

EXPLORING TWITTER OR FACEBOOK FOR A MEASURE OF ASSESSMENT VERSUS STUDENT PERCEPTION

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Abstract

Using social media in the classroom is becoming a trend in higher education for both online and traditional classroom settings. This study was to explore a direction for future study of incorporating different platforms, Facebook and Twitter, within the course curriculum. This mixed-methods approach measured student perception (qualitative) and grade correlation (quantitative) to see which platform was truly more effective for students. The research study was conducted over a 10-week period within the business course foundation requirements. Students self-selected times and dates at random and no-prior knowledge of the study was revealed. Students did have the opportunity to opt-out of the study with an equivalent assignment to substitute. Through student perceptions and comments, the primary researcher believed that Facebook would be the most effective in providing student engagement opportunities, however, Twitter seemed to provide a significant correlation to grades and performance. This study explores why the student perception does not match with student performance. This exploratory study seeks to investigate areas for future research in identifying effective social media platforms for marketing courses curriculum

References Available upon Request