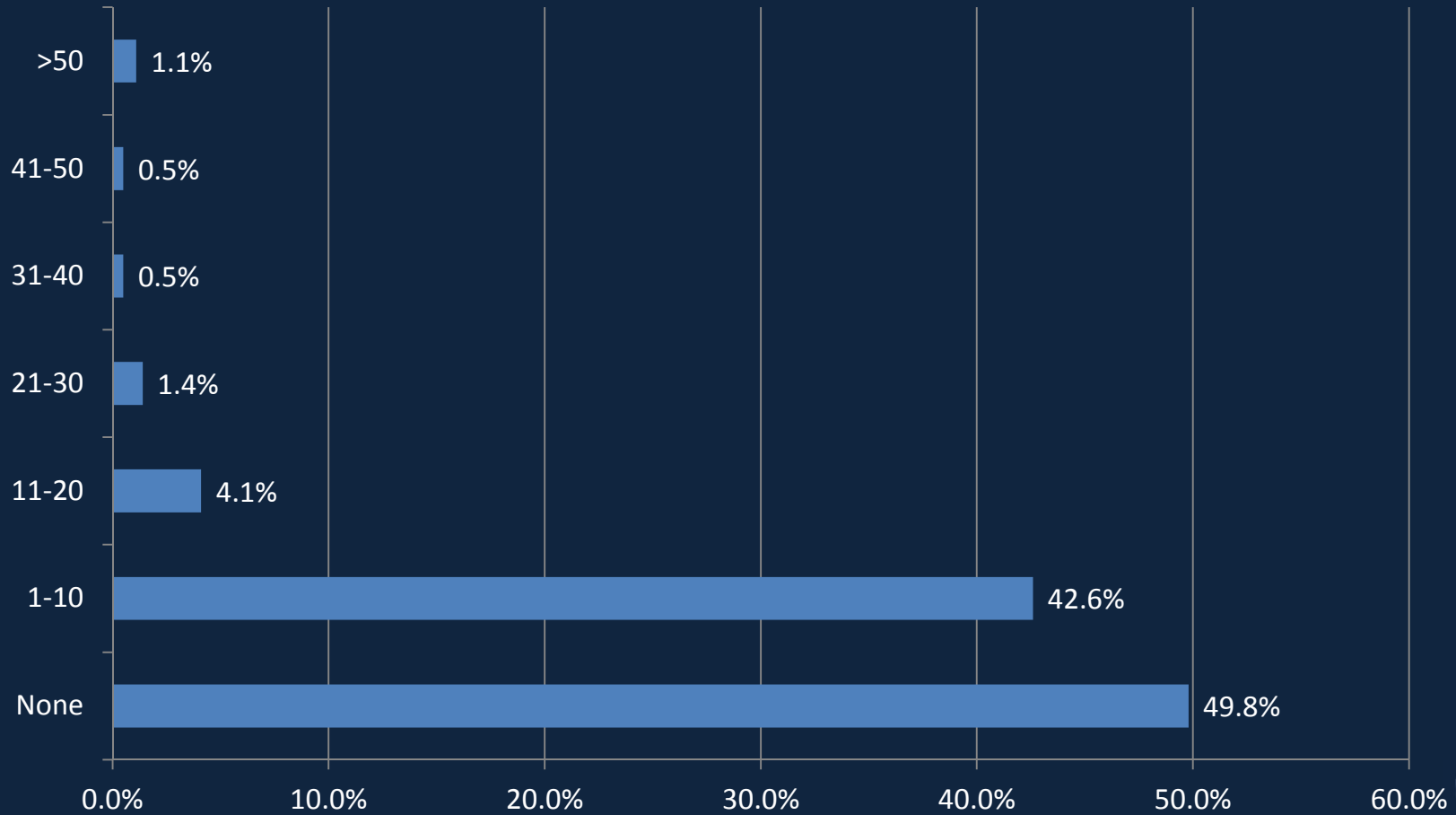
# Findings

Number of Facebook Groups I Belong to



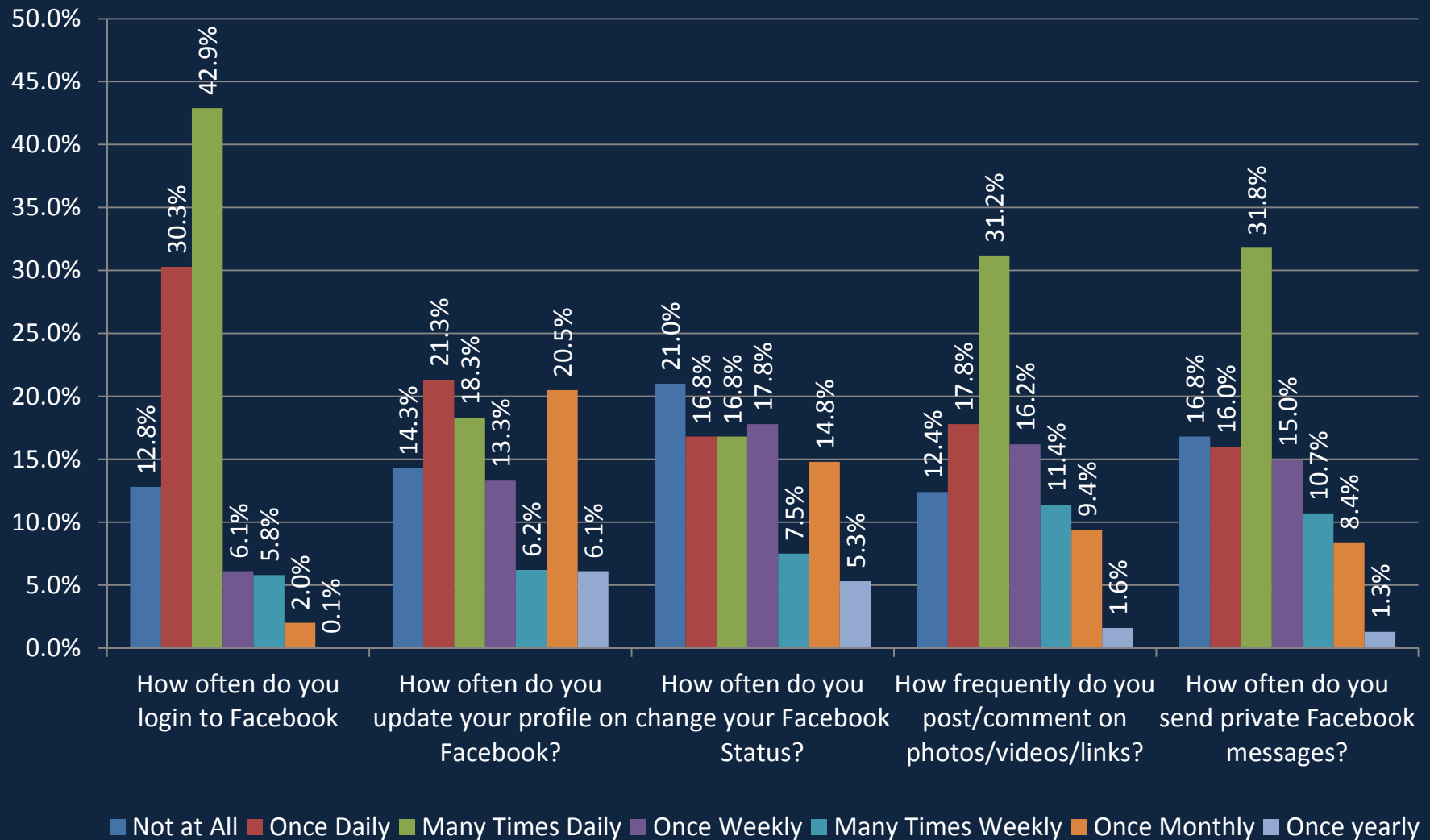
# Findings

Number of Facebook Groups I have Created



# Findings

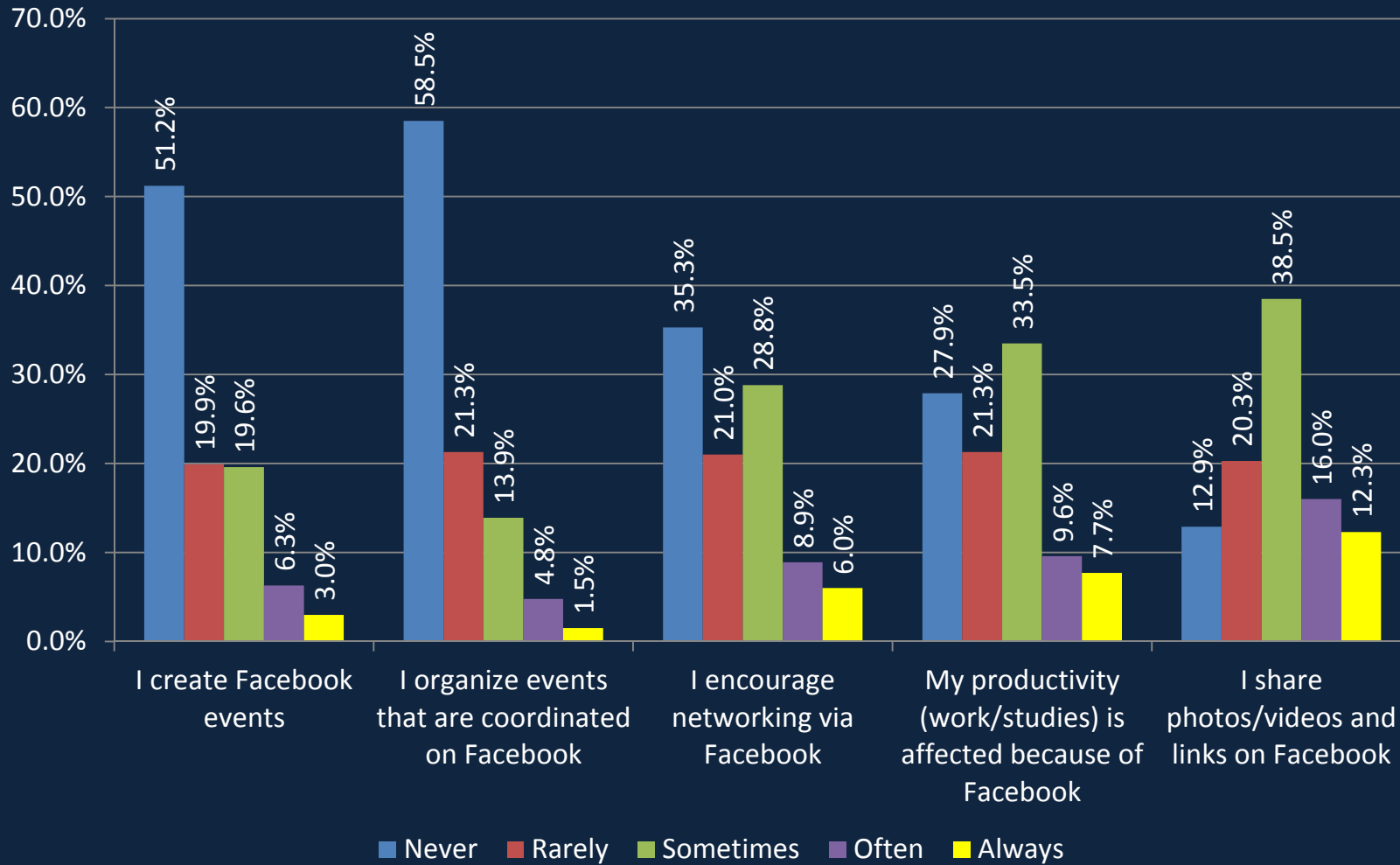
## Usage of Facebook





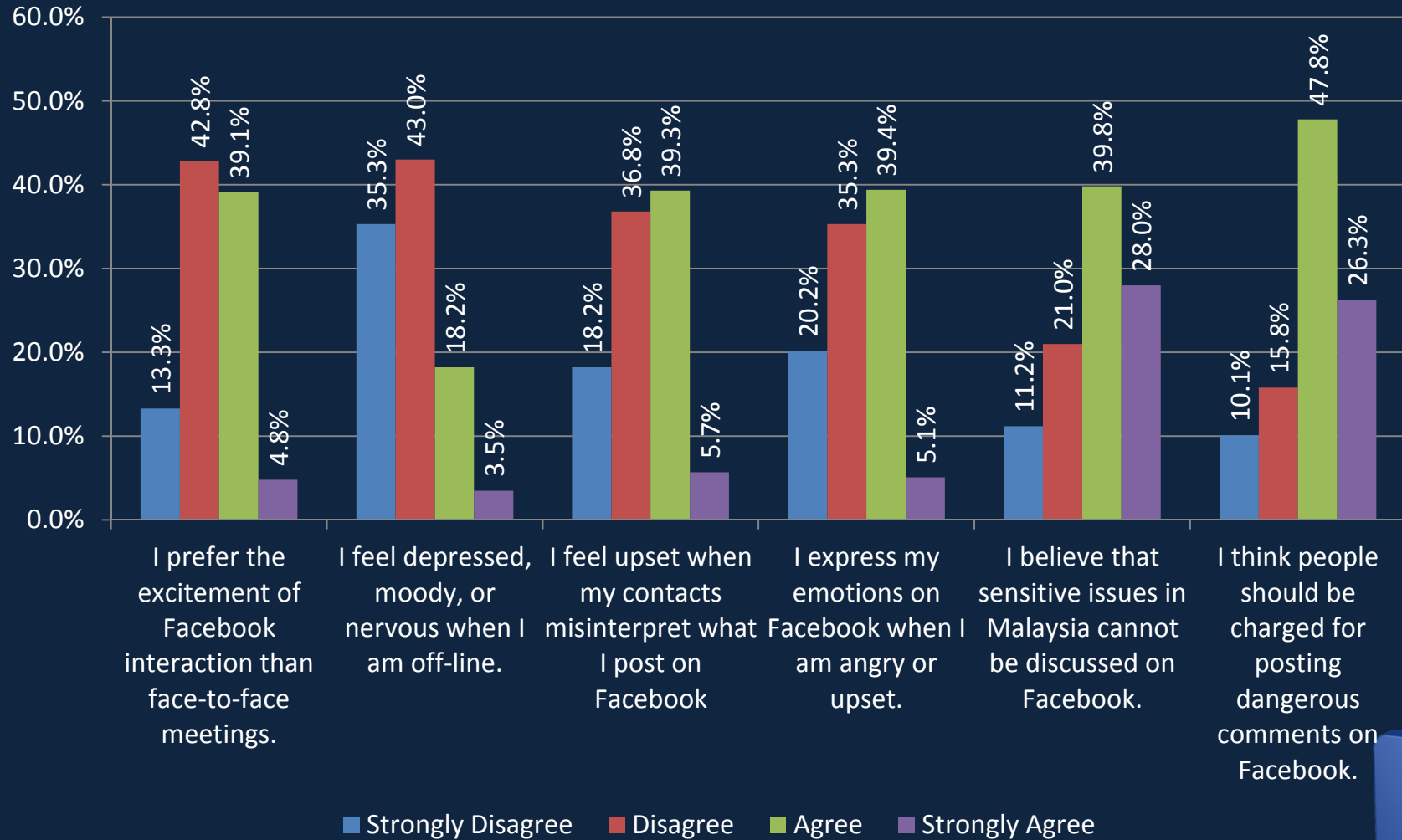
# Findings - Communication

## Facebook and Communication (Constructions)



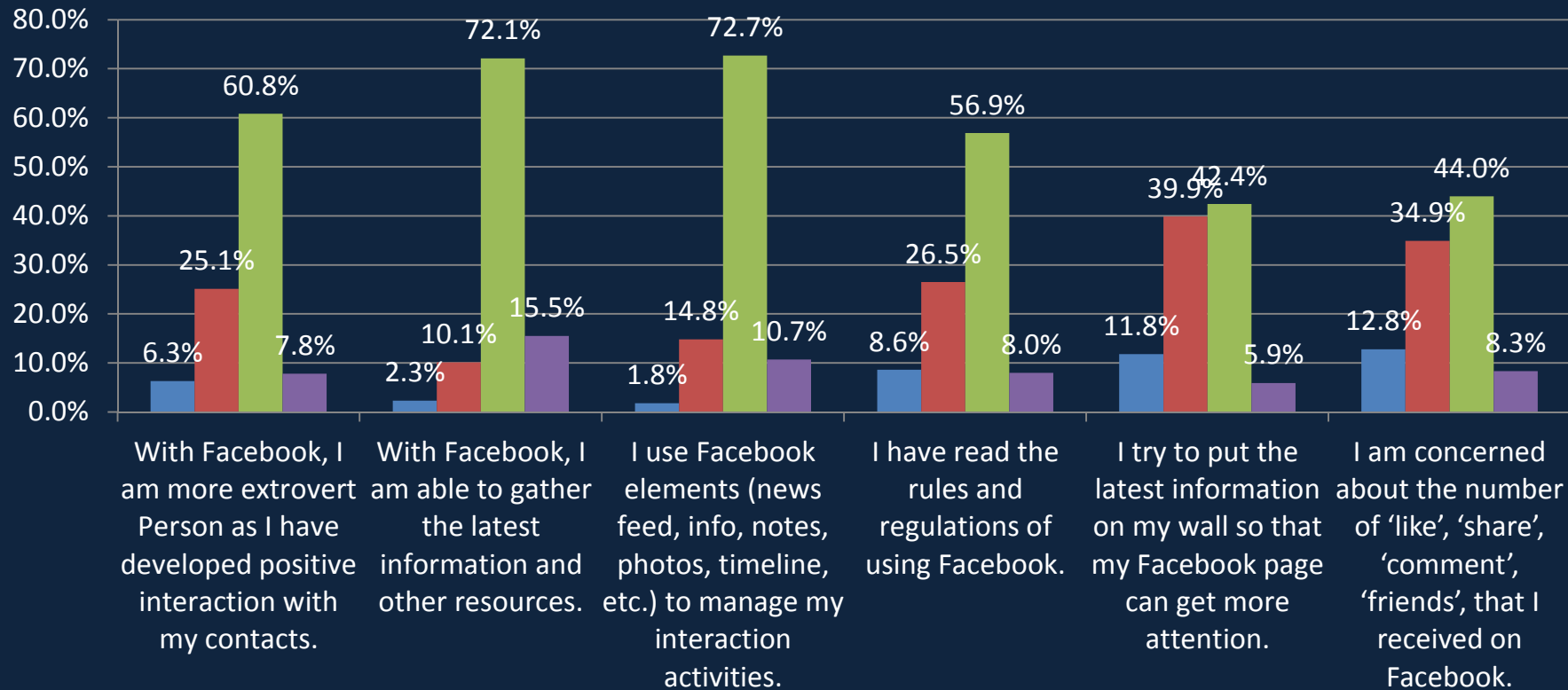
# Findings - Communication

## Facebook and Communication (Attitude)



# Findings - Communication

## Facebook and Communication (Practice)

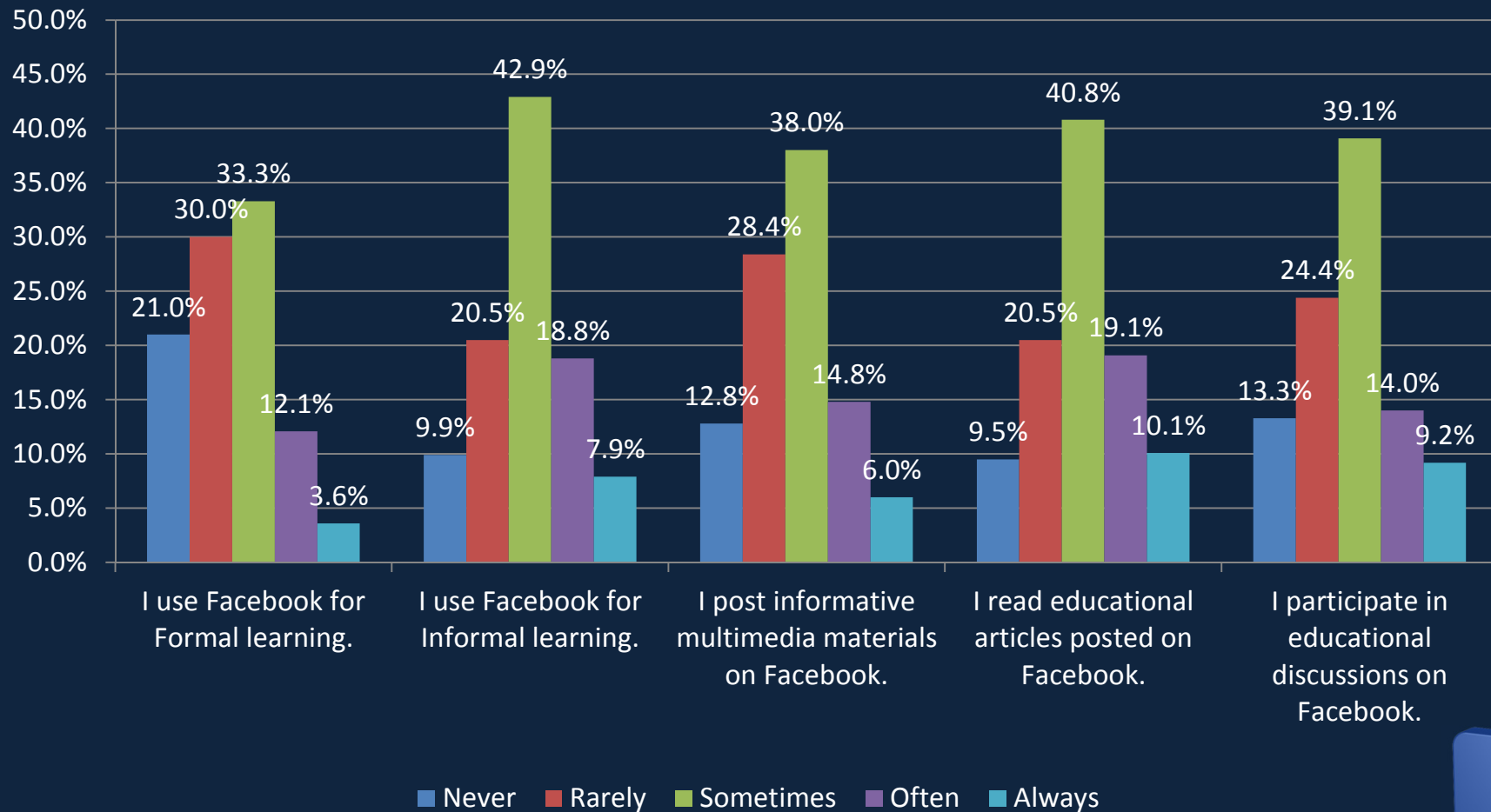


■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



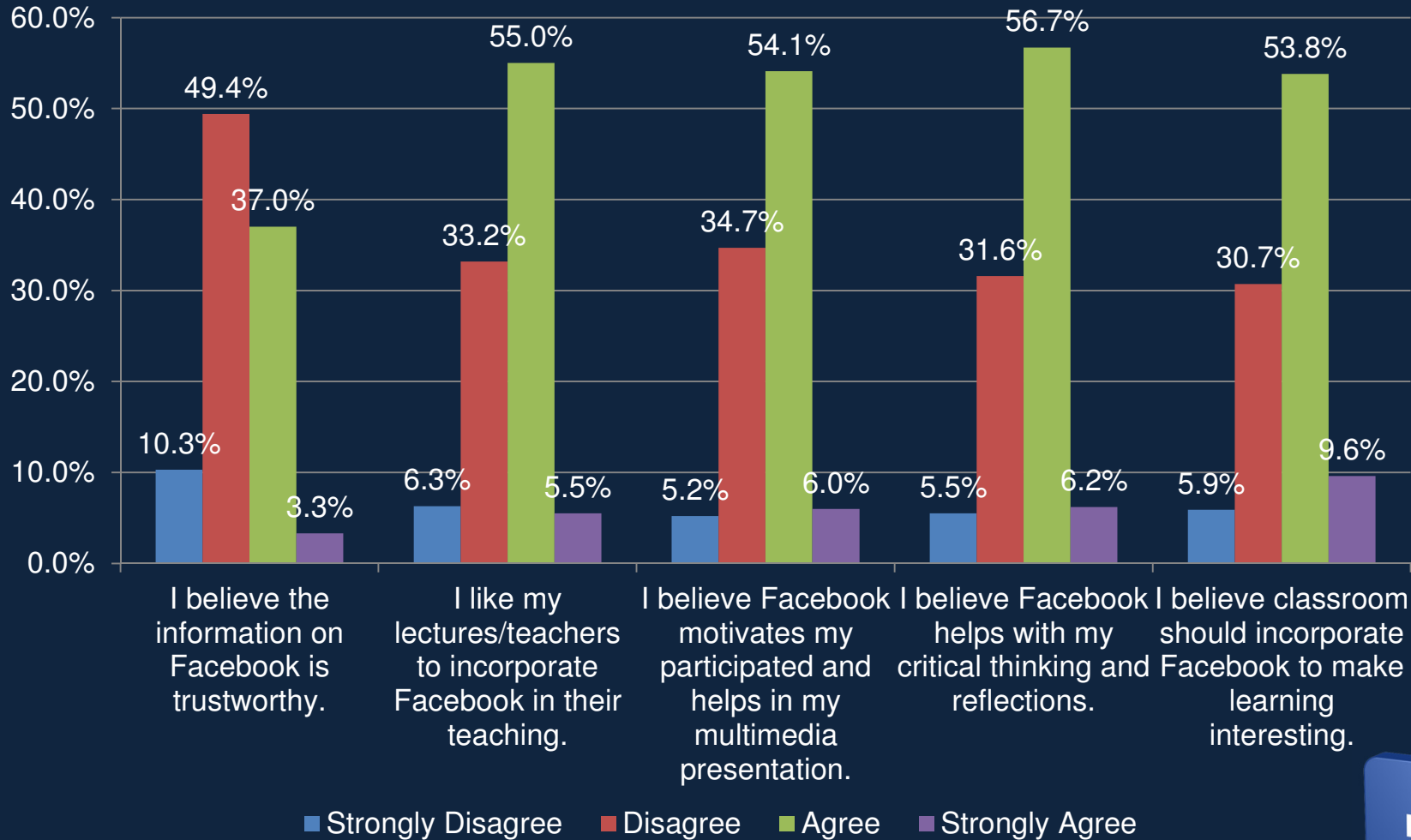
# Findings - Learning

## Facebook and Learning (Constructions)



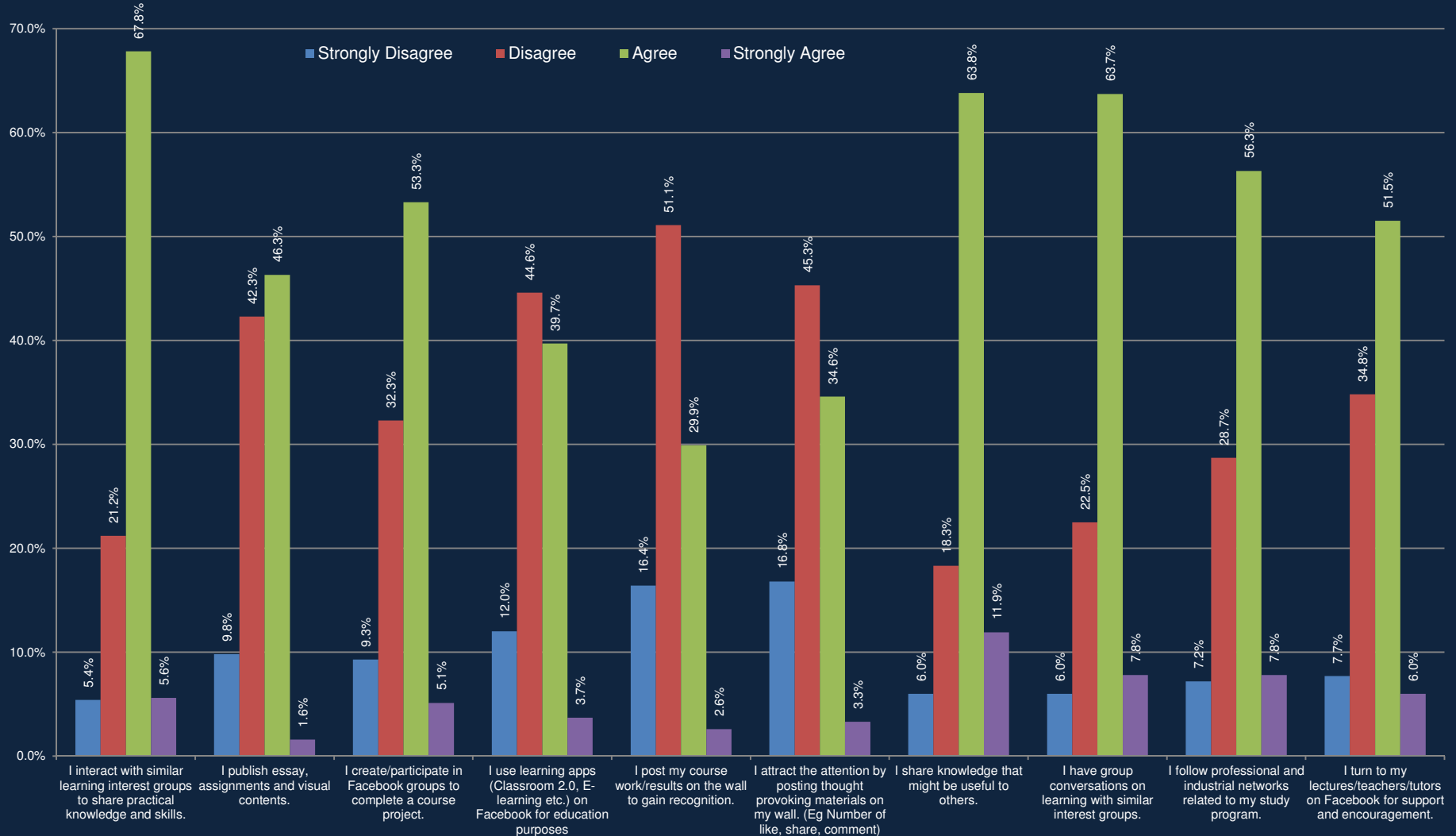
# Findings - Learning

## Facebook and Learning (Attitude)



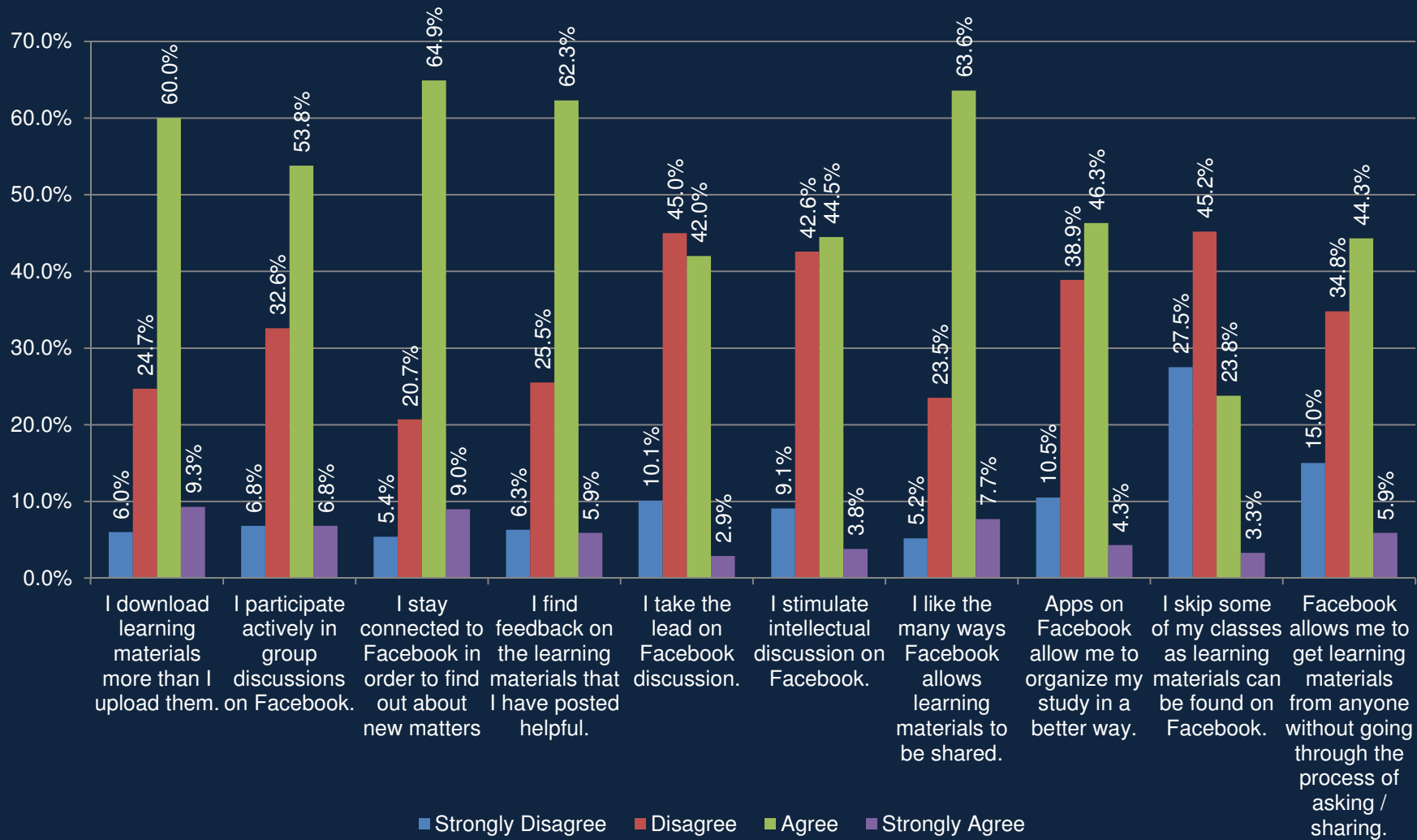
# Findings - Learning

## Facebook and Learning (Practice)



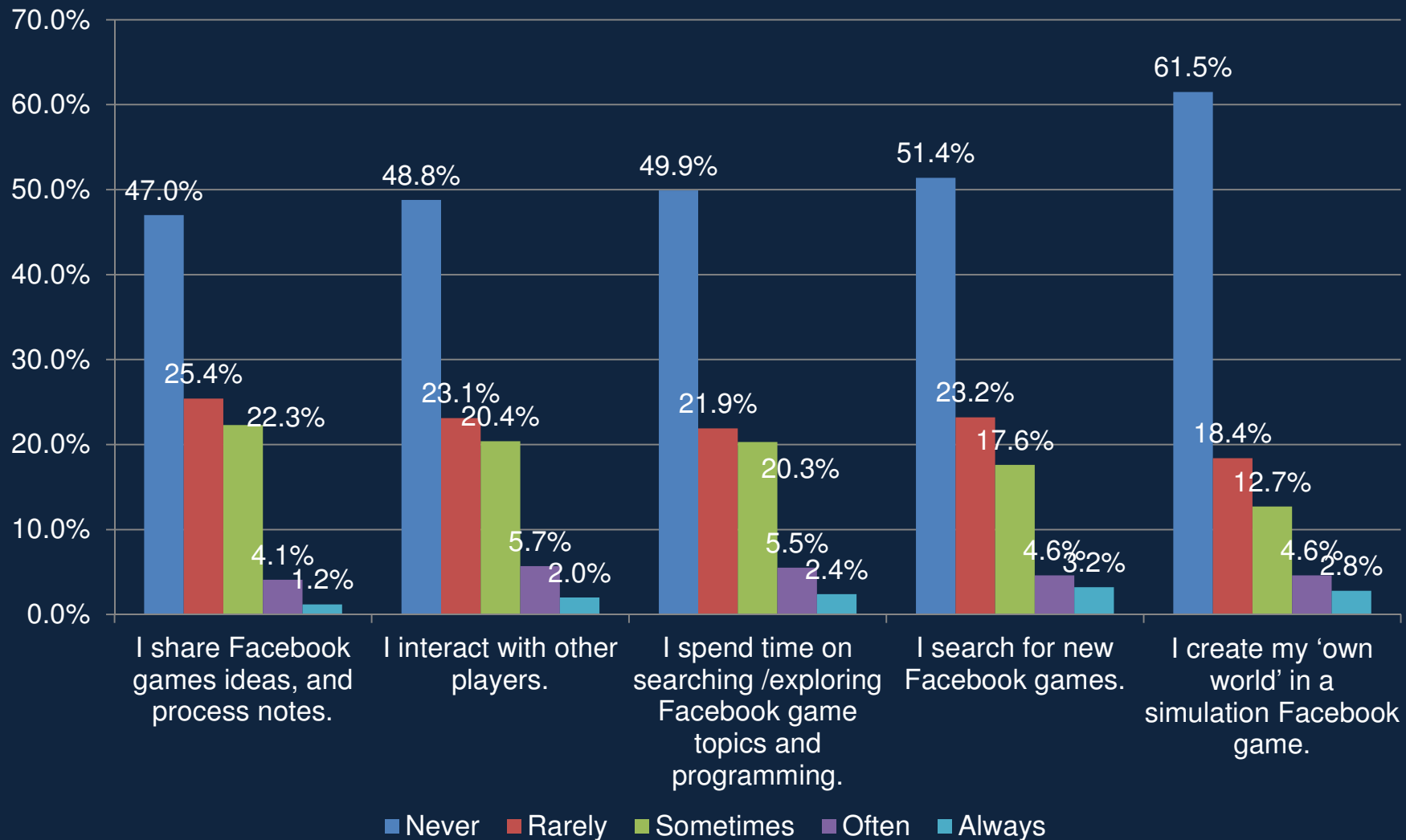
# Findings - Learning

## Facebook and Learning (Practice)



# Findings - Gaming

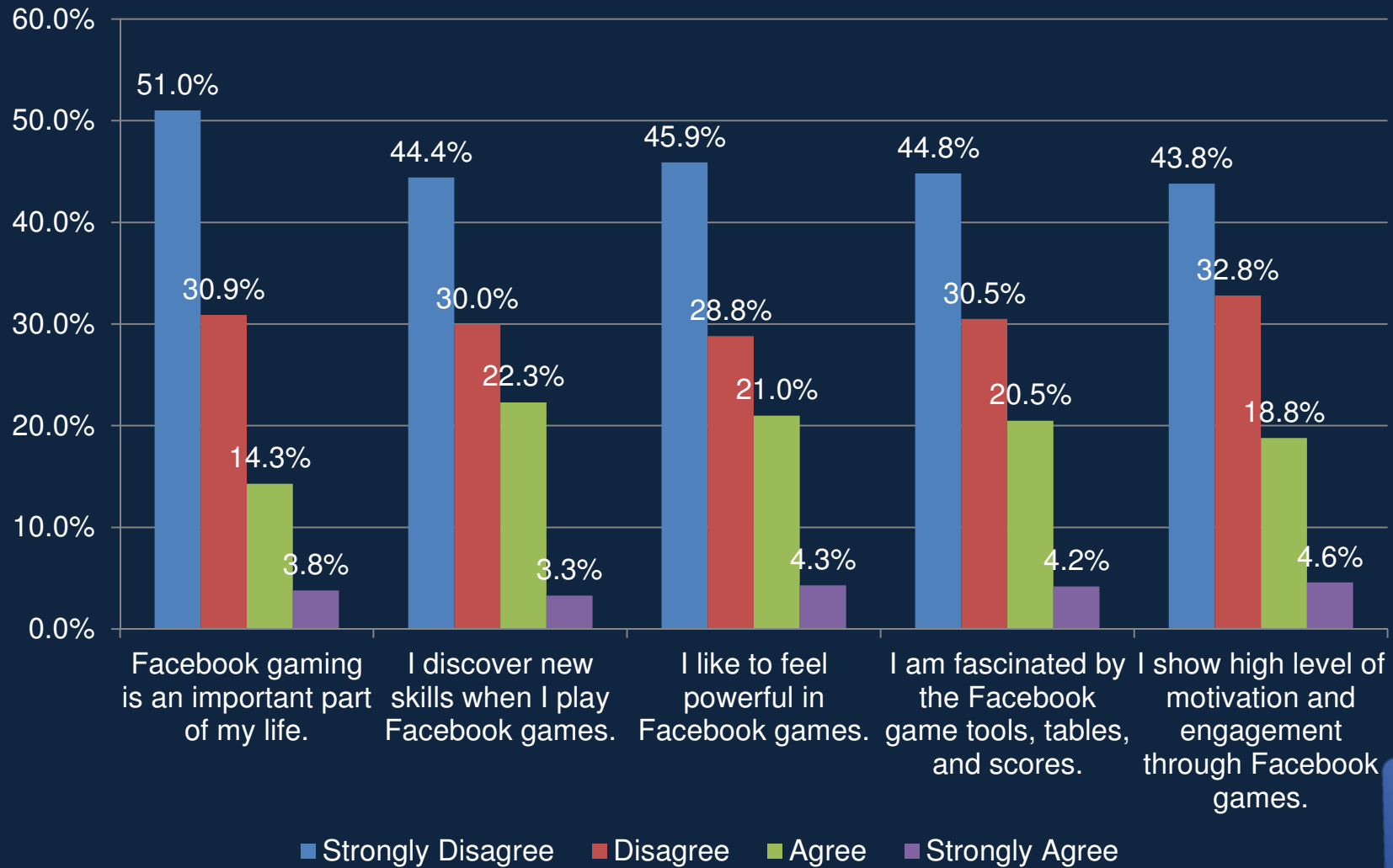
## Facebook and Gaming (Constructions)





# Findings - Gaming

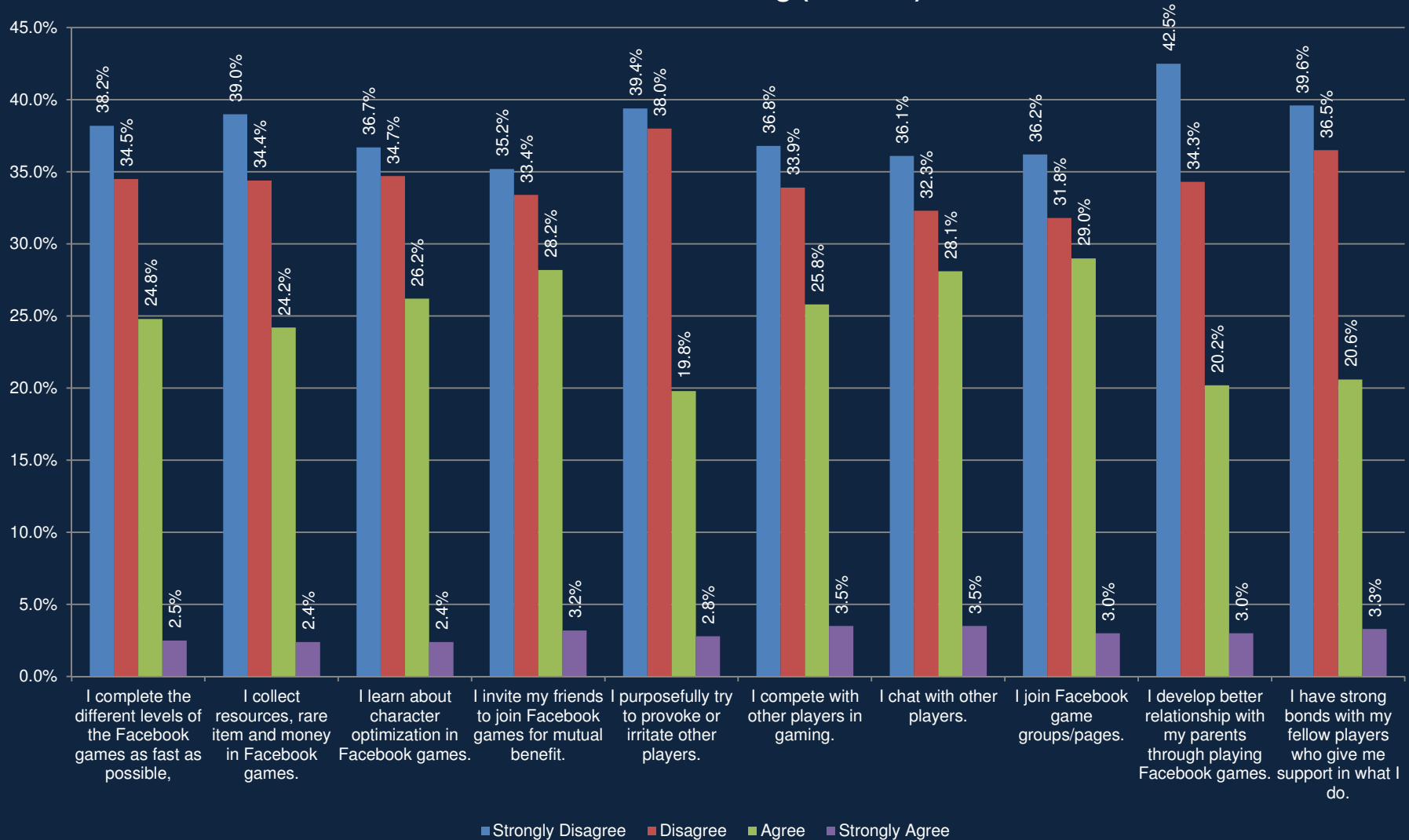
## Facebook and Gaming (Attitude)



# Findings - Gaming

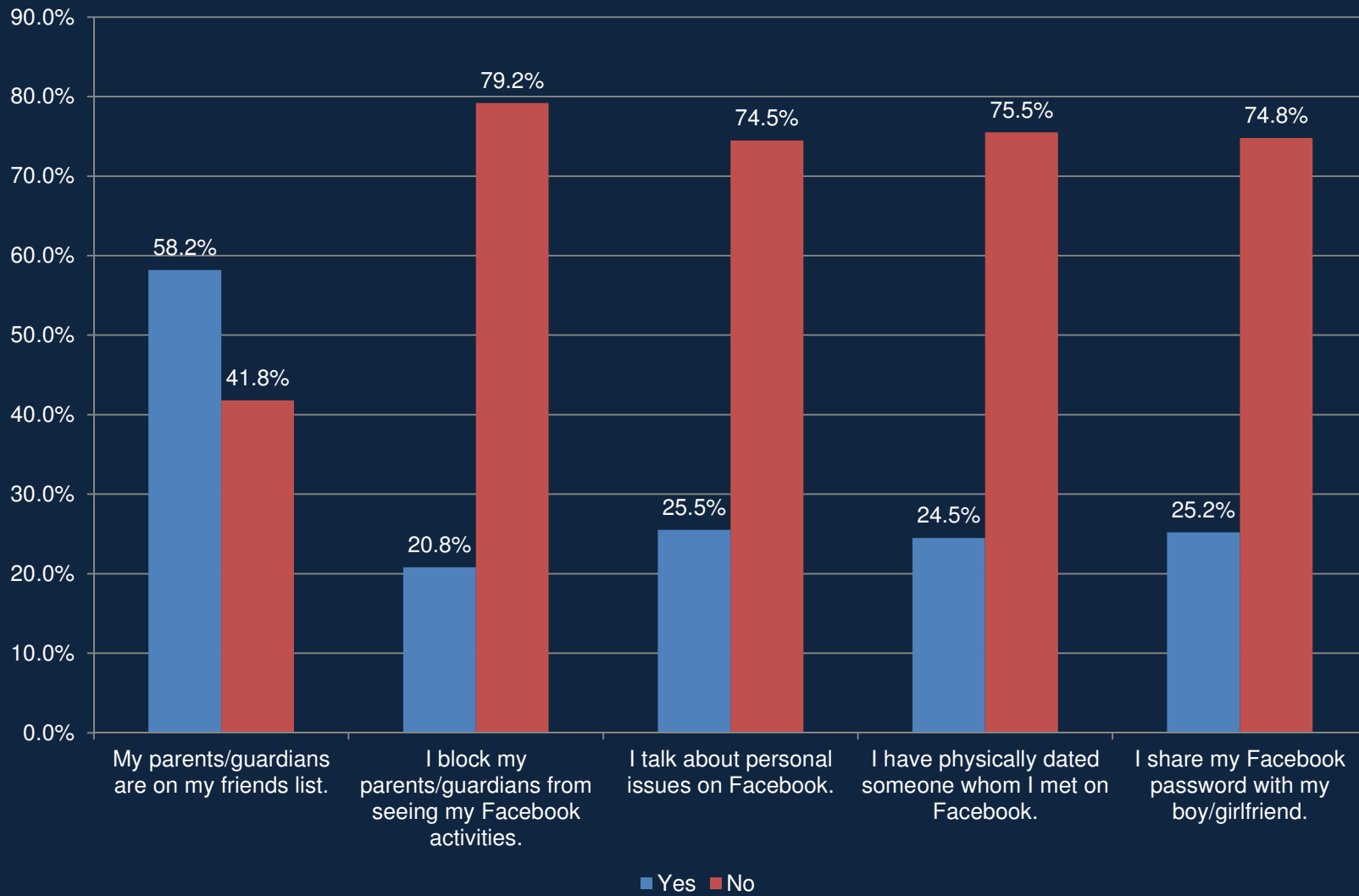


## Facebook and Gaming (Practice)



# Findings

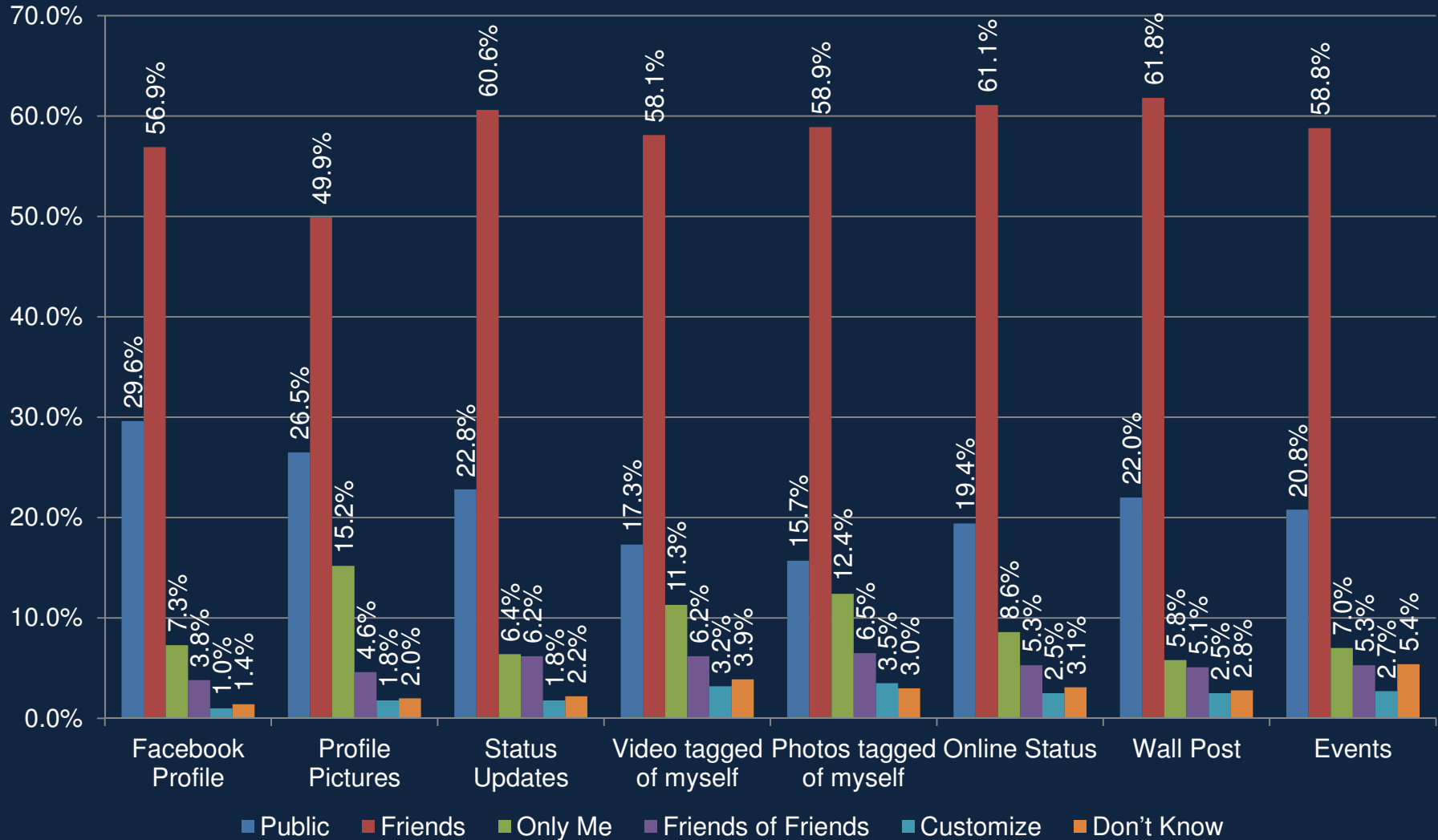
## Safety and Risks of Facebook Usage



# Findings



## Who Can Access Information on Facebook



# Focus group discussion

## Communication

- Strengthening interpersonal relationships
- Individual Identity & Self-expression
- Develop social skills
- Appropriate behaviour
- Privacy & safe self-disclosure



# Focus group discussion

## Learning

- manage information
- collaborate
- create and share content
- build knowledge



# Conclusion

- Happy to talk about their *Facebook* experiences
- They are connected to their everyday life and offline friends.
- Diverse users
- They construct themselves as 'responsible young people'
- **Appropriating frameworks for digital literacies – enjoyment, engagement & empowerment**

# Thinking about digital literacies

- To stimulate conversations about new media research and media literacies
- To provide outreach efforts - engaging in good practices of learning, communication and play
- To give emphasis to ethics values, productive practices and risks





# Thinking about digital literacies

- **Ethics & Responsibility**
- **Information management**
- **Communication and sharing**
- **Technical operations**
- **Creation of content & knowledge**
- **Collaboration**
- **Evaluation & Problem-solving**

Thank you