

Understanding Information-Seeking Behavior in Digital Learning Environment of Students in the UEP PRMC

Honeyrose G. Cabe

Faculty, University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Northern Samar, Philippines

How to cite this paper: Honeyrose G. Cabe "Understanding Information-Seeking Behavior in Digital Learning Environment of Students in the UEP PRMC" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-3 | Issue-4, June 2019, pp.1713-1718, URL: <https://www.ijtsrd.com/papers/ijtsrd23561.pdf>



IJTSRD23561

Copyright © 2019 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



ABSTRACT

This study was designed to understand the information-seeking behavior of the UEP PRMC students in the digital learning environment specifically in social media. It aimed to determine their social media learning preferences in terms of information-seeking and sharing. It sought to know the reasons of their use of social media and measured their attitude towards learning with social media. Lastly, it determined their affinity for social media. It was limited only to social media specifically Facebook, Twitter, Google Scholar, Google, LinkedIn, and Google Plus. The respondents of this study were the 108 UEP PRMC students from sophomore to Senior of the academic year 2018-2019. The researchers employed a descriptive-survey research to measure and determine the UEP PRMC students' social media preferences, and attitude and affinity for social media in terms of information-seeking. Findings showed that Google, Facebook, YouTube, Google Plus and LinkedIn were the top five most preferred social media tools in terms of information-seeking. The respondents had positive attitude towards using social media in seeking information. Majority of them were able to enjoy the medium and at the same time learned new things. Lastly, the study revealed that majority of the students was more immersed in technology interaction. The students preferred Google in terms of information-seeking. Moreover, educators should also start an information literacy education program since it was evident in the result that the respondents were heavy users of social media. Also, IL programs should be encouraged to cover strategies for the effective evaluation and use of social media as information sources. And, the university should also allow the access of smart phones during lectures if NEEDED and must provide free Wi-Fi in the University.

Keywords: social media, information-seeking behavior, digital learning environment

1. INTRODUCTION

The Information Communication Technology (ICT) teaches emerging citizen's valuable knowledge and skills through different forms of ICT like social media. In today's digital age, it is impossible to imagine learning environment without ICT. Study shows that ICT significantly affect the learning process of the people. In fact, social media has become their platform of content-sharing and interaction on any subject from anywhere quickly and almost immediately.

In the present, the craze for social media is flourishing and almost everyone has an access to it. It is an internet-based applications created to Connect people with each other to share views and opinions on any subject. This platform provides an array of information in which the users of social media are mounting exponentially and it is changing the dynamics of social interactions.

Moreover, this study played an important role in promoting ICTs, specifically, social media which offers unique opportunities in terms of sharing and seeking information for the students' cognitive development. Thus, helps to enhance their capabilities. According to Madhok in his book of News and Social Media, ICTs are agents for development and empowerment. It legitimizes the view that social media

has democratized the dissemination of information by giving voice to the voiceless.

The widespread use of social media among the UEP PRMC students prompted this research. These students had been exposed to different kinds of social network like Facebook, Google Plus, LinkedIn, Google Scholar and others. Understanding their behavior in terms of information in social media gave them assurance of a competitive advantage in today's technology driven information society.

2. Objectives of the Study

This study on Understanding Information Seeking behavior in Social Media of the UEP PRMC Students specifically aimed to:

1. determine the social media preference in seeking and sharing information of UEP PRMC students;
2. know the reasons for the use of ICT among the UEP PRMC students;
3. measure the attitude of UEP PRMC students toward learning with social media; and,
4. determine the affinity for social media of UEP PRMC students.

3. Methodology

This study was conducted in the UEP PRMC. This study employed a descriptive survey research because it aimed to measure and determine the UEP PRMC students' social media preference, attitude and affinity for social media in terms of information seeking. The respondents of this study were the sophomore, junior and senior UEP PRMC students from the UEP PRMC during the academic year 2018-2019. The researcher adopted the research instrument utilized by North Texas, USA higher education learning technologies which was the Learning Preference Survey Battery.

4. Results and Discussion

Social Media Learning Preference/s

Table 1 presents the social media learning preference/s of UEP PRMC students in terms of information seeking and sharing.

The top five most preferred social media learning tools are, Google, Facebook, YouTube, Google Plus and LinkedIn.

Google ranked first, it indicates that it was the most visited medium in terms of information seeking because it offered a wide array of information about anything in just one search.

Facebook ranked second, it means that many students preferred this social media learning tool in terms of information seeking and sharing because it offered a lot to its users; from posting messages to video or photo sharing. It also provided immediate feedback and engaged them in social interactions.

YouTube ranked third, it shows that many students preferred this social media learning tool because it was convenient for the students. They need not to read because information was presented through videos, it was commonly called as "YouTube Tutorials".

Google Plus and LinkedIn ranked 4th and 5th which signify that these social media learning tools were introduced to the students by their professors to engage in significant learning interactions.

Google Scholar got the lowest rank which means that most of the students did not prefer this medium in seeking information because it was new and unfamiliar to them.

Most of the respondents preferred a social media tool that can offer different kinds of information about anything under the sun in just one click; a medium that can provide a background information or quick overview about a certain topic. In addition, students also preferred a convenient way of seeking information just like what Google can offer. This is supported by the study of Hyldegard, where he found out that the students' motivating factors in seeking information were Convenience and easy access to information in addition to the content associated with specific social media types. On the other hand, the result shows that the respondents were indifferent to Google Scholar. The researchers concluded that it was because of the information provided in the medium were hard to comprehend and the terms were too technical.

However, the study of Kim, Joanna Sin, and Yoo-Lee Kim disagrees with the result of the present study. Their findings revealed that 908 of undergraduate students used Wikipedia as information sources followed by SNS (Social Networking Sites) such as Facebook.

Table 1: Frequency Distribution of Social Media Learning Preference of UEP PRMC Students

Social Media Preference	Frequency	Rank
Google	66	1
Facebook	63	2
YouTube	56	3
Google Plus	20	4
LinkedIn	18	5
Twitter	16	6
Others (Instagram, Tumblr, Pinterest and Yahoo)	9	7
Google Scholar	4	8

Social Media Use

Table 2 presents the responses of the students as to the reasons for the use of social media. Majority of the respondents used social media to explore topics of interest with a weighted mean of 4.3. It was followed by students like to take online classes from good professors with a mean of 4.2. Furthermore, with a mean of 4.2, the respondents also use social media to keep current on topics related to their lessons. In using social media, the respondents also think that learning interaction in social media should be integrated inside the classroom with a mean of 4.0. Moreover, with a mean of 3.9, the respondents used social media to learn more when they regulate their own learning experience and seek information things that they want to learn about. With a mean of 3.7, the respondents use social media to learn many things by interacting with other social media users, thought that social media can help them to become more successful in their studies. They used social media to post information that might be of interest to others and with a mean of 3.6 they used it to share interest and reflections online and for self-expression. The respondents pointed out that they learned best in a traditional classroom setting than learning with social media because the things that they wanted to know are taught by instructors in the classroom. And with a mean of 3.5 the respondents used social media to participate in an online community.

Majority of the respondents used social media to explore topics of interest. This means that the respondents used social media to discover things that would catch their attention and awaken their interest. On the other hand, few of the respondents agreed that the reason they used social media was to participate in an online community. This indicates that few of them agreed to engage in recounting and reflection on a certain experience and social interactions online.

The preceding statements mean that the respondents had different reasons in choosing to interact with social media. This statement disagrees with Kyung-Sun, Sei-Ching, and Eun Young that different social media platforms were used for similar purposes.

To get background information, users tended to consult Wikipedia as well as social Q&A, user reviews, and video sharing sites. For fact checking, Wikipedia and social Q&A sites seem to have been used most frequently. To get others' input, user reviews, SNS, blogs, and microblogs were used. Social Q&A and video sharing sites helped to find solutions or how-to-instructions. For updates and popular trends, SNS and microblogs tended to be used.

However, it is interesting to note that their most preferred social media tool in terms of information seeking and sharing is Google even if majority of them used social media to explore topics of interest. It means that their primary reason for utilizing the medium is for social networking; to find things that would catch their attention, to get news/update, and to keep in touch with peers and not

primarily for information seeking purposes. This is supported by the survey conducted by Pew Internet that Teens and Generation Y are the most likely groups to use the internet for entertainment and for communicating with friends and family. On the other hand, few of the respondents used social media to become a participating member of an online community.

Table 2: Reasons for the Use of Social Media

Statements	SD	D	N	A	SA	N	Weighted		Interpretation
	1	2	3	4	5		Total	Mean	
I use social media to explore topics of interest.	1	2	9	49	47	108	463	4.3	Strongly Agree
I like to take online classes from good professors.	0	4	20	39	45	108	449	4.2	Strongly Agree
I like to enroll in classes to continue my education.	1	10	14	36	47	108	442	4.1	Agree
I use social media when I want to learn about something new.	1	2	17	51	37	108	445	4.1	Agree
I use Internet communications technology to keep current on topics related to my study.	0	1	21	57	29	108	438	4.1	Agree
Interactive communication in social media should be included in classroom learning.	0	1	26	56	25	108	429	4.0	Agree
I learn more when I regulate my own learning experience and seek information on things that I want to learn about.	0	2	28	57	21	108	421	3.9	Agree
I learn many things by interacting with other Internet users.	2	3	34	55	14	108	400	3.7	Agree
I use Internet communication technology to help me in my studies.	0	4	37	51	16	108	403	3.7	Agree
I post information that might be of interest to other people.	2	6	37	41	22	108	399	3.7	Agree
I like to share interests and reflections online.	3	5	40	43	17	108	390	3.6	Agree
I use Internet communication technology tools for self-expression.	2	9	32	51	14	108	390	3.6	Agree
I learn best in a traditional classroom setting than learning with social media.	1	4	50	40	13	108	384	3.6	Agree
The things I need to know are taught by instructors in the classroom.	0	5	41	50	12	108	393	3.6	Agree
I would like to be a participating member of an online community.	3	7	43	47	8	108	374	3.5	Agree
Grand Mean								3.8	Agree

Attitude towards Social Media

Table 3 presents the attitude towards social media in terms of information seeking and sharing of the UEP PRMC students.

Majority of the respondents, with a mean of 4.1, were able to enjoy using social media and at the same time learn new things. On the other hand, with a mean of 3.9, they have also agreed that social media could be used to harm other people. And they were also able to share ideas and express feelings about certain things. Furthermore, the respondents were also able to communicate effectively when using social media, with a mean of 3.8. The respondents also agreed that when using social media they feel a sense of community learning, with a weighted mean of 3.7. In addition to this, posting questions online to their peers helps them in their study and keep current on the news and they were able to update themselves on everyday events. With a mean of 3.6, the respondents were able to get faster feedback from their peers when using social media. That in seeking information students could become dependent on social media. Moreover, with a mean of 3.6, using social media impedes their learning and directly affects their attendance in school. It could also affect their health condition. With a mean or 3.4, the respondents were able to connect with their friends easily than face to face. Lastly, with a mean of 3.3, the respondents were neutral when it comes to class participation that involves social contribution. They were also neutral if the absence of social media could affect their daily life.

This point out that majority of the respondents were able to enjoy social media and at the same time learn from it. However, the respondents were neutral as to the increase of participation when contributing to social media and effects of the absence of social media to their life.

The findings revealed that the attitude of the respondents towards using social media in information seeking is positive. They were able to find pleasure in it and at the same time learn new things. This was because social media had a lot to offer in just one click and is bombarded with different kinds of information. In other words, social media provided entertainment to its users and at the same time educated them. On the other hand, the respondents utilized social media for studies if it is relevant to their lessons and there were times when they do not depend on it. As to the absence of social media, they neither agree nor

disagree if it could affect their daily lives. It was because they thought that social media can be of great help to them but they can also survive without it.

This supported by the study of Gomez et al., where they averred that more than half of college students feel positive about creating a study group on a social network. In addition, the study of Tashir et al., concluded that students evaluate the use of social networks as part of their eLearning activities quiet positively. By the same token, Lewis and Nichols observed that overall, students had positive attitudes toward using social media in classroom and actually having an experience of using social media to study improved their positive attitude.

Table 3: Attitude towards using Social Media

Statements	SD	D	N	A	SA	N	Weighted		Interpretation
	1	2	3	4	5		Total	Mean	
I am able to enjoy it and at the same time learn new things.	1	2	17	53	36	108	448	4.1	Agree
I am able to share my own ideas and express feelings about a certain thing.	0	6	25	52	25	108	420	3.9	Agree
Social media might use to harm other people.	1	4	27	43	32	108	422	3.9	Agree
I am able to communicate effectively.	0	3	37	44	23	108	408	3.8	Agree
I feel a sense of community learning becomes interactive.	0	2	35	60	11	108	404	3.7	Agree
Posting questions to my peers help me understand my readings better.	1	3	38	51	15	108	400	3.7	Agree
I am able to keep posted on what's happening around the world.	1	10	34	41	22	108	397	3.7	Agree
I am able to update myself on everyday events.	1	10	32	42	23	108	400	3.7	Agree
I am able to get faster feedback from my peers.	1	7	37	46	17	108	395	3.7	Agree
It will make student become social media dependency in seeking information.	1	11	37	40	19	108	389	3.6	Agree
Using Social Media impedes ins students' learning and directly affects the students' attendance in school.	3	9	47	32	17	108	375	3.5	Agree
It will affect our health condition.	8	12	27	38	23	108	380	3.5	Agree
I am able to connect with peers more easily than face-to-face.	5	8	42	42	11	108	370	3.4	Agree
I increase my participation in classes when I am allowed to contribute through social media.	2	11	50	36	9	108	363	3.3	Neutral
IT will affect our daily life when social media's absence.	6	19	38	31	14	108	352	3.3	Neutral
Grand Mean								3.6	Agree

Social Media Affinity

Table 4 presents the affinity for social media of the UEP PRMC students.

Majority of the respondents, with a weighted mean of 3.7, agreed that they were often distracted by a text message when they were talking. Also, they communicated with their friends through text message because some people were too absorbed in electronics communication than listen face-to-face. But on the other hand, with a mean of 3.6, they agreed that there were certain events during which electronic devices should be put away. However, with a mean of 3.5, the respondents agreed that they felt disturbed every time they go out and forget their cell phone. Furthermore with a mean of 3.3, the respondents were in neutral when it comes to sending text messages while walking and working on a Computer in the audience during a presentation. With a mean of 3.0, they were in neutral when it comes to sending text messages while carrying on face to face conversation. With a mean of 2.8, the respondents were also in neutral if they feel agitated when they're away from the internet for a day and if they would consider using the internet to find a babysitter. Additionally, with a mean of 2.7 and 2.6, the respondents disagreed to check emails while driving and in neutral if it was emails easier to maintain a relationship on Facebook. Lastly, with a mean of 2.1, the respondents disagreed to use online dating services.

Majority of the respondents were more immersed in technology interaction. It was because majority of them agreed that their attention was often distracted by a text message and Communicate mostly with their friends through it. They have also agreed that most of them are too absorbed in it than to have personal interaction. It was because social media could Connect them from anywhere to anyone quickly and almost immediately. Online interaction was preferred by the respondents than person interaction was because it offered a lot in a single sphere. They need not to meet up with their friends but they can do it online through Skype or video call in messenger because it was more convenient to them.

However, the respondents disagreed to use online dating services. This basically means that inasmuch as they like using social media, they were also aware of the harm it could cause them.

According to a 2015 Pew Research Center study, young adults have consistently been the heaviest users of social media by a substantial margin. A staggering of 90 of them uses social media. This is also supported by a certain literature which posits that social media offers exciting opportunities. It facilitates interactive and collaborative knowledge production and sharing. It also provides local and current information and serves as outlet for viewpoints and voices that are not typically conveyed by traditional or dominant media outlets.

Table 4: Affinity for Social Media

Statements	SD	D	N	A	SA	N	Weighted		Interpretation
	1	2	3	4	5		Total	Mean	
My attention is often distracted by email or text messages when I am talking with someone.	1	12	24	53	18	108	399	3.7	Agree
I communicate with my friends mostly by text message.	1	11	32	40	24	108	399	3.7	Agree
Some people are too absorbed in electronic communications to really listen face to face.	1	4	41	47	15	108	399	3.7	Agree
There are certain events during which all electronic devices should put away.	2	7	41	36	22	108	393	3.6	Agree
I feel disturbed if I go out and forget my cell phone.	5	16	33	29	25	108	377	3.5	Agree
It is impolite to work on a computer in the audience during a presentation	3	8	52	36	9	108	364	3.3	Neutral
I often type text messages while walking down a street.	7	15	42	30	14	108	353	3.3	Neutral
It is okay to send text messages while carrying on face to face conversation.	10	27	40	18	13	108	321	3.0	Neutral
I feel agitated when I am away from the internet for more than a day.	14	29	36	23	6	108	302	2.8	Neutral
I prefer to socialize on social media rather than face to face.	12	24	50	18	4	108	302	2.8	Neutral
I would not use the Internet to find a babysitter.	29	21	20	17	21	108	304	2.8	Neutral
I sometimes check email messages during meetings.	17	32	34	18	7	108	290	2.7	Neutral
Many relationship are easier to maintain on Facebook-type social media.	20	27	45	11	5	108	278	2.6	Neutral
I sometimes check text messages while driving.	26	29	26	17	10	108	280	2.5	Disagree
I would use and online dating service.	41	32	25	7	3	108	223	2.1	Disagree
Grand Mean								3.6	Neutral

5. Conclusions

From the findings of the study, the following conclusions and implications were drawn:

The top five most preferred social media tools in terms of information seeking Were Google, Facebook, YouTube, Google Plus and LinkedIn. These social media platforms were widely used by the majority of the respondents for information seeking and sharing. This implies that social media had become a primary source of information among the respondents because of it was convenient and accessible nature compared to traditional information sources.

The respondents had different reasons 1n using social media. Majority of them utilized the medium to discover areas of interest. This implies that social media tools offer a lot in a single sphere to its users; from posting any message to content, photo and video sharing. It added value and provided the respondents with something "more".

Majority of the respondents had positive attitude towards using social media in seeking information. Majority of them were able to enjoy the medium and at the same time learned new things. This implies that majority of the respondents considered the medium as sources of entertainment and information.

Majority of the respondents were more immersed in technology interaction. They were often distracted by text message and communicate mostly through it. They had also agreed that most people are too absorbed in social media than to have personal interaction. This implies that the respondents were active users of social1 media. They utilized the medium not just for entertainment but also for seeking information

6. Recommendations

Based on the findings of the study the following recommendations were formulated:

1. Most of the students preferred Google in terms of information seeking; the Faculty should emphasize the importance of the reliability of the sources in seeking information by the students.
2. Since majority of the respondents used social media for information seeking, they should be trained in good information practice as information seekers. They must internalize the art of need formulation and the search strategies and tactics for different social media use and critical information evaluation.
3. Social media should also be integrated in teaching and learning process since it was a preferred medium of information seeking of the respondents compared to traditional sources. But before its integration in the learning process, a careful analysis of the medium should be performed.
4. Educators should also start an information literacy education program since it was evident in the result that the respondents were heavy users or Social media. It was also their primary medium in seeking information. IL programs should be encouraged to cover strategies for the effective evaluation and use of social media as information sources.
5. The university should also allow the access of smart of phones during lectures if NEEDED and provide free Wi-Fi in the University.

7. References

- [1] Saxena, Ambrish. Social Media and New Technologies, (New Delhi: Kanishka Publishers, Distributors)
- [2] Gelera, Leiss Jhansen. 2012 Perception of UEPLHS Students on Facebook' and Its Perceived effects on their Social Interaction and School Performance. (Unpublished thesis: University of Eastern Philippines)
- [3] Acar, Adam. Attitudes toward Blended Learning and Social Media Use for Academic Purposes: An

- Exploratory Study." <http://www.learntechlib.org/d/148260.pdf> Retrieved on March 3, 2017
- [4] Afzal & Fardous. "Students' preferences of Technology Usage for their Learning Engagement. <http://pubs.sciepub.com/education/4/10/7/> retrieved on August 8, 2016
- [5] Bergner, Raymond. What is behavior? And so what?" <http://www.sdp.org/publications/papers/WhatIsBehavior.pdf>. Retrieved on March 20, 2017
- [6] Biedelman, Jessica. "Social Media as an Educational Tool." <http://blog.Theeducationpartners.com/social-media-as-an-educational-tool> retrieved on March 28, 2017
- [7] Bridgestock, Laura. What Drives Students' Social Media Usage?" <https://www.topuniversities.com/blog/what-drives-students-social-media-usage> retrieved on October 30, 2016
- [8] Boyd, Dana. Sociality through Social Network Sites. " <https://www.danah.org/papers/2013/SocialityThroughSNS-Preprint.pdf> retrieved on November 19, 2017
- [9] Gill, Pau "What is Twitter?" <https://www.lifewire.com/what-exactly-is-twitter-2483331> retrieved on September 23, 2017
- [10] Hyldegard, Jette. Young Learners' Use of Social Media for Information Seeking: Exploring Core LIS Journals From 2010-2014 focused on recent studies of Young Learners. ["http://www.google.com.ph/url?sa=t&source=web&rc=t=j&url=http://www.libres-ejournal.info.pdf"](http://www.google.com.ph/url?sa=t&source=web&rc=t=j&url=http://www.libres-ejournal.info.pdf) Retrieved on February 16, 2017
- [11] Jones & Fox Generations Online in 2009." <http://www.pewinternet.org/2009/01/28/generations-online-in-2009/> retrieved on September 23, 2016
- [12] Karch, Marziah. What is Google Plus?" <https://www.lifewire.com/what-is-google-definition-1616721> retrieved on September 23, 2016
- [13] Kim, Joana Sin & Yong Lee Undergraduates' Use of Social Media as Information Sources." <http://www.google.com.ph/url?sa=t&source=web&rc=t=j&url=http://sites.duke.edu/lamptwp/files/2014/09/Undergraduates-Use-of-Social-Media.pdf>. Retrieved on February 2, 2017
- [14] Kingrey, Kelly Patricia. Concepts of Information Seeking and Their Presence in the Practical Library Literature." <http://www.webpages.uidaho.edu/~mbolin/kingrey.html> retrieved on March 28, 2017
- [15] Laronde, Gerald Joseph Albert. "A study of ICT integration by Faculty Teaching in an Ubiquitous Laptop Bachelor of Education program." https://tspace.library.utoronto.ca/.../3/LarondeGerald_J_A_201006_PhD_thesis.pdf. Retrieved on March 28, 2017
- [16] Marzia Karch. "What is Google?" <https://www.lifewire.com/what-is-google-1616386> retrieved on September 23, 2017
- [17] McLeod, Saul. Attitude and Behavior. " <https://www.simplypsychology.org/attitudes.htm#definition> retrieved on March 20, 2017 Mills, Knezek & Wakefield. "Understanding Information Seeking Behavior in Technology Pervasive Learning Environmentss of the 21st Century." www.tojet.net/articles/v12i4/12422.pdf. Retrieved on August 16, 2016
- [18] Modo Labs Team. Social Media Use among College Students and Teens What's In, What's Out And Why, " <https://www.Modolabs.com/blog-post/social-media-use-among-college-students-and-teens-whats-in-whats-out-and-why/> retrieved on January 24, 2017
- [19] Nations, Daniel. "What is Google Scholar?" <https://www.lifewire.com/what-is-google-scholar-definition-1616721> retrieved on September 23, 2016
- [20] Nations, Daniel. "What is Social Media? Explaining the Big Trend." <https://www.lifewire.com/what-is-social-media-explaining-the-big-trend-3486616> retrieved on March 28, 2017
- [21] Nations, Daniel. "What is LinkedIn and Why Should You be On it?" <https://www.lifewire.com/what-is-linkedin-3486382> retrieved on September 23, 2016
- [22] Suhonen, Jarkko. Digital Learning Environments. <https://mgdolence.com/services/academic-services/digital-learning-environments/>. Retrieved on March 28, 2017
- [23] "The Impact of the Digital Age Sociology Essay." <https://www.ukessays.com/essays/sociology/the-impact-of-the-digital-age-sociology-essay.php>. March 28 2017
- [24] Wage & Gulberg. "Studies concerning Affinity." pubs.acs.org/doi/abs/10.1021/ed063p1044 retrieved on December 2, 2016
- [25] Wasserman & Galaskiewicz. "Advances in Social Network Analysis." <https://www.google.com/books?hl=en&lr=&id=mB11AwAAOBAT&oi=fnd&pg=PP1&dq=studies+about+social+network&ots=TlsmOkylaL&sig=rTsYCFal6MQYTS8qF8Qy7Qledmw> Retrieved on March 28, 2017
- [26] WebWise Team. What is Facebook?" <http://www.bbc.co.uk/webwise/guides/about-facebook> Retrieved on September 23, 2017.