Student Use of Social Media: An Australian Case Study

Dr Rajeev Sharma
School of Business
Charles Darwin University
21 Kitchener Dr, Darwin, NT0801, Australia
Mail: rajeev.sharma@cdu.edu.au
Australia

Dr Susan Bandias
School of Business
Charles Darwin University
21 Kitchener Dr, Darwin, NT0801, Australia
Susan.bandias@cdu.edu.au
Australia

DOI: http://doi.org/10.33642/ijbass.v2n2p3

ABSTRACT:

Social media is now a communications tool of choice for many individuals, commercial and not for profit organizations. There is compelling evidence that the higher education sector has also been an enthusiastic adopter of social media. However, a review of the literature indicates that there is little information on the use of social media by Australian university students. The objective of this study is to investigate the use and beliefs of social media by this distinct user segment. The impact of demographic characteristics is also assessed by testing hypotheses. Based on 79 online survey responses and qualitative data from focus groups, this paper explores the use of and beliefs towards social media by tertiary education students in the Northern Territory, Australia.

KEYWORDS: Social Media, University, Students, Northern Territory, Australia

1 Introduction:

The global diffusion of social media has been widely acknowledged. There also is compelling international evidence that the higher education sector has been an enthusiastic adopter of social media (Jacobsen & Forste, 2011; Robinson & Stubberud, 2012; Samir, 2013). In recent years, terms such as "social media" and "social networking" have become staples of university vocabulary (Pikalek, 2010). However, a review of the literature indicates that there is little understanding of the use of social media by Australian universities or students in the Australian Tertiary Education sector. Given that a significant proportion of tertiary students spend time networking online, little is known of the social media habits, behavior and beliefs of Australian tertiary education students (Sensis, 2013). This critical oversight limits our capacity to maximize learning and teaching effectiveness. The lack of reliable data therefore prompted this research. An online survey and follow up focus group interviews were used to determine the consumption, behaviour and beliefs of students at Charles Darwin University (CDU) in the Northern Territory (NT) towards social media. This paper commences with a review of the available literature leading to the formulation of hypotheses. The methodology employed in the study is then explained. A discussion of the survey and focus group results and hypothesis testing follows. The paper concludes with a discussion of implications of the findings and areas for further research.

2 Literature Review:

There is little doubt that we live in a wired, online and interconnected world. The Internet, broadly defined

as the worldwide interconnection of individual networks operated by government, industry, academia, and private parties has become a pervasive means of communication (Correa, Hinsley,& Zuniga,2010; Damodar, 2012). With the enhanced ease of public access and availability of the Internet in the mid 1990's, Internet usage has grown at an exponential rate. As at June 2012 an estimated 2.4 billion people world-wide were Internet users (Statistica, 2014). It is suggested that one in four users regularly engage online through social media networks; and an estimated 67.7 per cent of all Internet users engage in the use of social media at least once a month (eMarketer, 2013).

International evidence indicates the university students utilize social media for a variety of reasons. Social media has become a part of the mainstream curricula (Bandias & Gilding, 2013); it is used to enhance student participatory politics (Khalil & Karim Sajjad, 2013); facilitate student engagement in the educational community (Rossi, 2010; Wohn & LaRose, 2014); and to keep informed of a range of contemporary issues. Students also use social media as a socializing tool, to source job offers, gain information about career opportunities and build partnership with the local community (Hanson, 2013; Herbold & Douma, 2013).

With the rapid growth of online learning social media has become an important teaching and learning tool across an range of disciplines (Bandias & Gilding,2013). The integration of social media in Communication, Media and Literacy studies (Hull & Stornaiuolo, 2010), as well as disciplines as diverse as Library Studies, Medicine, Law, Commerce and Technology (Cain, 2011; Gilman & Turner, 2001; Loafman & Altman, 2014; Morley, 2011), is a reflection of the pervasiveness of social media in contemporary society and the growing acceptance of its veracity as an important pedagogical tool.

Whilst scholastic pursuit is one dimension of student life, activism and student politics has long been an identified feature of campus activity (Altbach, 1989; Altbach & Cohen, 1990; Michael, 2013). A number of studies have shown a positive link between the frequency of social media use and student political participation (Damodar, 2012; Gil de Zúñiga, 2012; Khalil & Karim Sajjad, 2013; Valenzuela, 2013). Recent political protests in the Middle East, South Asia, and the United States are notable not only for the social and political change they instigated, but also for the use of social media to mobilise student support (Khalil & Karim Sajjad, 2013; Kushin & Yamamoto, 2010; Macafee & De Simone, 2012; Rawi, 2014).

The capacity of social media to build personal and profession networks is a significant driver of student use. International evidence indicates that students use social media to help adjust to campus life (Rossi, 2010; Wohn & LaRose, 2014); to engage in information exchange and to make friends (Zaremohzzabieh et al., 2014). Various social media tools also enable students to connect with the broader community and explore philanthropic and career opportunities (Brayford, 2014; Shafique, Anwar, & Bushra, 2010).

There is also evidence to suggest that whilst social media may act as a socializing agent, the time spent engaging with sites such as Face book, has a negative impact on academic achievement (Junco,2012; Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013; Prakasha & Jacqueline, 2013). Evidence of student addiction to social networking sites, and the use of social media to avoid off line responsibilities also has implications for the social and emotional well being of some students (Jacobsen & Forste, 2011; Koc & Gulyagci, 2013; Zaremohzzabieh et al., 2014). There is also ample evidence that the incidence of student plagiarism is on the rise with the ready availability of social media (Park, 2003; Scanlon, 2003; Zajac, 2000).Despite societal concerns about issues such as privacy, interaction with on-line strangers etc, our knowledge of societal beliefs and attitudes in the Australian context towards social media is limited.

International research indicates that online anti social behaviour amongst university students is on the increase (Dilmac, 2009). A number of studies found that a relatively high number of university students have either been a perpetrator or a victim of cyber bullying (Dilmac, 2009; Kokkinos, Antoniadou, & Markos, 2014; Mura, Topcu, Erdur-Baker, & Diamantini, 2011). One study of 666 under graduate university students in the United States revealed that, 55.3 per cent of the students reported being victims of cyber

bullying and, 22.5 per cent of the students reported engaging in cyber bullying (Dilmac, 2009). Identity theft and cyber stalking are also some of the reported online anti social behaviour students experience or engage in (Bennett, Guran, Ramos, & Margolin, 2011; Lewis, Kaufman, & Christakis, 2008).

It is evident from the foregoing that there is substantial international research on the use of social media by university students. However, our understanding of social media consumption of Australian students is fragmented. There is a lack of reliable data about the use of social media by students in Australia's tertiary education sector. Although anecdotal evidence indicates that Australian students are avid social media users, there is no research that explores the social media consumption and beliefs of this segment. The following aspects remain relatively unexplored for university students in the Australian context. This paper fills in a gap in the current literature by exploring the issues listed below:

- What social media hardware is used by students of the tertiary sector in Australia?
- What are the reasons of social media usage within the students of the tertiary sector in Australia?
- What are the dominant student beliefs towards social media?

3 Hypotheses:

Review of the literature suggests that consumption and beliefs are generally influenced by two key demographic characteristics: age and gender. Women are significantly more likely than men to use social networking sites (Centre, 2013). In the period 2009-2013 the proportion of women who used social media sites was on average, eight percentage points higher than men. Similarly, age plays a significant role in shaping the behavior and beliefs of students. Evidence indicates that whilst approximately 50 per cent of active users of all major social media platforms are in the 16-34 year age group, the 25 to 34 year old cohort form the largest share of users (Mander, 2014). This variation in social media use by age and gender, is also reflected generally in the Australian context (Sensis, 2013). Age and gender therefore form the basis of developing the following hypothesis that will be tested:

H1 (A) The choice of hardware to access social media is influenced by age
H1 (B) The choice of hardware to access social media is influenced by gender
H2 (A) The reasons of social media use by students is influenced by age
H2 (B) The reasons of social media use by students is influenced by gender
H3 (A) Students beliefs towards social media use is influenced by age
H3 (B) Students beliefs towards social media use is influenced by gender

4 Methodology:

Consistent with contemporary social and educational research, this project employed a mixed method approach to the research (Creswell & Tashakkori, 2008; Greene, 2008). Broadly speaking, a mixed analysis involves using quantitative and quantitative data analysis techniques within the same study. In this study the qualitative date was collected via focus groups and the quantitative data was obtained via an online survey.

Given the geographic distribution of the population to be surveyed, primary data for this study was obtained through an on line survey of university students. Respondents were asked to indicate their choice of social media hardware, reasons of social media usage and beliefs towards social media. The social media hardware in this research is assessed by using multiple options suggested in the literature. Similarly, the questionnaire identified a list of nine possible reasons of social media use. Five distinct belief statements were derived from the review of prior literature and discussions with key social media users. A five point, linear numeric scale was used to assess the intensity of agreement and or importance with the belief statements.

The survey underwent a hard copy and an online trial before it was made available to prospective respondents. The hard copy trial assisted in identifying errors, duplicated questions and tested the internal reliability and validity of the survey. An online pre test of the survey enabled formatting errors to be corrected and ensured that the questions were presented in a logical and adaptive manner.

4.1 Data Collection:

The data collection phase of the project commenced in October 2013. It sought to obtain both qualitative and quantitative information on the social media use, behaviour and beliefs of students enrolled at CDU. Participants in this research included students residing in the Northern Territory enrolled in either a higher education or a vocational education course at Charles Darwin University in 2013. Five follow up focus groups were conducted in 2014.The survey was uploaded onto a dedicated website for respondents to complete between October and December 2013. The survey consisted of 19 questions that explored the respondent's demographics, preferred social media hardware, reasons of social media use and underlying beliefs towards social media.

Potential survey respondents were sourced from the entire student population. Self screened NT residents were informed via email prior to the release of the survey. This initial contact was to alert potential respondents to the survey and to stimulate their interest. Subsequent contact occurred three times whilst the survey was live. This follow up contact was initiated in order to maximize the response rate.

4.2 Survey Demographics:

Approximately 54 per cent of the 79 respondents were female and 46 per cent were male. Eighty two per cent were in the 20 to 40 year age range. The largest cohort was in the 20 to 30 year age range. This cohort represented 58.7 per cent of all respondents.

Ninety six per cent of the respondents were Darwin based. The remainders of responses were received from Alice Springs, Katherine and the rural regions of, what is colloquially known as, "The Top End" of the Territory. One respondent self identified as Indigenous.

The majority of respondents interacted online in English. However, 17.5 per cent used a language other than English online. Approximately 10 per cent of respondents interacted in Indonesian. Other languages included Chinese, Filipino, Portuguese and Vietnamese. One student used Tiwi, a local Indigenous language, for the purpose of engaging with others via social media.

The respondents were either full time or part time students at CDU. A number of respondents indicated they were full time students but also working part time to supplement their income. Additional and unsolicited survey comments included "I am an international student at CDU"; "University student with part time job" and; "working part time on school days and full time on holidays".

5 Data Analysis:

In order to determine if age was a significant influence on student use of social media the survey responses were divided into two cohorts. The cohorts consisted of those under the age of 30 and those over thirty years of age. The survey responses were also analysed according to gender.

The statistical package SPSS version 19 was used to analyse the survey responses and to test the hypotheses. The statistical techniques to analyse the data and to test the hypotheses have been selected in line with the constraints imposed by the properties of scales used to measure different variables**.** Chi-Square test of independence is used for nominal data of hypotheses H1 and H2. Statistical significance is assed based on

Chi-Square statistics along with its associated degree of freedom and significance level. The Pearson Statistics is used in this paper to test H1 and H2. (Refer to tables 1 and 2)

An independent sample t-test is used to test propositions H3. Sample means of the belief importance of students are compared using the classical means testing formula to assess the equality of means of two independent populations. Tables 3-5 below indicate distinct beliefs (identified by **) that are statistically significant and fulfill the requirement of both significance of Levene's test for homogeneity ($p > .05$) and t-test ($p < .05$).

In the context of this research, methodological triangulation was achieved by combining input from qualitative data obtained from the focus groups, with the quantitative online survey data and observation. Ethics approval to conduct the research was obtained from Charles Darwin University prior to the launch of the online survey and the commencement of the focus groups. All focus group participants provided written consent to participate in the study. They participated on the basis of anonymity and were free to withdraw from the project at any time.

6 Findings and Discussion:

The evidence of this study provides an insightful perspective on social media behaviour and attitudes of students.

6.1 Hardware Used to Access Social Media:

As indicated in Table 1, survey respondents used multiple devices to access social media. They used both desktop computers and portable devises such laptops, mobile phones and tablets to access social media. Portable computer hardware was however, used the most frequently by students. Ninety per cent of the students surveyed accessed social media via a laptop computer; 72.5 per cent used a mobile phone; and approximately 32.9 per cent of students used a tablet. A desktop computer was used by 50 per cent of respondents.

Pearson Chi Square statistics indicates that there is some support for H1: that 'The choice of hardware to access social media is influenced by age and gender' As indicated in Table 1 Age is a statistically significant factor is the choice the hardware. The use of desk top and mobile devises to access social media is different in the two age groups (desktop p - .002 and mobile phone p - .000 influenced by age). However, only the use of lap top computers is influenced by gender (laptop p - .048).

Table 1: Hardware(s) use to access social media
Overall frequencies, frequencies by student age and gender

Hardware used	Frequency	Percent	Frequency by Student age		Pearson Chi Square	Frequency by Student gender		Pearson Chi Square
			Upto 30	>30		Male	Female	
Laptop	71	89.9	44	27	1	35	36	.048**
Desktop	40	50.6	18	22	.002**	18	22	0.918
Mobile phone	57	72.2	43	14	.000**	27	30	0.605
Tablet	26	32.9	19	7	0.156	12	14	0.942

N=79
** significance at p<.05

6.2 Reasons for Social Media Use:

Survey data indicated university students were avid consumers of social media for a wide variety of reasons. As indicated in Table 2 the most frequently reported use of social media was "To keep in touch with family and friends". Approximately 90 per cent of respondents indicted this was their main use of social media. Significant other reasons included the sharing of photos, video and music; to discover new music, books, films, and other entertainment; for educational purposes; and to network with professional and business contacts. Pearson Chi Square statistics indicates that there is limited support for H2 with only three reasons for the use of social media as statistically significant.

As indicated in Table 2, age had a statistically significant impact in terms of two distinct reasons of social media use: (1) to share photos, videos, and music (p-.003) and (2) to discover new music, books, films, and other entertainment (p-.026). For the younger students, these were important reasons for social media consumption. Impact of gender however is limited to only reason to meet new people (p-.002).

Table 2: Reasons for using social media
Overall frequencies, frequencies by student age and gender

Reasons	Frequency	Percent	Frequency by Student age		Pearson Chi Square (Sig 2 sided)	Frequency by Student gender		Pearson Chi Square
			<= 30	>30		Male	Female	
To keep in touch with friends and family	71	89.9	46	25	0.06	33	38	0.45
To meet new people	26	32.9	16	10	1	18	8	.002**
To network with professional and business contacts	31	39.2	16	15	0.143	16	15	0.331
To share photos, videos, and music	50	63.3	37	13	.003**	26	24	0.091
To discover new music, books, films, and other entertainment	46	58.2	33	13	.026**	22	24	0.529
To find information about brands, products or services	34	43	25	9	0.056	17	17	0.423
For educational purposes	49	62	27	22	0.129	23	26	0.633
For research	34	43	19	15	0.367	14	20	0.564
For job seeking purposes	23	29.1	16	7	0.346	12	11	0.402

N=79
**** significance at p<.05**

6.3 Social Media Beliefs:

The majority of respondents indicated that the use social media has significant personal and professional advantages. Approximately 77 per cent of respondents either "Strongly Agree(d)" or "Somewhat Agree(d)" with the statement, "Social media helps build relationships that are of benefit to individuals and the community". The remaining respondents were ambivalent about the value of social media in building advantageous relationships.

Approximately 68 per cent of respondents either "Strongly Agreed" or "Somewhat Approximately

68 per cent of respondents either “Strongly Agreed” or “Somewhat Agreed” with the statement “Individuals that use social media are more likely to have a significant advantage over those that do not”. Less than 21 per cent were ambivalent about this statement; approximately 7.5 per cent “Somewhat Disagree(d)" and less than four per cent “Strongly Disagree(d)”.

With regard to privacy issues in the use of social media; the ethical behaviour of online users; and online interaction with strangers, there was less consensus of positive opinion amongst respondents. As indicated in Table 3, students were generally uncomfortable interacting with strangers online; they were divided in their opinion of privacy issues surrounding the use of social media; and they were either ambivalent or generally felt that social media users do not behave in an ethical manner.

Table 3: Student Beliefs (Composite Statistics)

Student Beliefs	N	Mean	Std. Deviation	Std. Error Mean
Individuals that use social media are more likely to have a significant advantage over those that do not	79	2.266	1.00905	0.11353
Social media helps build relationships that are of benefit to individuals and the community	79	2.013	0.85476	0.09617
I am satisfied with the privacy issues in using social media	79	2.823	1.17407	0.13209
Social media users behave in an ethical manner	79	3.1646	1.09111	0.12276
I feel comfortable interacting online with strangers	79	3.4304	1.23707	0.13918

Tables 4 and 5 provide details of independent t-test. As indicated in Table 4 it is evident that age does not significantly influence the belief pattern of students. However, as indicated in Table 5 there are two statistically significant results based on gender. They refer to belief about the benefit of social media in building relationship (p - .005) and the student level of comfort in ‘interacting with stranger’s on line’ (p .013).

Table 4: Student beliefs based on age

Belief statements	Student Age	N	Mean	Std. Deviation	Sig. (2-tailed)
Individuals that use social media are more likely to have a significant advantage over those that do not	<=30	49	2.2245	0.91891	0.645
	>30	30	2.3333	1.1547	
Social media helps build relationships that are of benefit to individuals and the community	<=30	49	2.0204	0.85366	0.919
	>30	30	2.0000	0.87099	
I am satisfied with the privacy issues in using social media	<=30	49	2.8163	1.23615	0.951
	>30	30	2.8333	1.08543	
Social media users behave in an ethical manner	<=30	49	3.2041	1.07973	0.683
	>30	30	3.1000	1.12495	
I feel comfortable interacting online with strangers	<=30	49	3.3878	1.23855	1.25258
	>30	30	3.5000		

N=79
**** significance at p<.05**

The statistical results of tables 4 and 5 therefore provide no support for the Hypothesis H3 (A) related to age. However, there is some support for H3 (B) that students' beliefs towards social media use is influenced by gender. In particular, there were statistically significant results that indicated female student users felt more comfortable interacting online with strangers than male student users. Similarly, female social media users had a stronger belief that social media helps build relationships that are of benefit to individuals and the community.

Table 5: Student beliefs based on gender

Belief statements	Student Age		N	Mean	Std. Deviation	Sig. (2-tailed)
Individuals that use social media are more likely to have a significant advantage over those that do not	Male	<=30	36	2.1111	1.08963	0.215
	Female	>30	43	2.3953	0.9294	
Social media helps build relationships that are of benefit to individuals and the community	Male	<=30	36	1.7222	0.70147	.005**
	Female	>30	43	2.2558	0.90219	
I am satisfied with the privacy issues in using social media	Male	<=30	36	2.6667	1.2189	0.282
	Female	>30	43	2.9535	1.13292	
Social media users behave in an ethical manner	Male	<=30	36	3.0278	1.23024	0.311
	Female	>30	43	3.2791	0.9593	
I feel comfortable interacting online with strangers	Male	<=30	36	3.0556	1.32976	.013**
	Female	>30	43	3.7442	1.07111	

N=79
**** significance at p<.05**

7. Conclusion:

This paper aimed to contribute to our understanding of social media consumption and beliefs of students enrolled in the tertiary education sector. The findings provided an interesting insight into the hardware preference of students to access social media, the reasons for social media usage and their attitudes and beliefs towards social media environment.

It is evident that student use of social media is different to that of the mainstream users. Unlike the use of social media in the broader population, age and gender has a minimal influence on how and why students access social media. Age was a significant factor in four of the 17 age related variables tested. The use of desktop computers and mobile devises to access social media; the sharing of share photos, videos, and music; and to discover new music, books, films, and other entertainment were related to age. Gender was also statistically significant in only four variables, namely the use of lap top computers; the use of social media as a tool to meet new people; beliefs about the benefits of interacting on line and; the degree to which students comfortable interacting with 'strangers'.

There was no statistically significant evidence that was either age or gender related to indicate that students were satisfied with the privacy issues around the use of social media; that they believe users behaved in an ethical manner or social media users are more likely to have a significant advantage over those that do not [use social media]. Similarly there was no statistical significant gender or age related evidence to indicated that social media was used for education; research; job seeking purposes or to network with professional

and business colleagues.

However, evidence indicated that students regard social media as an important socializing tool. Approximately 90 per cent of students use social media to keep in touch with family and friends.The sharing of share photos, videos, and music; and to discover new music, books, films, and other entertainment were also other commonly cited uses. It is interesting to note that use of social media for educational purposes was ranked low. This behaviour highlights challenges that are particularly relevant for the institutional effort to induct social media as a viable teaching and learning tool. Many universities in Australia are currently exploring the potential of social media as a means of delivering educational content to students.

The statistical evidence of Tables 1-5 provides varying degree of support for the different propositions. With only eight propositions found statistically significant, one is tempted to argue that overall there is limited support for the proposition that the age and gender play any role in social media consumption, behaviour and beliefs of students. However, it is clear that differences are more pronounced for specific hardware, reasons for use and beliefs. Female students reported higher level of comfort in online interaction with strangers, a finding that needs further investigation. Similarly female students believed more strongly about the benefits for social media in building relationships. Based on the findings of this research, it is argued that university students are a homogenous cohort in terms of their social media consumption behaviour and beliefs.

In conclusion, findings of this paper contribute to social media literature by enhancing our understanding of social media consumption and beliefs of tertiary students in Australia. While some generalizations may be drawn, region specific and institutional characteristics need to be considered. A more comprehensive survey incorporating other Australian universities is recommended to gain further insight into social media consumption behaviour, beliefs and attitudes of university students in Australia.

References:

Altbach, P. (1989). Perspectives on Student Political Activism. *Comparative Education, 25*(1), 97-110.

Altbach, P., & Cohen, R. (1990). American Student Activism. *The Journal of Higher Education, 61*(1), 32.

Bandias, S., & Gilding, A. (2013). Social Media : The New Tool in Business Education. In C. Reiman (Ed.), *Public Interest and Private Rights in Social Media* UK: Chandos Publishing.

Bennett, D., Guran, E., Ramos, M., & Margolin, G. (2011). College students' electronic victimization in friendships and dating relationships: anticipated distress and associations with risky behaviors. *Violence and victims, 26*(4), 410-429.

Brayford, A. (2014). Spreading the word: tapping social media channels boosts a nonprofit's visibility and connects students to co-op education opportunities. *Communication World, 31,* 29.

Cain, J. (2011). Social media in health care: The case for organizational policy and employee education. *American Journal of Health-System Pharmacy, 68*(11), 1036 - 1040.

Centre, P. R. (2013). *Internet and American life Tracking Surveys 2012 - 2013*. Unites States: Pew Research Centre.

Correa, T., Hinsley, A., & Zuniga, H. (2010). Who interacts on the web?: The intersection of users' personality and social media use. *Computers in Human Behaviour, 26*(2), 247 - 253.

Creswell, J., & Tashakkori, A. (2008). Editorial: Mixed Methodology Across Disciplines. *Journal of Mixed Methods Research, 2*(1), 3-6.

Damodar, A. (2012). The Rise of "Great Potential.". [Article]. *Harvard International Review, 34*(2), 48-52.

Dilmac, B. (2009). Psychological Needs as a Predictor of Cyber bullying: a Preliminary Report on College Students. *Kuram Uygulamada Egitm Bilimleri, 9*(3), 1307-1325.

eMarketer. (2013). *Worldwide Social Network Users: 2013 Forecast and Comparative Estimates*. USA: eMarketer.

Gil de Zúñiga, H. (2012). Social Media Use for News and Individuals' Social Capital, Civic Engagement and Political Participation. *Journal of Computer-Mediated Communication, 17*(3), 319-336.

Gilman, S., & Turner, J. (2001). Media Richness and Social Information Processing: Rationale for Multifocal Continuing Medical. *Journal of Continuing Education in the Health Professions, 21*(3), 134.

Greene, J. C. (2008). Is Mixed Methods Social Inquiry a Distinctive Methodology? *Journal of Mixed Methods Research, 2*(1), 7-22.

Hanson, J. (2013). Next Gen of Advisors Gets Schooled in Social Media That Sells. *ThinkAdvisor*.

Herbold, J., & Douma, B. (2013). Students' Use of Social Media for Job Seeking. [Article]. *CPA Journal, 83*(4), 68-71.

Hull, G., & Stornaiuolo, A. (2010). Literate Arts in a Global World: Reframing Social Networking as Cosmopolitan Practice. *Journal of Adolescent & Adult Literacy, 54*(2), 85-97.

Jacobsen, W., & Forste, R. (2011). The wired generation: academic and social outcomes of electronic media use among university students. *Cyberpsychology, behavior and social networking, 14*(5), 275-280.

Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. [Article]. *Computers in Human Behavior, 28*(1), 187-198.

Karpinski, A., Kirschner, P., Ozer, I., Mellott, J., & Ochwo, P. (2013). An exploration of social networking site use, multitasking, and academic performance among United States and European university students. [Article]. *Computers in Human Behavior, 29*(3), 1182-1192.

Khalil, A., & Karim Sajjad, S. (2013). Social Media and Youth Participatory Politics: A Study of University Students. *South Asian Studies, 28*(2), 353.

Koc, M., & Gulyagci, S. (2013). Facebook Addiction Among Turkish College Students: The Role of Psychological Health, Demographic, and Usage Characteristics. *Cyberpsychology, behavior and social networking, 16*(4), 279-284.

Kokkinos, C., Antoniadou, N., & Markos, A. (2014). Cyber-bullying: An investigation of the psychological profile of university student participants. *Journal of Applied Developmental Psychology, 35*(3), 204-214.

Kushin, M., & Yamamoto, M. (2010). Did Social Media Really Matter? College Students' Use of Online Media and Political Decision Making in the 2008 Election. [Article]. *Mass Communication & Society, 13*(5), 608-630.

Lewis, K., Kaufman, J., & Christakis, N. (2008). The Taste for Privacy: An Analysis of College Student Privacy Settings in an Online Social Network. *Journal of Computer-Mediated Communication, 14*(1), 79-100.

Loafman, L., & Altman, B. (2014). Going Online: Building Your Business Law Course Using the Quality Matters Rubric. *Journal of Legal Studies Education, 31*(1), 21-54.

Macafee, T., & De Simone, J. (2012). Killing the Bill Online? Pathways to Young People's Protest Engagement via Social Media. [Article]. *CyberPsychology, Behavior & Social Networking, 15*(11), 579-584.

Mander, J. (2014). *GWI Social Media* London: Global web index.

Michael, S. (2013). Social Media Comes of Age: Universities Get Results From Social-Powered Campaigns. *Planning for Higher Education, 41*(4), 41.

Morley, D. (2011). All in it Together. *Nursing Standard, 25*(43), 61-65.

Mura, G., Topcu, C., Erdur-Baker, O., & Diamantini, D. (2011). An international study of cyber bullying perception and diffusion among adolescents. *Procedia - Social and Behavioral Sciences, 15*, 3805-3809.

Park, C. (2003). In Other (People's) Words: plagiarism by university students--literature and lessons. [Article]. *Assessment & Evaluation in Higher Education, 28*(5), 471-488.

Pikalek, A. (2010). Navigating the Social Media Learning Curve. *Continuing Higher Education Review, 74*, 150.

Prakasha, G., & Jacqueline, B. (2013). Facebook as a Socialising Agent and it's Impact on Academic Achievement of an Individual *Golden Research Thoughts, 2*(9), 1-3.

Rawi, A. (2014). The Arab Spring and online protests in Iraq. [Report]. *International journal of communication (Online)*, 916+.

Robinson, S., & Stubberud, H. (2012). Communication preferences among university students. *Academy of Educational Leadership Journal, 16*(2), 105.

Rossi, D. (2010). Learning relationships in online contexts : an educational response to declining rates of participation and a means of support for undergraduate students. *Studies in Learning, Evaluation, Innovation and Development, 7*(3), 1-17.

Samir, N. (2013). Perception and use of social networking sites among university students. *Library Review, 62*(6/7), 388-397.

Scanlon, P. M. (2003). Student Online Plagiarism. [Article]. *College Teaching, 51*(4), 161-165.
Sensis. (2013). *What Australian people and businesses are doing with social media*: Sensis.

Shafique, F., Anwar, M., & Bushra, M. (2010). Exploitation of social media among university students: A case study. *Webology, 7*(2), a79-a79.

Statistica. (2014). Statistics and Market Data on Social Media & User-Generated Content Retrieved 26 June 2014, from http://www.statista.com/markets/424/topic/540/social-media-user-generated-content/

Valenzuela, S. (2013). Unpacking the Use of Social Media for Protest Behavior: The Roles of Information, Opinion Expression, and Activism. [Article]. *American Behavioral Scientist, 57*(7), 920-942.

Wohn, D., & LaRose, R. (2014). Effects of loneliness and differential usage of Facebook on college adjustment of first-year students. [Author abstract
Report]. *Computers & Education, 76*, 158+.

Zajac, B. (2000). Student Cheating and Plagiarism in the Internet Era (Book Review). [Book Review]. *Contemporary Education, 71*(4), 53.

Zaremohzzabieh, Z., Samah, B., Omar, S., Bolong, J., Akhtar, N., & Kamarudin, N. (2014). Addictive Facebook use among university students. *Asian Social Science, 10*(6), 107-116.