

The Impact of Social Networking at HAAGA-HELIA

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Acknowledgments

There are some people who will always be part of my unique journey at Haaga-Helia University of Applied Sciences; People who directly or indirectly contributed to the success of my studies; People who have been day in day out, the steam of this Bachelor's Degree.

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<p>As technology advances, there is a concern for the use of Social Networking in a learning environment such as HAAGA-HELIA. The ability of students to separate the time of socialization from the time of total and complete learning, is direct or indirect affecting the students performance.</p> <p>In order to accomplish a smooth studying environment, a complete study of HAAGA-HELIA Social Networking was studied, by conducting a qualitative and quantitative research. The questionnaires were distributed to both Teachers and Students of Pasila campus. The survey was meant to access the positive and the negative impact of the Social Networking at HAAGA-HELIA, whilst taking into account that the results of the survey can be a reference point for other learning institutions.</p> <p>In more details, this thesis was to answer the following questions:</p> <ul style="list-style-type: none"> – What are the major concerns regarding the use of social networking in HAAGA-HELIA? – How should the University manage the use of Social Networking? – How should HAAGA-HELIA use Social Networking to develop/improve the studying environment? <p>In today’s academic changing environment, HAAGA-HELIA can use the already developed social networking practices to boost more cooperation, coordination and communication. The networking if properly managed will enhance more interaction and content collaboration between teachers and students and will help implement and motivate continuous learning. The university can also, use some Social Networking sites as backbone of some courses, in order for Students to acquire and exchange different knowledge and practices in the academic community around the world. This approach will empower HAAGA-HELIA Students, as well as Teachers with different learning perspectives, from different learning environments.</p> <p>The theoretical concepts of this research thesis, comprises of general and basic information regarding Social Networking.</p>	
<p>Keywords HAAGA-HELIA, Social Networking, Wikis.</p>	

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1 Introduction

In today's technology advanced learning environment, both university students and staff around the world are using more and more social networking as backbone of their every day life activity, and as a driven force to boost their studying activity. The use of Social Networking at Universities campus worldwide, is contributing for some success as well as having some negative impact in the Students ability to focus on the given material, and acquiring all the required and useful information for further purposes.

The ability of Students being professional and be able to separate the learning activities from the day in day out networking socialization, is an impact to be analised and considered by all the people directly or indirectly involved in a teaching and learning process.

The main focus of this research, is the evaluation of all the positive and negative impact of using social networking at the university, by conducting a specific survey in HAAGA-HELIA's Pasila campus. All the impact of this practice will be analized by underlining the advantages and disadvantages of using Social Networking at HAAGA-HELIA, as well as proposing useful measures and guidelines for further improvement of the learning community, and providing Students and Staff with basic Social Networking procedures in order to avoid basic risks and malpractices connected with it.

2 Thesis Subject and Research Questions

It is crucial and benefic to understand, as well as acknowledging the different impact of Social Networking in a studying organization such as HAAGA-HELIA.

2.1 Research problem and the objectives of this thesis

The main objective of this thesis “The Impact of Social Networking at HAAGA-HELIA”, was to analyse the Social Networking at the University and to find possible solutions to utilise social networking, in order to improve the teaching/learning environment at the University of Applied Sciences HAAGA-HELIA.

In more details, the objective of this thesis was to answer the following questions:

- What are the major concerns regarding the use of Social Networking at HAAGA-HELIA?
- How should HAAGA-HELIA manage the use of Social Networking?
- How should HAAGA-HELIA use Social Networking to develop/improve the studying environment?

2.2 Research method

The research focused in finding all the basic views of Social Networking, from both Students and Teachers, in order to gather some comprehensive data, and to be able to write some useful guidelines for further improvement, as well as propose standard basic procedures for all the users of Social Networking at HAAGA-HELIA’s campus.

This thesis research was based on interviews, comprised of ready-made questionnaire (survey), to be able to acquire suitable qualitative and quantitative data and information. A comprehensive analysis of the gathered data and information was executed, in order to measure all the impact of using Social Networking at the University.

The target group in this thesis research project, was HAAGA-HELIA Students from Pasila campus, as well as different University Teachers which voluntary have been requested to participate on the required survey.

2.3 Contents of this thesis

Firstly, this thesis presents the project “ The Impact of Social Networking at HAAGA-HELIA”, its background, objectives as well as basic organisation.

Secondly, all the concepts regarding social networking are clarified by reviewing the literature, as well as presenting some useful examples for the required subject.

Thirdly, presents all the process required to gather the data and information for this thesis research.

Fourthly, presents an overall description of the University of Applied Sciences HAAGA-HELIA, and some key figures regarding the Pasila campus.

Fifthly, all the gathered data and information concerning Social Networking at HAAGA-HELIA University is presented and analysed.

Lastly, its primary findings are analysed and based on the conclusions, a set of recommendations and guidelines for continuous improvement of Social Networking at HAAGA-HELIA is outlined. The positive as well as negative impact of this practise at University campus is formulated.

3 Social Networking

This chapter will present all the theoretical concepts of this thesis study, which is based on the information gathered from different available sources.

3.1 Social Networking concepts

As computer technology advances, the use of Social Networking is become more and more possible in Universities and academic institutions, making the most popular online tool for the studying community.

According to Joey Bernal (2010), "Social Networking involves the creation of a virtual community where users can share, discuss, collaborate, and even argue about topics of common interest" (Bernal Joey 2010, 14-15).

"The topic and the nature of the communities can vary widely, providing the ability to collaborate on items such as Technology, Industry, or even Product or Service based topic" (Bernal Joey 2010, 14-15).

The grow of social networking communities worldwide, is accomplished by the efectiveness of each community, without any direct intervention from the enterprise providing the Social Networking facility (Bernal Joey 2010, 14-15).

"Allowing communities to be self-forming ensure greater acceptance by user's and help ad-hoc communities grow to critical mass" (Bernal Joey 2010, 14-15).

According to Joey Bernal (2010), Social Networks are more informal, than traditional market approach. It is important for organizations to review and implement all the issues regarding settings expectations, guidelines as well as standard procedures before unleash it into the unsuspecting Social Networks of the world.

The figure1 illustrates some of external guidelines proposed by Joey Bernal (2010, 231).

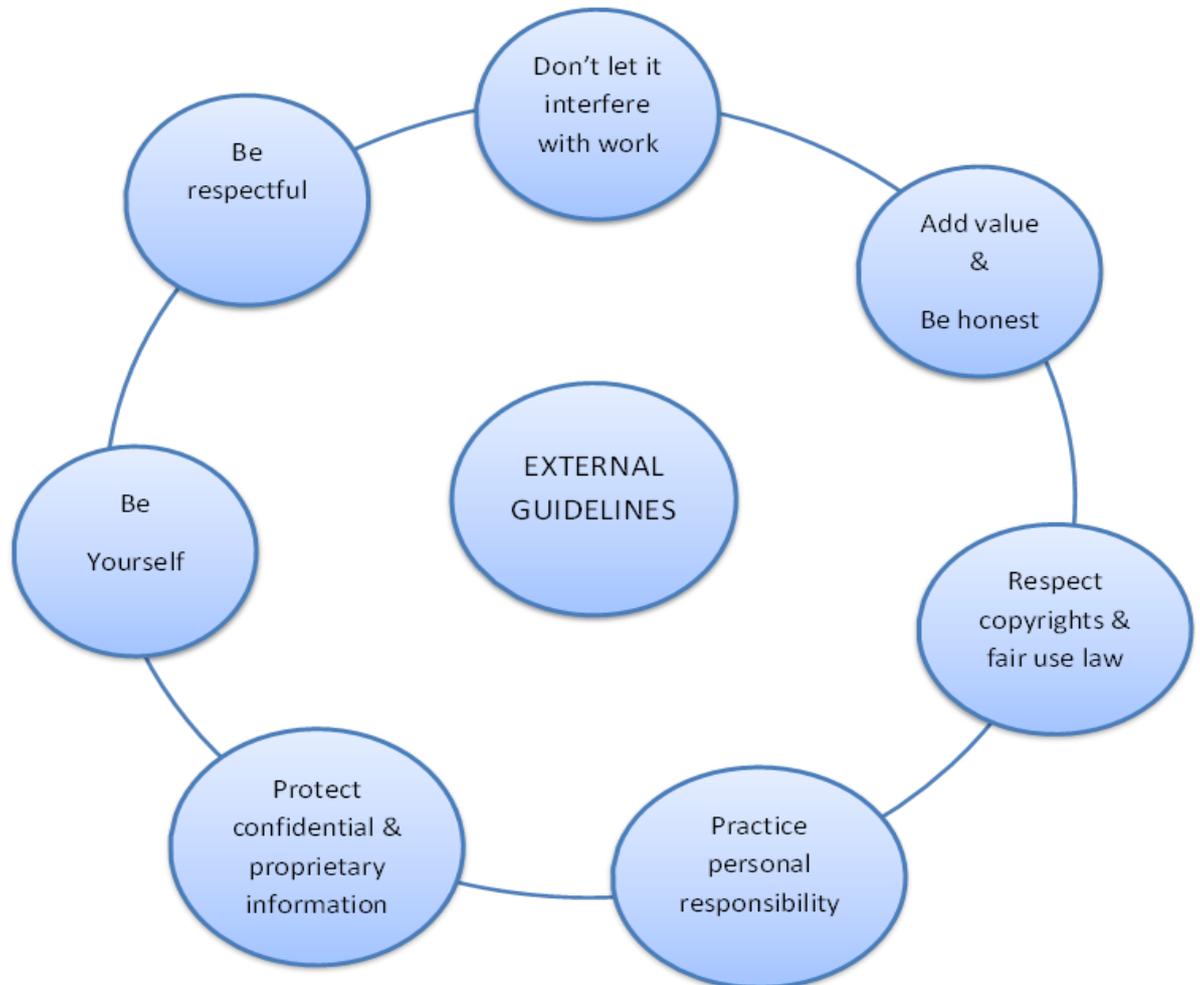


Figure1. Some important external Social Networking guidelines by Joey Bernal.

3.2 Social Networking features

In today's Social Networking changing innovation, there is different needs and purposes for users when accessing Social Networking sites.

Enterprises and companies providing Social Networking features are innovating more and more their tools and facilities, in order to satisfy different demands from users of different types of background and interests. (Safko Lon 2010, 449-464).

According to Joey Bernal (2010), 'Social software for business can provide a unique opportunity to empower Employees, Customers, Partners, and others to create and join a dynamic Networks to share information and collaborate over new ideas'.

The Lotus connections, Social Software for business by IBM comprises of tools, which enables people to connect together include the following illustrated in the table1.

Table1 Social networking Lotus connections software tools by Joey Bernal.

<i>Activities</i>	Tools for collecting, organizing, sharing, and reusing work that is related with a project or goal.
<i>Blogs</i>	Online journals, that can be used to deliver information in real time to an audience.
<i>Communities</i>	Place where, people sharing common interests can interact with one another and share resources.
<i>Dogear</i>	Social bookmarking tool for saving, organization and sharing internet and intranet bookmarks.
<i>Profiles</i>	Directory of users in the organization, including expertise and information needed to form and encourage effective networks.
<i>File sharing</i>	Depending on the focus and boundaries of the enterprise or focus on public collaboration and access.
<i>Wikis</i>	Based on the concept, that is should be easy to collaborate in real time and participate in the on going evolution of the material.

3.2.1 Activities

According to Joey Bernal (2010), ‘Activities are part project management tools and part document repository, and enables users to stay organized as users manage people and actions in collaborative manners. Activities means, the information and tasks are stored somewhere on the internet, or in the intranet, and cloud and end users simply need access to the Network to participate in the activity’. (Bernal Joey 2010, 109).

The Figure2 presents Facebook activity template.

The image shows a screenshot of a Facebook page for 'The Princeton Prize in Race Relations's Notes'. The page layout includes a top navigation bar with the Facebook logo, a search bar, and links for Home, Profile, and Account. The main content area features a large photo collage of people, followed by a section titled 'Notes' with a '+ Write a Note' button. Below this, there are three main sections: 'The Recipients of the 2010 Princeton Prize and Certificates of Accomplishment' (dated Tuesday, October 19, 2010), 'Examples of Noteworthy Activities' (dated Monday, October 18, 2010), and 'FAQs' (dated Monday, October 18, 2010). The 'Recipients' section lists winners for Atlanta, Baltimore, and Boston. The 'Examples' section includes a bullet point about a student activist from China. The 'FAQs' section has a heading 'Who is eligible for the Princeton Prize?'. On the right side, there are several sponsored ads, including 'Friends' Photo Albums', 'My birthday 22,02,2011', 'My son pictures', 'Kenen kanssa sovit yhteen', 'Toisenlainen työpaikka', and 'Lindeman's'. A left sidebar contains navigation options like 'Browse Notes', 'Friends' Notes', 'Pages' Notes', 'My Notes', 'My Drafts', 'Notes About Me', and 'Subscribe'.

Figure2. Facebook activity template.

3.2.2 Blogs

In today's Social Networking booming, there is a willingness of users to share with other users, their expertise and knowledge making the new society as more collaborative, regarding different matters such as Technology, Science, Sport, Education, Entertainment, Politics, Business and much more. (Bernal Joey 2010, 105).

According to Joey Bernal (2010), blogs are perfect and easy way to share some information that would not make it as a fully-fledged article. (Bernal Joey 2010, 105).

The Figure3 illustrates Facebook blog template.



Figure3. Facebook blog template.

3.2.3 Communities

According to Joey Bernal (2010), ‘Communities are a way for people with similar interests to collaborate and share information on an on-going basis’. Community’s items as well as components can be viewed in the table2. (Bernal Joey 2010, 113-118).

Table2 Community’s items & components by Joey Bernal.

Forums, are asynchronous discussions that allow community members to talk about a particular topic.
Feeds display information from different source such as newsgroups or blogs.
Member, make up the community and share information and ideas.
Bookmark tag contents across the Web that is of the community.

Users can define the level of access for a Community, such as illustrated in the table3. (Bernal Joey 2010, 113-118).

Table3 Community’s items & components by Joey Bernal.

Public access	Allows anyone to join a community.
Public access with arequest to join	Only with Owner’s permission.
Private access	Does not allow public access.

Facebook is suggesting that users create a “Community Page” when the page isn’t for a company, brand, or public figure, as well as when they are not an official spokesperson for that organization. As Facebook has come to realize that the users want to use Pages as a general “community platform” to socialize ideas and causes, they’ve decided to enable users to essentially create their own “Unofficial Pages”, Facebook’s new solution for unofficial pages by Nick O’neill.

The figure4 illustrates Facebook community page creation.

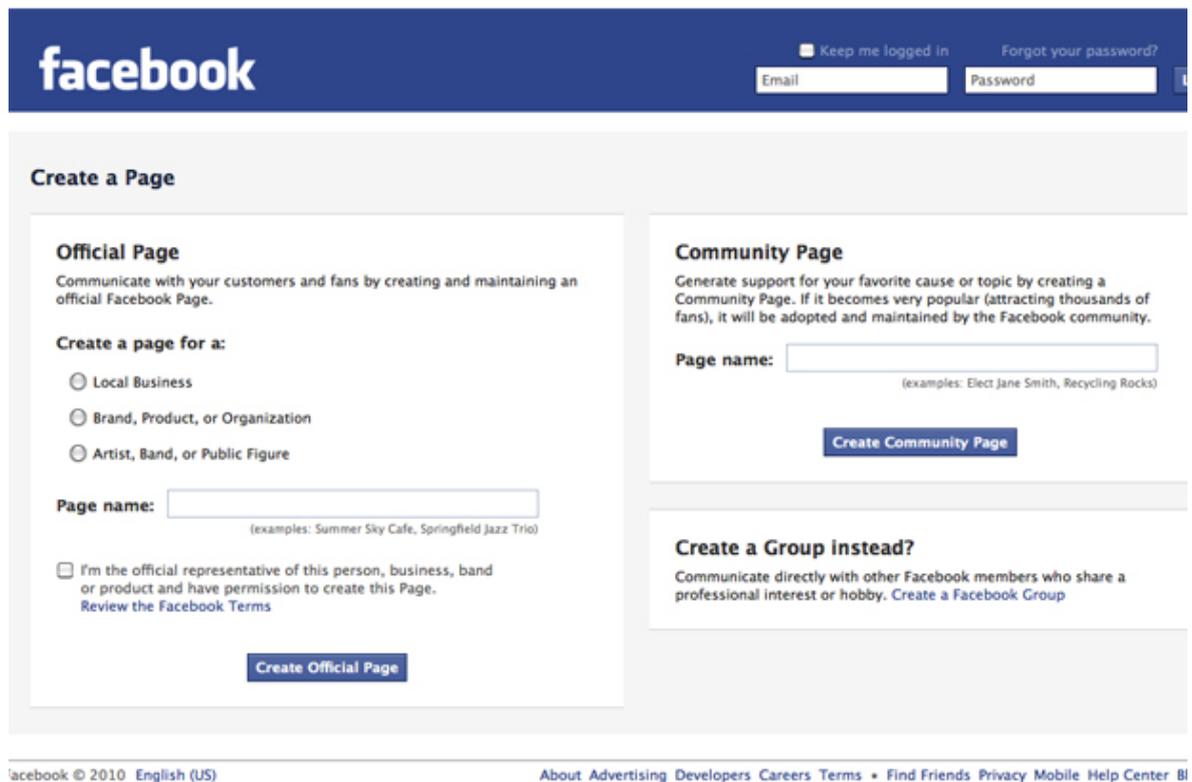


Figure4. Facebook community page creation.

3.2.4 Dogear

According to Joey Bernal (2010), 'Dogear is the ability to save a collection of bookmarks for future reference or sharing with others users. Bookmarks can be made public or private and can be added other connections features such as to a community or activity, making immediately useful to other users who share the same interest'. (Bernal Joey 2010, 113-118).

Figure5, shows the Facebook bookmarking template.



Figure5. Facebook bookmarking template.

3.2.5 Profiles

Profiles are the mirror of the Social Networking users. It provides all the information regarding the user’s personal information, academic background, professional background, interests, hobbies, and all the information which the user can see as relevant for the networking community (Bernal Joey 2010, 101-105).

As the world advances in global information technology integration, Profiles of the users in different Social Networking sites have been corrupted or damaged for the purpose of damaging the owner’s reputation or seeking some financial resources.

Figure6 presents Facebook profile template.



Figure 6. Facebook user profile template.

3.2.6 File sharing

According to Joey Bernal (2010), 'Lotus connections files provides a convenient way to share documents, spreadsheets, presentations, and other types of files with people without the need to send large files through e-mail' (Bernal Joey 2010, 99-120).

As the world changes from the individualism aspect into a more collaborative integration, Social Networking sites are becoming the major source used with many people to share suitable content material such as photos, videos, music, and relevant documents, making more fast, simple, easy, and reliable to all user's around the world to acquire the required material for further purposes.

Figure 7 illustrates the LinkedIn sharing BIT Summer opening event.

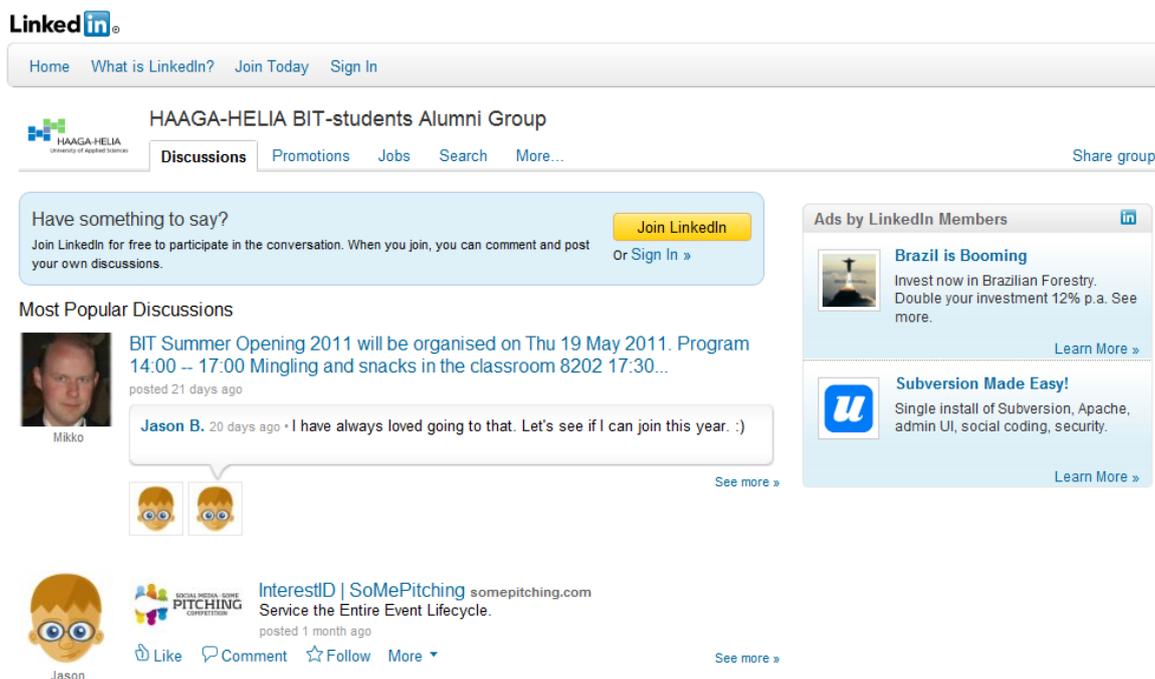


Figure 7. LinkedIn event sharing template.

3.2.7 Wikis

According to Joey Bernal (2010), 'Wikis are a convenient, online way for teams to author content collaboratively, edit it, and then publish it'. (Bernal Joey 2010, 99-120).

In today's collaborative learning environment, Wikis are one major asset for Students and Teachers develop their collaborative studying environment. Studying communities are using more and more wikis, to publish and edit curricular as well as extra-curricular material for continuous studying development in Universities and learning institutions around the world.

Figure8 presents Facebook wiki tutorial template.

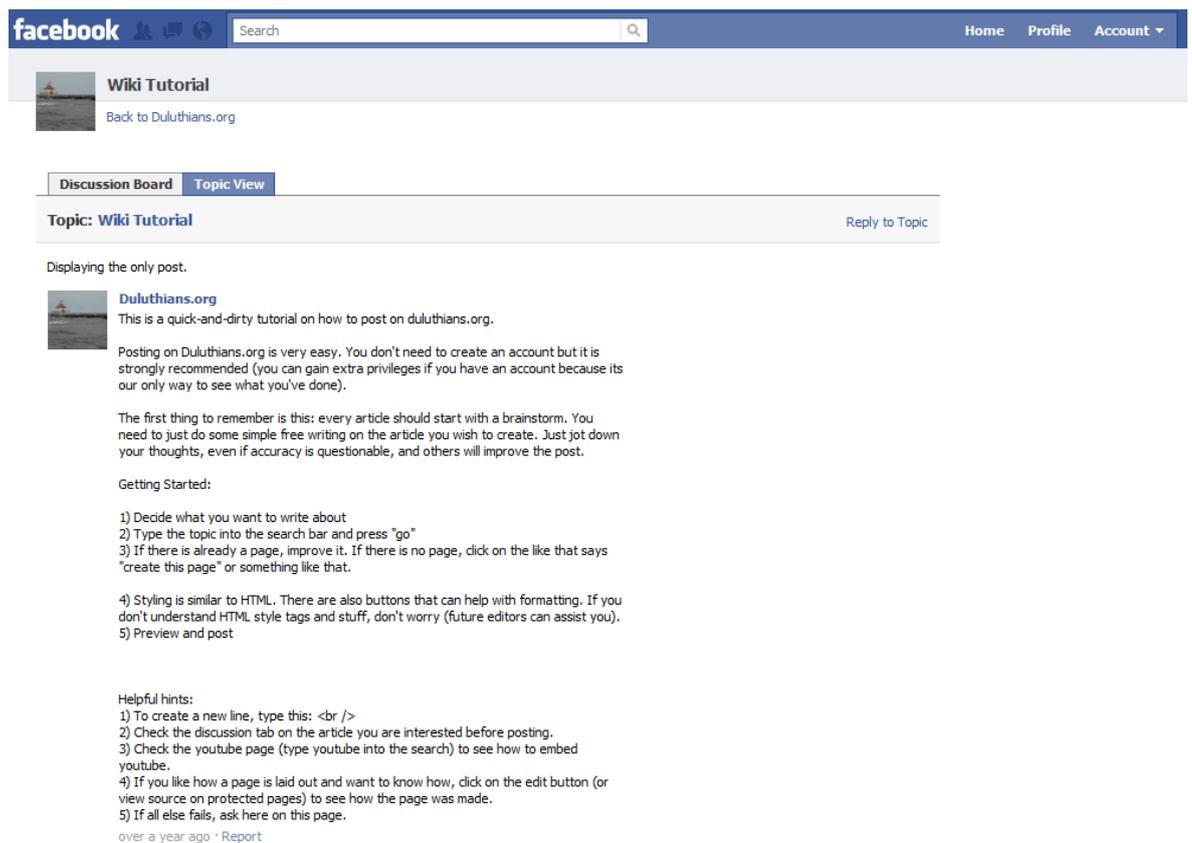


Figure8. Facebook wiki tutorial template.

3.3 Social Networking Websites examples

As technology advances, companies and enterprises are providing more and more innovative ways to connect, gather, share and document suitable features in their Social Networking facility (Safko Lon 2010, 449-464).

According to Lon Safko (2010), the following examples of Social Networking providers is presented and described as follows:

3.3.1 Facebook

In today's digital global integration, Facebook is the 21st century Social Networking tool used to connect different people worldwide, regardless their Age, Sex, Race, Educational background, Religion, Politic views or other relevant characteristic.

Many people worldwide are using the Social Networking Facebook to market their Business and Services, to organize different Politic, Social, Educational or Cultural meetings, to share some content material, to make virtual and non-virtual Friends, to get in touch with Family, to get informed with the world news, to make digital communities, and much more aspects relevant to the user.

Table5 presents the social networking Facebook overall description (Safko Lon 2010, 449-451).

Table5. Facebook overall description by Lon Safko.

Facebook	
Facebook provides a platform for user's to quickly connect with friends, coworkers, and acquaintances in various networking groups.	
URL	www.facebook.com
Location	USA, Ireland, South Korea
Founded	2004
Employees	500+
Revenue model	Advertising, banner ads
Fees	Free

Figure9 illustrates Facebook home page screenshot.

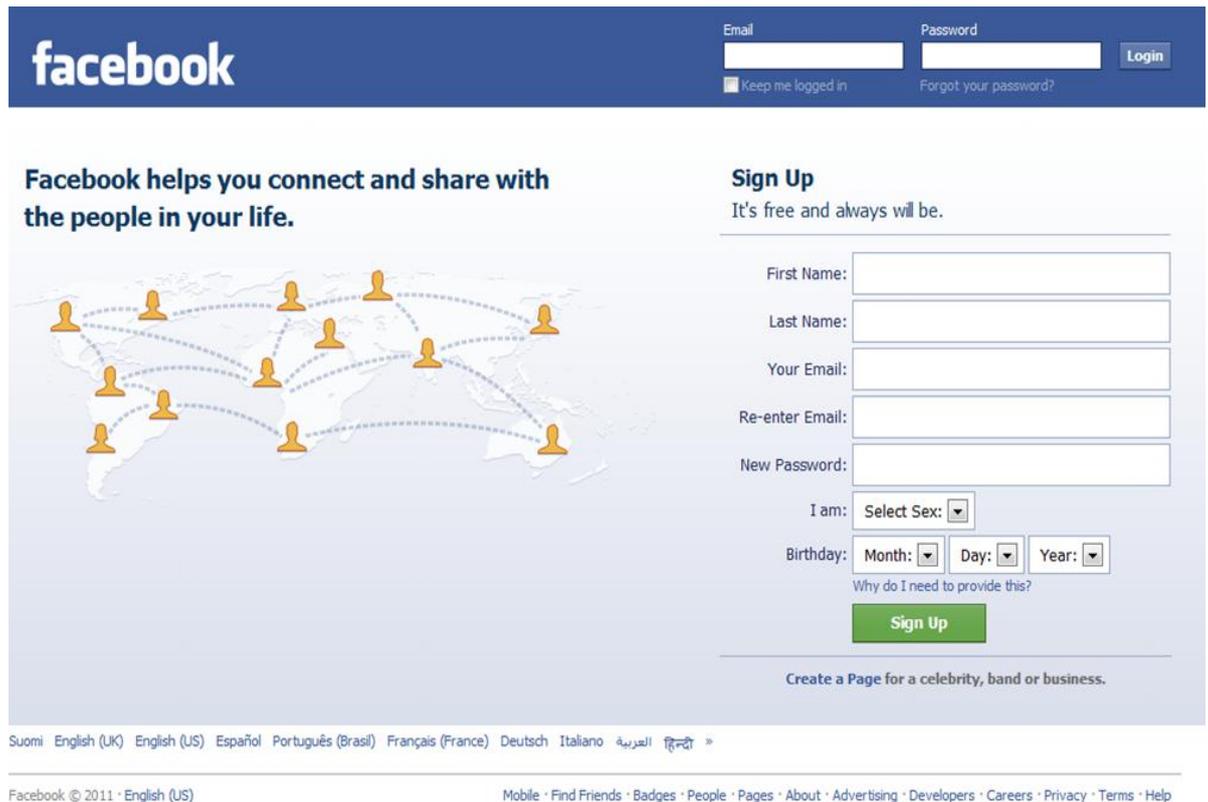


Figure9. Facebook home page screenshot by Raimundo Fortes.

3.3.2 LinkedIn

The new digital era of this millennium is characterized by doing Business as fast as possible, as reliable as possible, and as secure as possible by adopting fast measures, reliable procedures, while using secure tools.

LinkedIn has the ability to connect different experts and professional around the world, with different purposes such as promoting user's curriculum vitae, job advertisement, job seeking, information and file sharing with experts in different fields, and many more suitable aspects. (Safko Lon 2010, 458-460).

Table6 shows the LinkedIn overall description. (Safko Lon 2010, 458-460).

Table6. LinkedIn overall description by Lon Safko.

LinkedIn	
LinkedIn is online network of more than 24 million experienced professionals from around the world, representing 150 industries.	
URL	www.linkedin.com
Location	Mountain View, California, USA.
Founded	2003
Employees	24
Fees	According to the level
Tagline	Relationship matter

Figure10 illustrates LinkedIn home page screenshot.

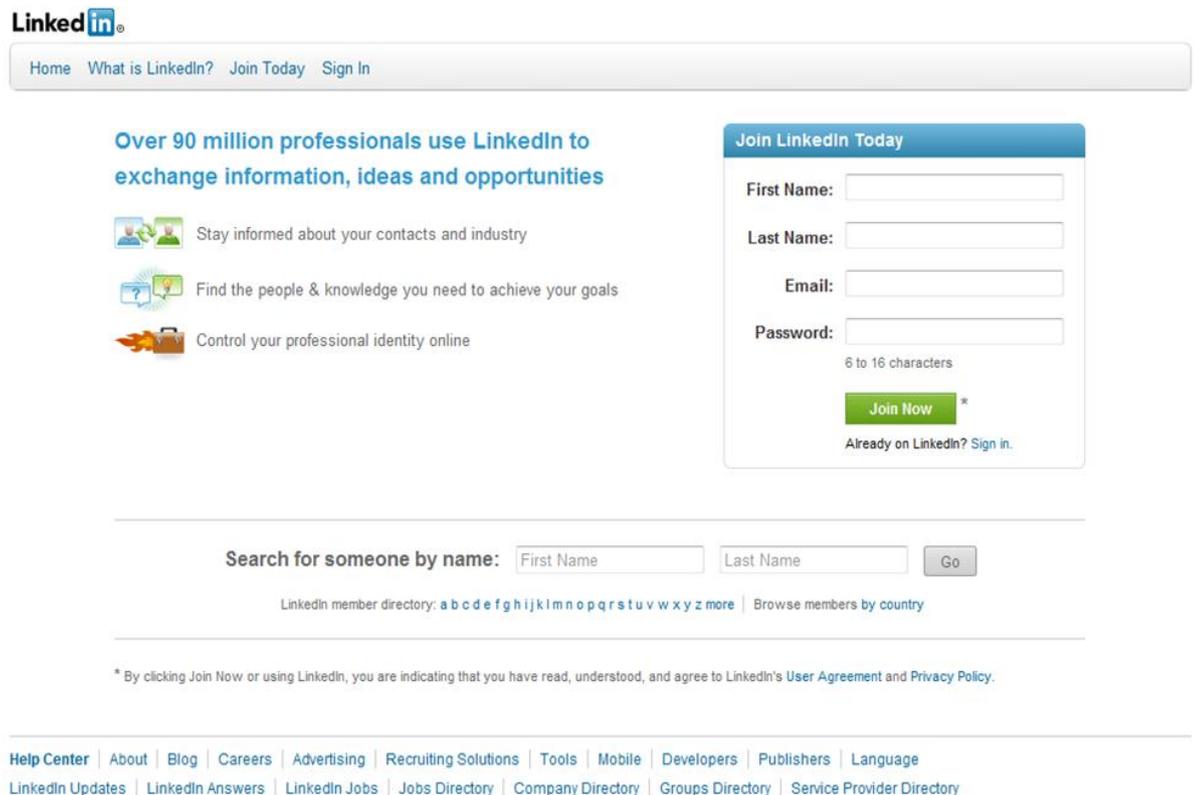


Figure10. LinkedIn home page screenshot by Raimundo Fortes.

3.3.3 My Space

The ability of user's to interact using their native language is a major advantage for socialization around the Web. My Space is one more popular Social Networking providing their user's with the ability to use their native language to interact with Family, Friends, co-workers, as well as allowing the customization of user's profile pages using HTML coding. The website also, provides features such as Blogs, Groups, Bulletins, Widgets, and instant messaging making it one effective online marketing campaign.

Table7 illustrates My Space overall description. (Safko Lon 2010, 462-464).

Table7. MySpace overall description by Lon Safko.

My Space	
My space is one of the more popular online social networks available in 15 different languages.	
URL	www.myspace.com
Location	Beverly Hills, California, USA.
Founded	2003
Employees	1,000
Revenue model	Advertising
Tagline	A place for friends

Figure10 illustrates MySpace home page screenshot.

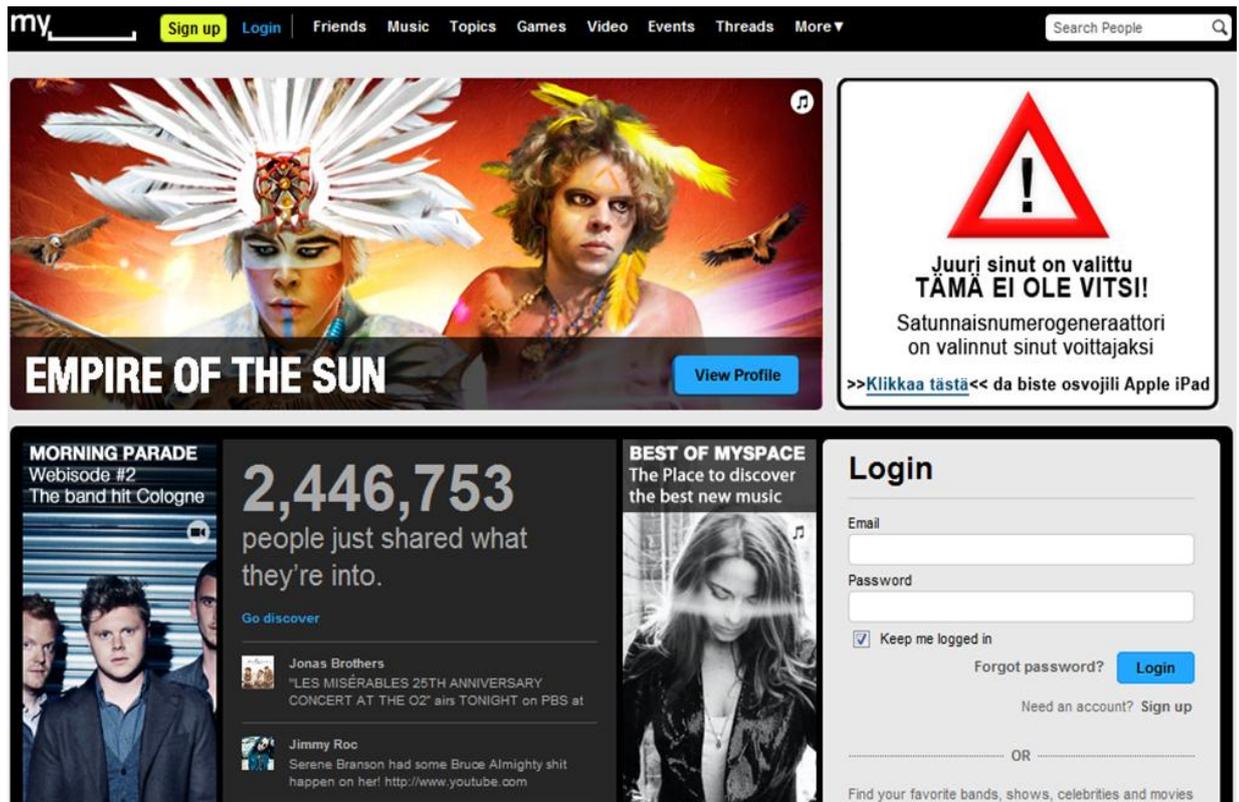


Figure11. My Space home page screenshot by Raimundo Fortes.

3.3.4 Comparison between Facebook and LinkedIn

Social Networking providers are advancing their technology, in order to provide new features to satisfy the different demands from their different users. As the demand of reliable and suitable Social Networking increases, most Social Networking websites around the world, are investing and providing users with more common and similar features such as Profile pages, Blogs, Groups, Bulletins, Widgets, File sharing, instant messaging, and much more.

However, there is some unique features regarding the type of users, how it can be used, the type of applications does it work with, the type of help user's receive from the sites management and other relevant and required application.

The table8 provides a comparison between social networking Facebook and LinkedIn. (Safko Lon 2010, 449-460).

Table8. Facebook and LinkedIn comparison by Lon Safko.

	Facebook	LinkedIn
Founded	2004	2003
Number of users	500 million	70 million
Type of network	Socialization	Business oriented
Users	All Users	Experts & professionals
Applications work with	You Tube, iPhone, Twitter, Chat...	Google presentation, SAP community, Amazon Reading List, My Travel...

3.4 Advantages and Disadvantages of Social Networking

As the number of Social Networking community increases, there are many educational benefits of using Social Networking sites, for both Teachers and Students in various educational institutes around the world. Social Networking is become one very important tool for 21th century communication, content collaboration, studying cooperation, knowledge exchange, online sharing, teaching methodology exchange, as well as education related subjects or other relevant topic.

The attention of academic researchers has been captivated very much by the rising popularity of social networking sites. Research is mounting that confirms social networking sites have impacted student learning positively in different ways. Now social networks focused on sustaining relationships among teachers and their students are used for educator professional development, learning, and sharing content. Educational benefits of social networking websites by Manvi 1111.

There is many advantages of the use of Social Networking in educational environment around the world, the Table9 presentes some advantages of social networking for educational community such as Teachers, Students as well as Schools.

Table9. Educational benefits of social networking websites by Manvi 1111.

Advantages of social networking in education
Students:
<ul style="list-style-type: none"> • Increase of information sharing, collaboration content and cooperation by use of blogs, wikis, feeds, file sharing, chat.
<ul style="list-style-type: none"> • Continuous technology development by accessing the late realised features.
<ul style="list-style-type: none"> • Enhancement of exchange of knowledge, experiences, ideas, opinions, throughout group work or team projects.
<ul style="list-style-type: none"> • Enhancement of more cooperative innovation among the community, by allowing them to participate in different tasks and educational projects.
<ul style="list-style-type: none"> • The technology features are already familiar and have been used by different student community worldwide.
Teachers:
<ul style="list-style-type: none"> • Broader cooperation, communication as well as effective collaboration with teaching colleagues and students around the world.
<ul style="list-style-type: none"> • Ability to expose suitable material, books, reviews, documents, articles to the studying community through wikis, blogs, feeds, file sharing.
<ul style="list-style-type: none"> • Ability to exchange teaching methodology, teaching material, educational experiences with teaching community around the world.
Schools:
<ul style="list-style-type: none"> • Reduces the software costs by relying on free software.
<ul style="list-style-type: none"> • Ability to create more innovative features to be implemented.
<ul style="list-style-type: none"> • Enhancement of more cooperation, collaboration and communication with different partners and public around the world.
<ul style="list-style-type: none"> • Increases the competitiveness by increasing the number of viewers worldwide.

Facebook really takes distraction to a new level. Bored college students can spend hours reading their friends' updates, looking at pictures, playing Farmville or whatever the latest game is, and doing all kinds of things other than their homework. Facebook and college students: Advantages & Disadvantages by Naomi Gladen.

The table10 presents some disadvantages regarding the use of Social Networking in educational environment.

Table10. Disadvantages of social networking by Julian Watkins.

Disadvantages of social networking in education:
• Decrease of privacy on personal profiles as well as user's content.
• Risks of user's data to be used for illicit purposes.
• Difficult to be monitored and controlled during lessons or contact hours.

3.5 Social Networking security risks

As the use Social Networking advances, the risks are become more and more concern for the users and the enterprises directly or indirectly managing it.

According to Eduard Wang (2011), the various security risks as well as some counter-measures regarding the use of Social Networking are presented in the table11.

Table 11. Risks & countermeasures of Social Networking, a brief overview of risks and solutions by Eduard Wang.

Risks	Countermeasures
Information leakage & theft	Personal private settings. Browsing scope settings. Owner's confirmation.
Phishing	User's education. Privacy settings review on social applications. Strict policy regarding phishing sites & warning messages.
Identity high jacking	Email verification. Certification authority & one-point login for User's.
Stalking	Toning down details concerning whereabouts. Status update without specifics and posted after the fact.
Cross-site reference forgery	Secret token validation. Referrer validation. Strict character validation/Encoding rules.

3.6 Social Networking in a learning environment

The learning environment of this 21th century, is based in more interaction between diferent people from diferent backgrounds. Teachers and instructors are using Social Networking features, in order to provide more and more the study community with diferent curricular and extra curricular material for the success and continuous improvment of their day to day learning environment (Teemu Arina 2011).

People learn from experience by reflecting their experiences and through abstraction they create new strategies for experimentation. Social technologies enable reflection and abstraction to happen in a shared context, which enables individuals to learn from each others' experiences before it's too late by Teemu Arina.

The figure12 below, shows how the Social Networking can be used for different purposes in a learning environment.

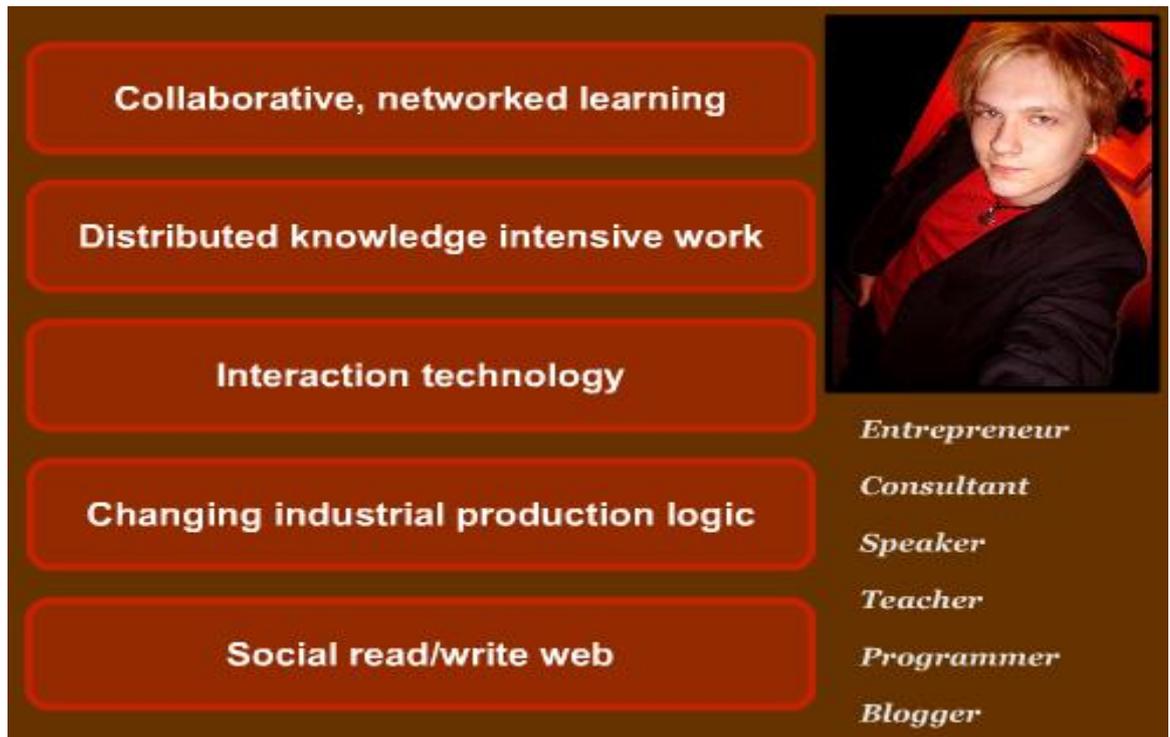


Figure12. Social experimental learning by Teemu Arina.

Figure13 illustrates core features related with educational social networking.

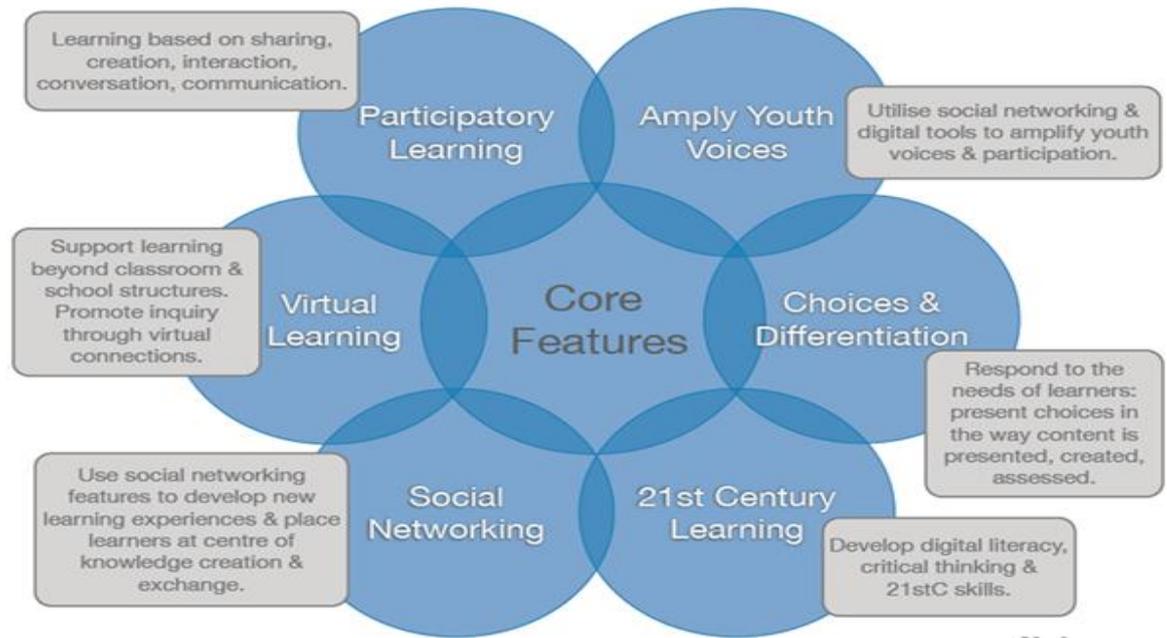


Figure13. Learning environment core features by Victoria Davis.

Figure14 illustrates the pedagogy of a Wiki-centric classroom.

Pedagogy of a Wiki-Centric Classroom

Victoria A. Davis – Westwood Schools

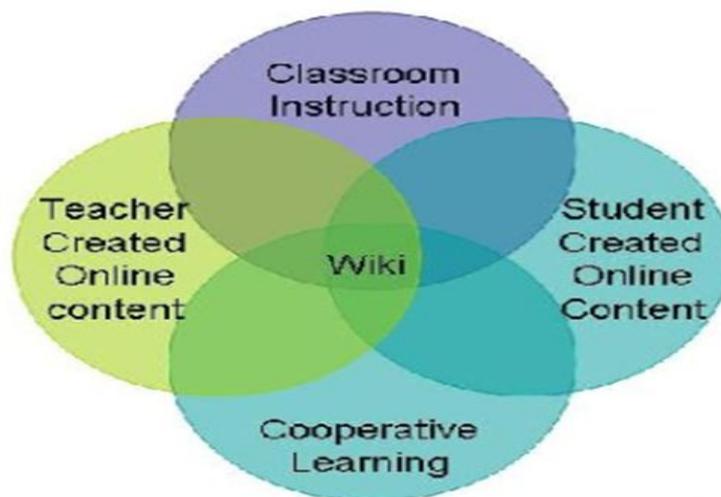


Figure14. Pedagogy of a Wiki-centric classroom by Victoria Davis.

Figure15 presents some reasons to adopt social networking in education.

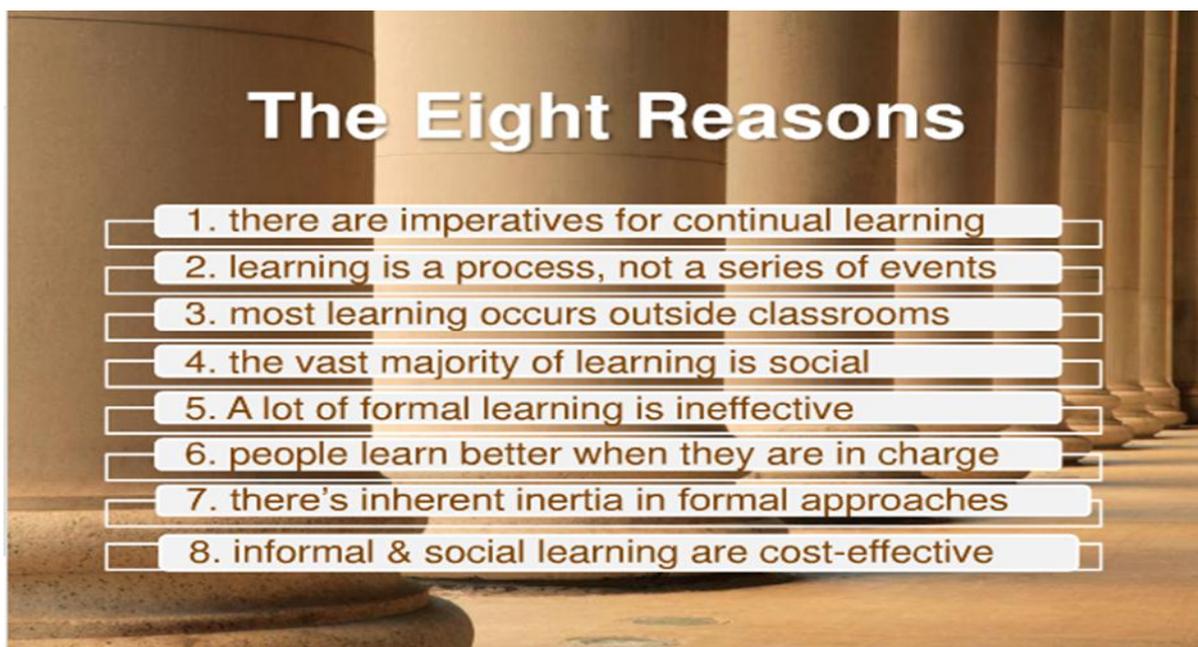


Figure15. The eighth reasons by Jennings Charles.

In today's digital global innovation, Social Websites are providing more and more their user's with the required tools and templates to enhance, as well as improving their social, cultural and educational background by using information technology to satisfy their cooperative needs worldwide. Table11 illustrates some educational Social Networking websites around the world.

Table12. Educational Social Networking websites by target study.

Some Educational Social Networking Websites	
ePALS School Blog	Connects school students from around the world to promote world peace.
GoIIT	Community for students preparing for their School & Board Exams.
IIT Bombay Alumni	Connect and network with each other online.
The Student Room	United Kingdom based student community.
The Math Forum	A large educational network for math students.

4 Research methodology

This chapter, will describe all the carry on of this thesis research.

4.1 Research approach

Taken in consideration the nature of this thesis project, the collection of data was based both in qualitative as well as quantitative research. The qualitative method process, was suitable to acquire the required information for the research and data analyses, however the quantitative data acquired will act as support to the qualitative data.

4.2 Data collection

Regarding data collection, two types of ready-made questionnaire have been used to collect the required and suitable information on the impact of social networking, from both Teachers as well as Students.

In order to acquire the required and relevant data, a qualitative and quantitative survey was conducted to both the teachers group, as well as the students group in Pasila campus. The target group was polite asked to participate on the required survey, and the selection was done randomly accordingly to their availability.

Taken in consideration the nature of the target group in the University, there was no relevance to collect data concerning issues, such as sex and age of the respective target group.

The identity of all the required target group will be kept anonymous, in order to maintain fully confidentiality of the participants of this thesis research.

4.3 Interview

In order to give more impact on this thesis research, suitable qualitative data was collected by interviewing directly to students who are using social networking Facebook to help and boost their studying environment at HAAGA-HELIA.

4.4 Primary data

The primary data of this thesis research, comprised of teacher's as well as students different response, collected in Pasila campus through ready-made questionnaire and interview. The gathered data, will be used only and only for this research purpose, in order to carry out further data analysis.

4.5 Secondary data

In order to support this thesis research, additional data was collected through books, research papers, articles, interviews, online sources, lectures, as well as other relevant sources with credibility for this thesis purpose.

4.6 Data analysis

This thesis research was carried out by conducting a survey, using ready-made questionnaire distributed directly to available Students and Teachers in Pasila campus. Under such the analysis of the gathered data was done by using a spread sheet table in Microsoft Excel.

Taken in consideration the number of respondents participated as well as the amount of data gathered, the methodology used proved to be more reliable, however the data analysis required more time and basic understanding of the Excel statistical concepts and formulas.

The use of Webropol, would be more efficient and reliable in analysing the collected research data, however the number of required response would not be as satisfactory as possible, when online survey is conducted at the University premises.

4.7 Reliability of the study

This study research, was conducted in HAAGA-HELIA Pasila campus, under such, the target group was checked for their qualifications and credibility, in order to participate in the required survey, to be able to validate the gathered data.

4.8 Risks

This thesis research, had a potential risk regarding the required response of the questionnaire, however, there was more cooperation from the students group to be able to acquire required data for the further purpose and analysis. The method used for collecting data, proved to be more efficient and reliable, taken in consideration the number of response of the target group.

Other risk, can be directly or indirectly related with the subject/topic Social Networking in a studying environment, which is very delicate and people are very sensitive for further discussion. This risk was overcome, by ensuring to the target group the confidentiality of their response, as well as by explaining to the interviewed group that their information and data collected was used and only used for the thesis research purpose.

5 Presenting HAAGA-HELIA

5.1 Overall description

HAAGA-HELIA, it is a leading University of applied sciences offering Finnish and English language high superior education in business, tourism & business, hotel, restaurant & tourism, sports & leisure management, information technology, management assistant & journalism as well as vocational teaching for the success of students, businesses and workplace communities located in Helsinki, Finland (HAAGA-HELIA Applicant's Guide, 2011).

The Figure16 illustrates HAAGA-HELIA website screenshot.

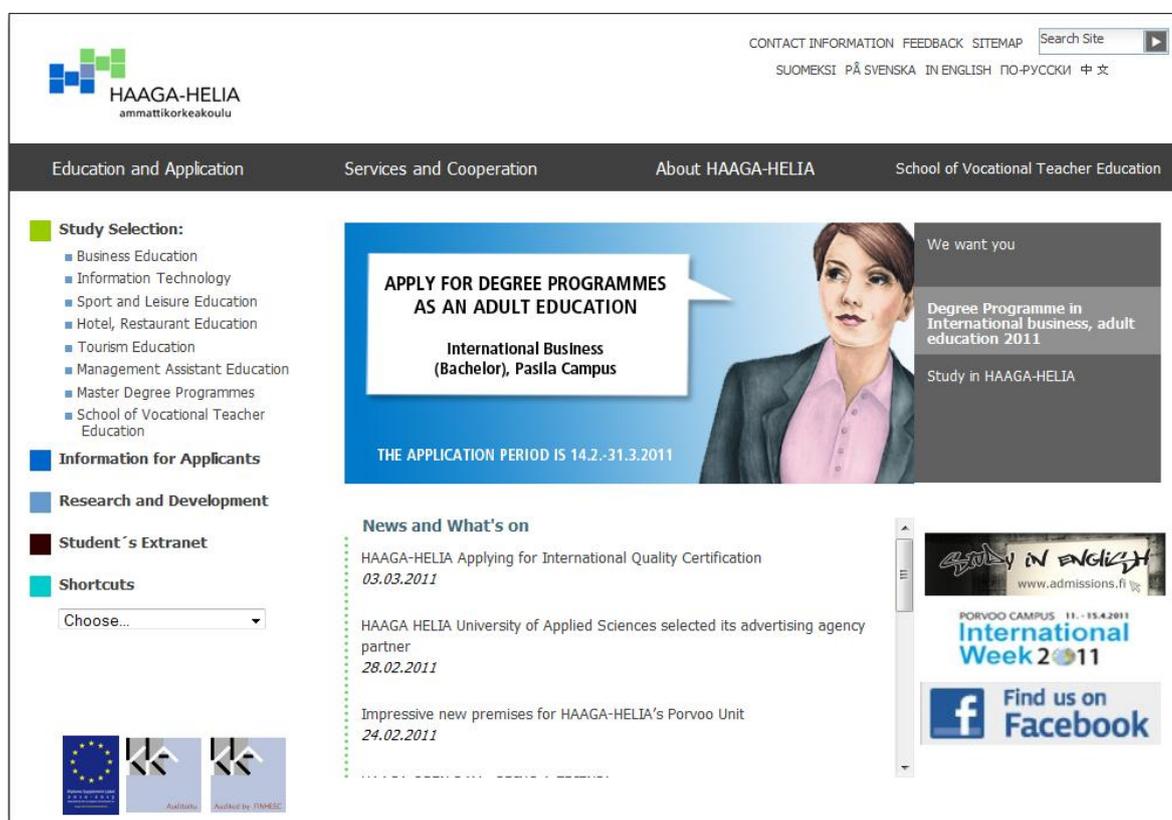


Figure16. HAAGA-HELIA Home page.

HAAGA-HELIA, is an internationally University with a total number of 10 378 students in 95 nationalities, from Europe, Asia, Africa, North as well as South America embracing in academic studies and research, in Finland or trough University partners around the world. (HAAGA-HELIA Applicant’s Guide, 2011).

The Table10 and the Figure17 presents HAAGA-HELIA total number of students per campus.

Table10. HAAGA HELIA total number of students per campus by HAAGA-HELIA Students affairs office.

Campus	Present	Absent	Total
Haaga	1174	113	1287
Malmi	923	93	1016
Pasila	5029	571	5600
Porvoo	1047	143	1190
Vallila	799	96	895
Verumäki	355	35	390
Total	9327	1051	10378

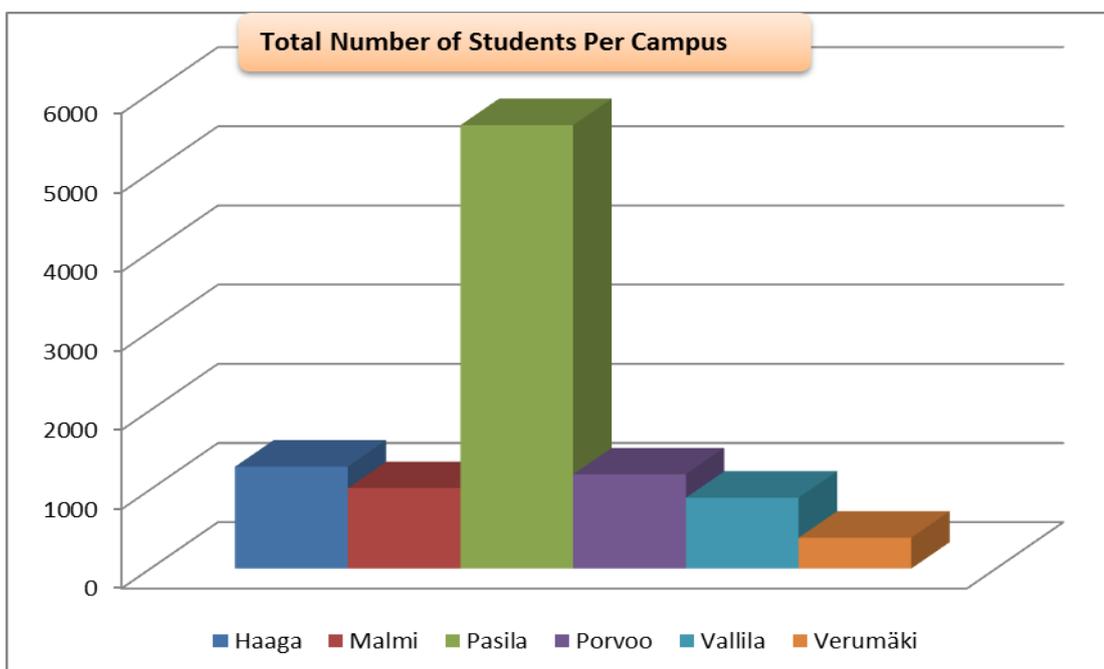


Figure17. HAAGA-HELIA total number of students per campus by Raimundo Fortes.

The University has currently about 450 Teachers and instructors distributed all over HAAGA-HELIA campus, in different studying fields such as Business, Information Technology, Languages, Sport and much more subjects related with the University curriculum.

The Figure18 illustrates the top ten foreign nationalities at the University.

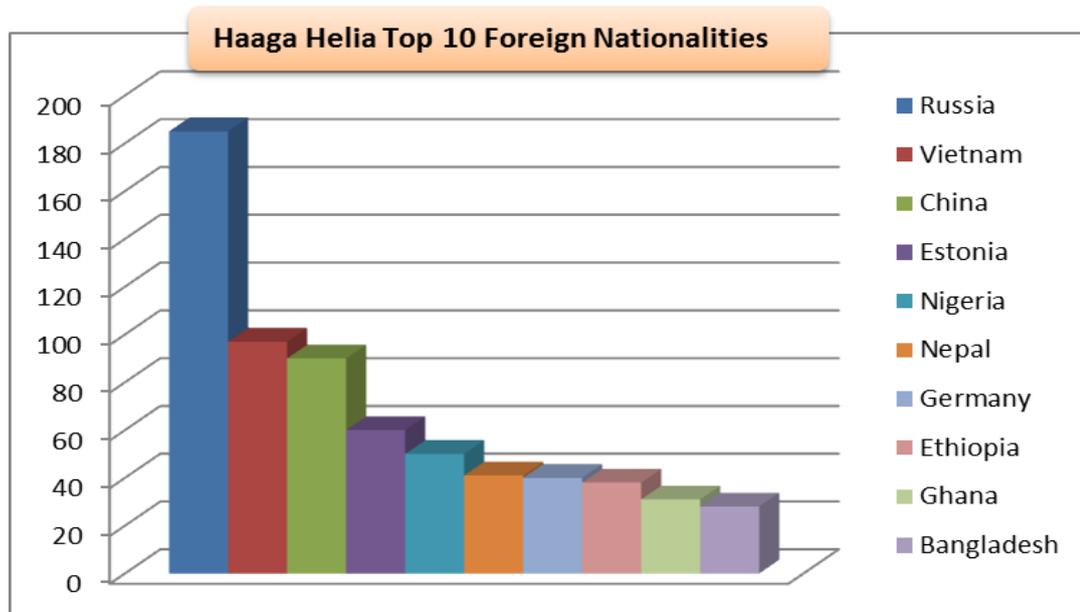


Figure18. HAAGA-HELLA top 10 foreign nationalities by Raimundo Fortes.

Additionally to academic and professional studies, the University also provides students with basic, intermediate as well as advanced language courses of Finnish, Germany, Spanish, Chinese, English, Swedish and Russian or other language which can be selected by the students. This program enables students to acquire the required and suitable language skills to face the world business market globalization. (HAAGA-HELIA Applicant's Guide, 2011).

Depending on the level of the Students, the University provides a program allowing Students and Teachers to participate in exchange studies with different University partners around the world, making this project suitable for language skills practising, culture exchange development, as well as embracing in a different learning methodology and practises exchange.

As the cooperation increases among different academic institutions, the University receives various Students and Teachers from University partners around the world, to participate in different HAAGA-HELIA programs such as Finnish language, Information Technology, Business, Marketing, or other program relevant for the students. (HAAGA-HELIA Applicant's Guide, 2011).

At the University, Students are entitled to engage in a compulsory working experience in the respective field of study, which can be done in Finland or other foreign country. This practise, ensure Students with the required basic field experience for further purposes such as continuous studying, or embracing into the world competitive business market workforce. (HAAGA-HELIA Applicant's Guide, 2011).

HAAGA-HELIA is one successful academic institution in Finland. The Figure19 presents the total number of students of the institution from the past five years.

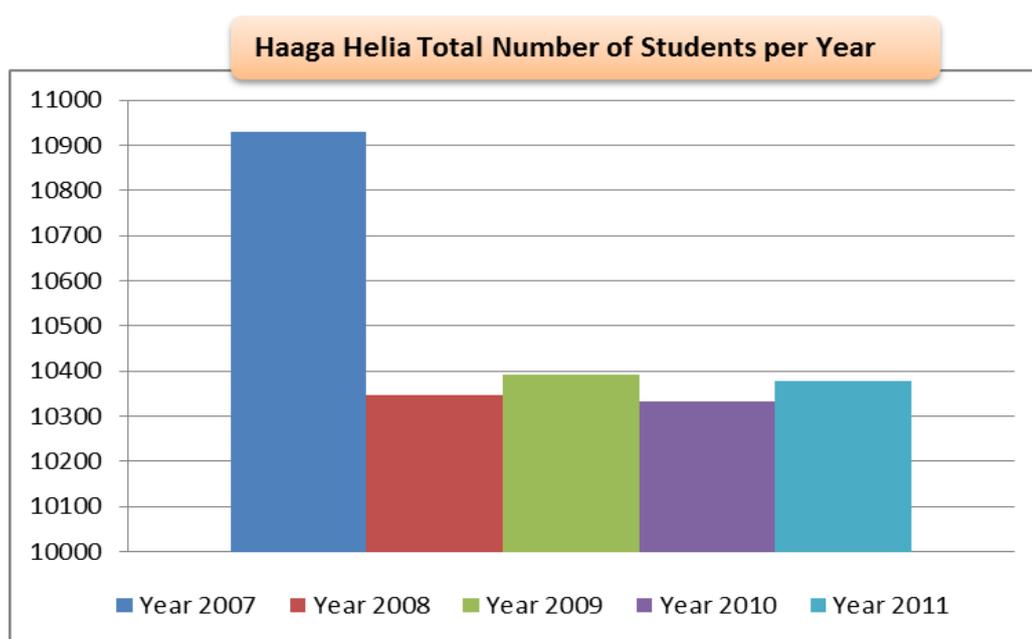


Figure19. HAAGA-HELLIA total number of students per year by Raimundo Fortes.

5.2 HAAGA-HELIA Organization

In order to make HAAGA-HELIA learning environment as smooth as possible, the University provides different experts in different areas such as Student Advisor, International Advisor, Financial Advisor, Information Technology Support, Psychologist, as well as many other core supportive areas in order to support directly or indirectly the HAAGA-HELIA studying community.

Currently the University has about 250 professionals, distributed all over the University. (HAAGA-HELIA Applicant's Guide, 2011).

HAAGA-HELIA organisation chart is illustrated in figure20.

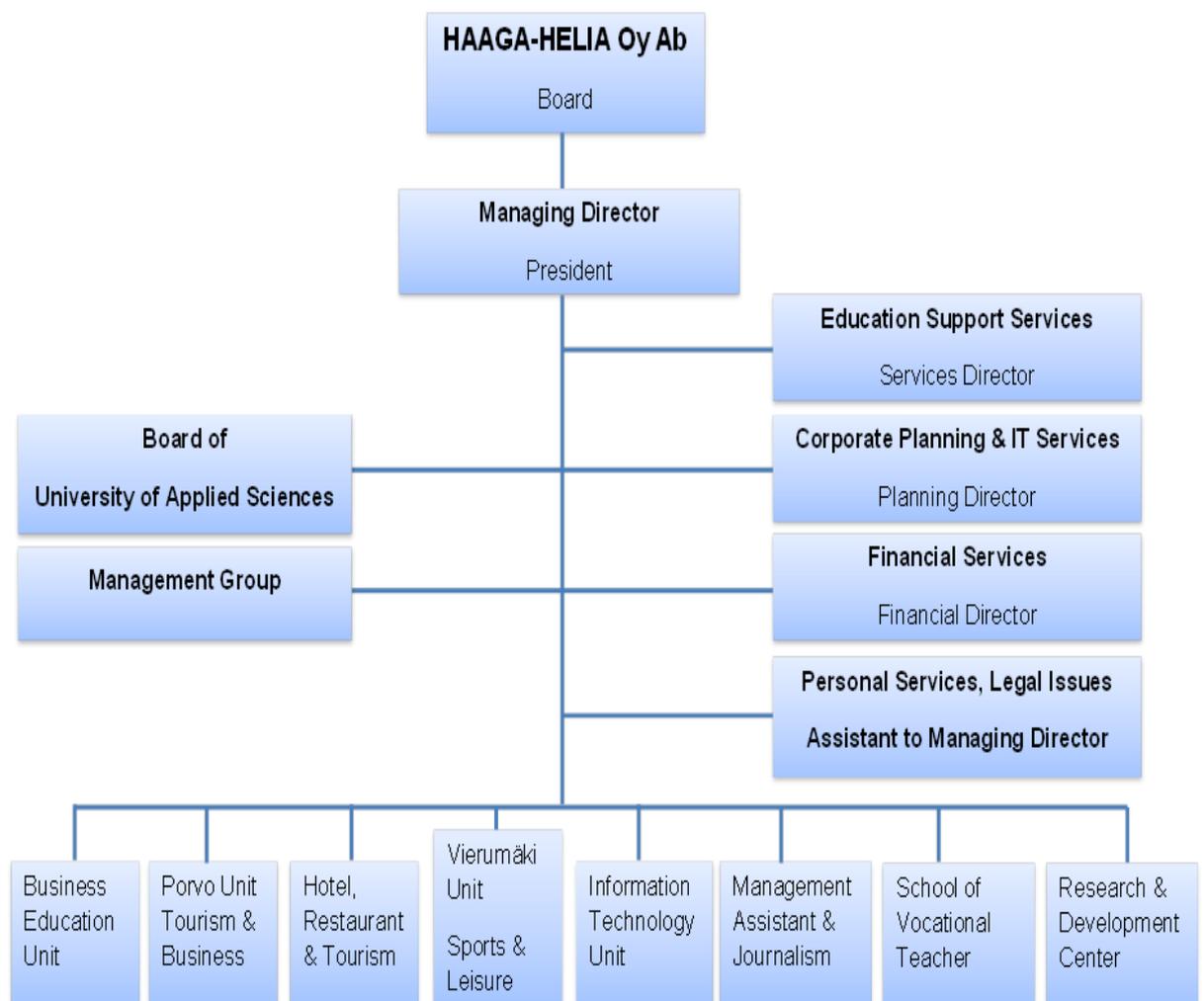


Figure20. HAAGA-HELLA Organisation chart.

5.3 Pasila Campus

Pasila campus is the focal point of HAAGA-HELIA University of Applied Sciences, is the location of the head office of the University, as well as core education unit in English and Finnish language.

The table11 below illustrates all the degree programmes conducted in English in Pasila campus, as well as the number of students each programme accepts per year, the youth education. (HAAGA-HELIA Applicant's Guide, 2011, 80-105).

Table11. Pasila campus full-time degree programmes.

Degree Programme	Programme	Students intake
Multilingual Management Assintans	Bachelor's	65
Business Information Technology	Bachelor's	70
International Business	Bachelor's	112

HAAGA-HELIA University provides different degree programmes focusing in the working community, the adult education. The respective courses are conducted in English as part-time studies, in order for students acquiring the required tools and knowledge for new global challenges, as well as further improvement of their educational background.

The table12 illustrates the part-time programmes conducted in Pasila campus (HAAGA-HELIA Applicant's Guide, 2011, 151-163).

Table12. Pasila campus part-time degree programmes.

Degree Programme	Programme	Students intake
International Business	Bachelor's	30
International Business Management	Master's	70
Tourism	Master's	15

The table13 provides a data regarding the total number of international degree Students from Pasila campus, as well as an aggregate of all total number of Finnish Students involved in different programmes conducted in national language in the respective campus.

Table13. Pasila total number of Students per international degree programmes by HAAGA-HELLA Students affairs office.

Abbriviation	Degree Programme	Number of students
BITE	Business Information Technology	239
GLOBBA	International Business	272
HGIB	International Business	48
IBA	International Business Acumen	21
IBMA	International Business Management	73
LIIBBA	International Business	234
MUBBA	Multilingual Management Assistants	192
YMA	Tourism	48
Others	Degree Programmes in Finnish	3902
Total		5029

Currently, the Degree Programme in International Business has the high number of students in Pasila campus, which can be viewed in the graph illustration of international degree programmes, in the figure21. The degree programmes conducted in Finnish language is not represented in the respective graph.

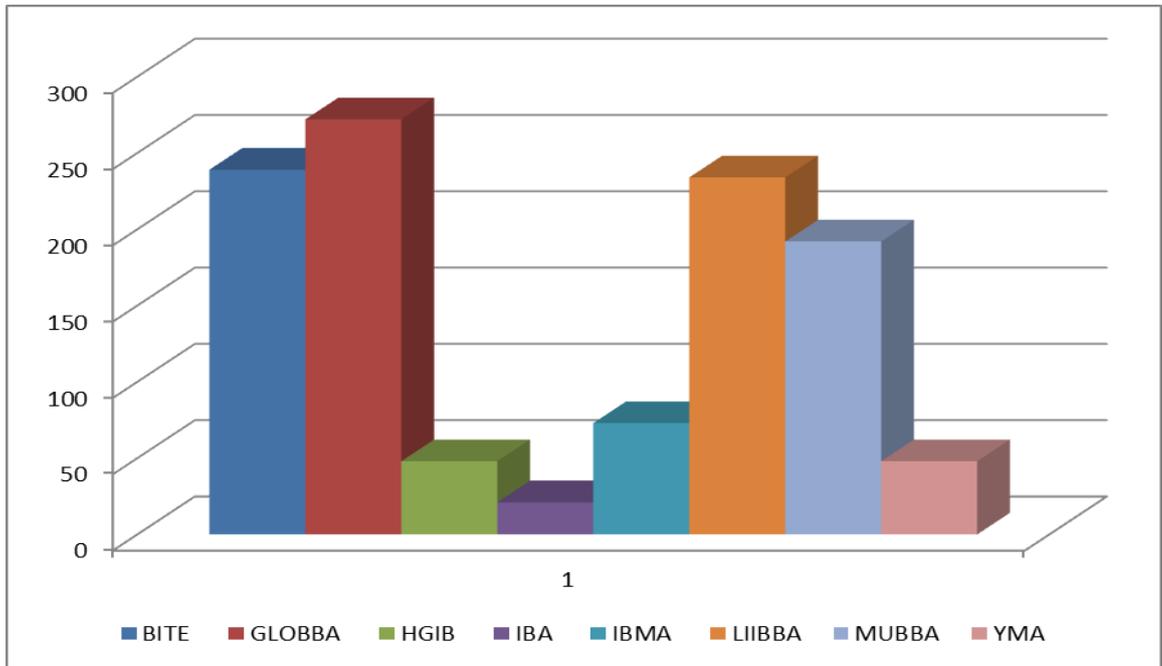


Figure 21. Pasila total number of students per international degree programme by Fortes Fortes.

5.4 HAAGA-HELIA Social Networking

In today's social networking booming environment, most HAAGA-HELIA Students are using Facebook, as their social networking backbone website, in order to conduct different tasks with Family, Friends, School Colleagues, and Teachers as well as with several virtual Friends from the public arena around the World.

The figure22 illustrates HAAGA-HELIA Facebook page.

HAAGA-HELIA ammattikorkeakoulu Like

Organization

Wall HAAGA-HELIA ammattikorke... Most Recent

Ken Tran
up coming event
<http://www.facebook.com/event.php?eid=196897610347094>
Score for Charity
Location: Porvoon pallokenttä
Time: 10:00AM Saturday, May 14th
10 hours ago · Share

Jenny Bellas
Canon etsii Aktiivisen Myynnin Ammattilaisia!
Canon Aktiivisen myynnin ammattilainen, Canon
joberate.com
Hae tätä työpaikkaa Celectuksen palvelussa. Kikkaa kuvaketta tai otsikko.
17 hours ago · Share

HAAGA-HELIA ammattikorkeakoulu
Miettyttääkö tulevaisuus?
Kaipaako sparraajaa työelämästä?
ILMOITTAUDU HAAGA-HELIAN MENTOROINTIOHJELMAAN 2011-2012
...
See More
18 hours ago
2 people like this.
Alena Santalainen Pystynkö ilmoittumaan itsensä, vaikka mitä todennäköisempi valmistun tällä keväällä?
17 hours ago

You and HAAGA-HELIA ammattikorkeakoulu
7 friends like this.

Friends' Photo Albums
My son pictures
by Armando Pereira
Xmas 2010
by Armando Pereira

Sponsored Create an Ad
Submit your story to win
mostamazingshow.com
If you've been to Thailand, we want to hear about it. Send in your stories for a chance to see it in a film or even win a cash prize!
Lahjaksi äidille 8.5.
flamingospa.fi
3+1 tarjous sisältää 4 erillistä pääsylippua aikuisten Spa & Wellness K20 -osastolle. Etu jopa 35€! Anna lahjaksi äidille, tai usealle!

Figure22. HAAGA-HELIA Facebook Page.

As the popularity of Social Networking increases among the students, HAAGA-HELIA can use the Social Networking Facebook, to enhance more communication, content collaboration with teaching community, information sharing with Students as well as different University partners and public worldwide.

Facebook is already been used by different Teachers as well as more than 50 % of the students from various HAAGA-HELIA programmes, to exchange curricular or extra-curricular material. Under such, the University can adopt measures and procedures to implement it as a learning pilot project tool, in order to promote a new studying pattern for this century based on collaboration, cooperation, sharing of information as well as academic resources exchange.

The figure23 inspired on Joey Bernal, the actor presents the pivotal proposal to utilize the most popular Social Networking at Pasila campus, the Facebook as a learning tool, collaboration tool, as well as communication tool to help HAAGA-HELIA academic community (Bernal Joey 2010, 235).

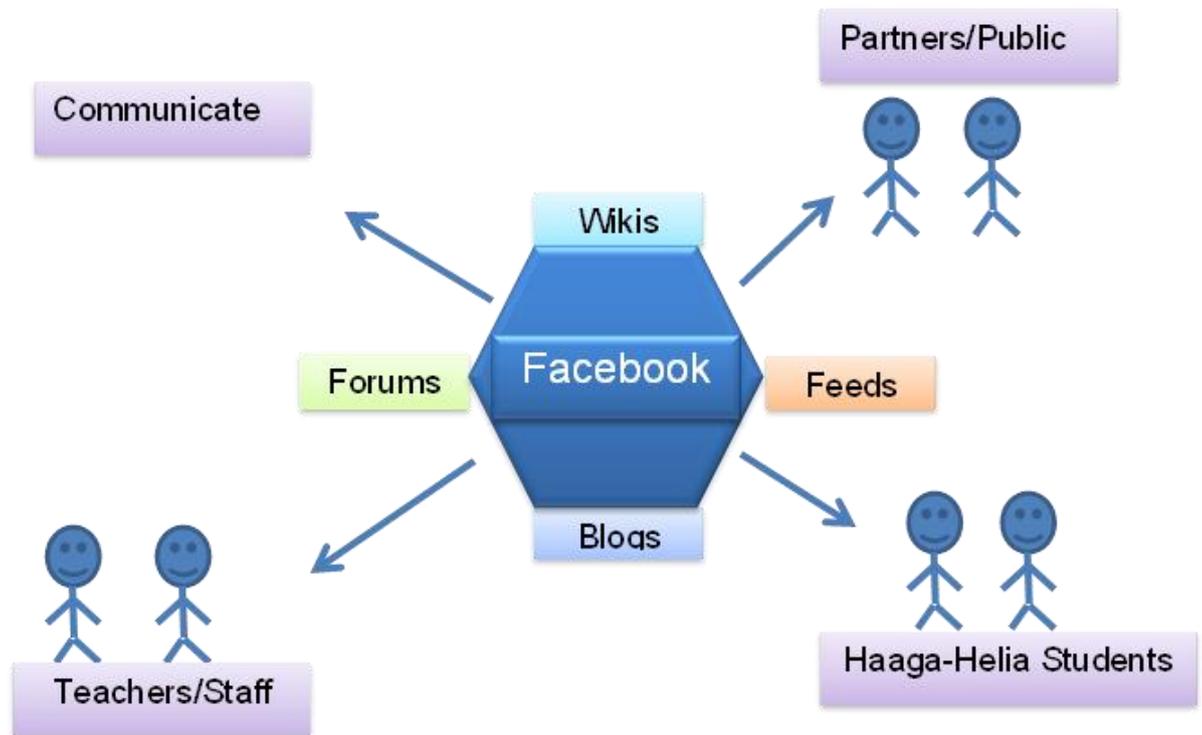


Figure23. Facebook in HAAGA-HELLA learning environment by Raimundo Fortes.

As the number of Facebook users increases at HAAGA-HELIA, several students are relying on this particular Social Networking website, in order to reach as many colleagues as possible and as fast as possible, by sharing some information regarding social or other relevant extra-curricular event.

The figure24 illustrates the Business Information Technology summer opening 2011, shared by HAAGA-HELIA Facebook user.

The image shows a screenshot of a Facebook event page for "BITE Summer Opening 2011". The event is organized by Juhani Välimäki and is public. It is scheduled for Thursday, May 19, from 2:00pm to 5:00pm at HAAGA-HELIA (classroom 8202) & Kaisaniemi park. The event is created by Janette Hagerlund, Nur şah Ketene, and Mikko Nieminen. The event description welcomes BIT students, alumni, and teachers to the 6th annual BITE Summer Opening. The event starts at school (room 8202), where some foods and drinks are provided. Around 5.30 pm, they will proceed to Kaisaniemi park to play a petanque tournament. Instructions for enrollment include gathering a team of three players, signing up by sending an email to janette.hagerlund@myy.haaga-helia.fi (including names of team members and a team name), and noting that first-timers are welcome. The page shows 40 people attending, 22 maybe attending, 46 awaiting a reply, and 9 not attending. There are also sponsored ads for PC speed, gold jewelry, and a forex service.

facebook Search Home Profile Account

BITE Summer Opening 2011

Juhani Välimäki invited you · Share · Public Event

I'm Attending **Maybe** **No**

People You May Know See All

- Aurel Radulescu**
1 mutual friend
Add as friend
- Donato Sapio**
5 mutual friends
Add as friend

Sponsored Create an Ad

Onko sinulla hidas PC?
pc-speed.org
Nopea 3 minuutin skannaus löytää ja korjaa kaikki PC:n virheet välittömästi. Lataa heti ilmaiseksi, 100% takuu!

Kulta Sijoitus
secure.easy-forex.com
Pieni muutos kullan kurssi voi merkitä sinulle suurta tlaisuutta!

Glorian Antiikki -40%
Antikin, taiteen, keräilyn ja Designin huippuasiantuntija. Tilaa tästä 5 kk lehdet hintaan 19,90 €.

Kulttuuri kutsuu!
tallnncalling.com

40 Attending See All

- Juhani Välimäki
- Eero Maasalmi
- Opu Narcisse
- Afeez Oyegoke
- Jarmo Peltoniemi
- Shah Rahman
- Sergey Vetrogonov
- Asif Iqbal

22 Maybe Attending View

46 Awaiting Reply View

9 Not Attending View

Time Thursday, May 19 · 2:00pm - 5:00pm

Location HAAGA-HELIA (classroom 8202) & Kaisaniemi park

Created By Janette Hagerlund, Nur şah Ketene, Mikko Nieminen

More Info Welcoming all BIT students, alumni and teachers to the 6th annual BITE Summer Opening! Event starts at school (room 8202), where some foods and drinks are provided. Around 5.30 pm we'll proceed to Kaisaniemi park to play a petanque tournament.

How to enroll for the petanque tournament:
*gather a team of three players
*sign up by sending email to janette.hagerlund@myy.haaga-helia.fi (names of the team members and also a team name)
*first-timers of petanque are very welcome

Share: **Post** **Link** **Photo** **Video**

Write something...

Figure24. Business Information Technology summer opening 2011 by HAAGA-HELLA Facebook user.

5.5 Social Networking at HAAGA-HELIA studies

In order to understand the really impact of Social Networking at HAAGA-HELIA studying environment, a personal interview was conducted to an international business Student, who are using Facebook as learning platform tool, to achieve a fast communication with classmates.

The extract of the interview is presented on the table14.

Table14. International business student interview by Raimundo Fortes.

Why are You using Facebook in HAAGA-HELIA ?

I am using the social networking Facebook in order to exchange several instant messages with my classmates, as well as my group team concerning group work or other relevant task by connecting with them at different locations or at HAAGA-HELLA building'.

I am also use it for posting some information regarding my team work schedules meetings, exchanging some useful links, files, documents or ideas for the project as well as to conect with my family and friends around the world'.

Can You think about some benefits of using Facebook in HAAGA-HELIA ?

'There is a lot of benefits of using Facebook at the University, such as the improvement of cooperation between classmates, exchange of ideas by using quickly messaging, exchange of sources and links between students, sharing some ducuments and files among students, notification of social events or other group event'.

Can You think about future impact of Facebook after graduation?

'I believed after graduation, Facebook can play an important role in connecting with my previous classmates as well as my previous teachers, in order to continuos build this learning and studying relationship as well as to acquire substantial and important links, files, documents, material from the people I studied with whenever I will need'.

6 Results

6.1 Students primary findings

Taken in consideration the response of the thesis research conducted at HAAGA-HELIA Pasila campus concerning the Impact of Social Networking, an aggregate of 100 Students actively participated on the respective survey with the following gathered results:

- Almost all the Students interviewed are accessing Social Networking sites at Pasila campus, making it 95 % of the total of students.

The figure25 presents the percentage of social networking interviewed users at Pasila campus.

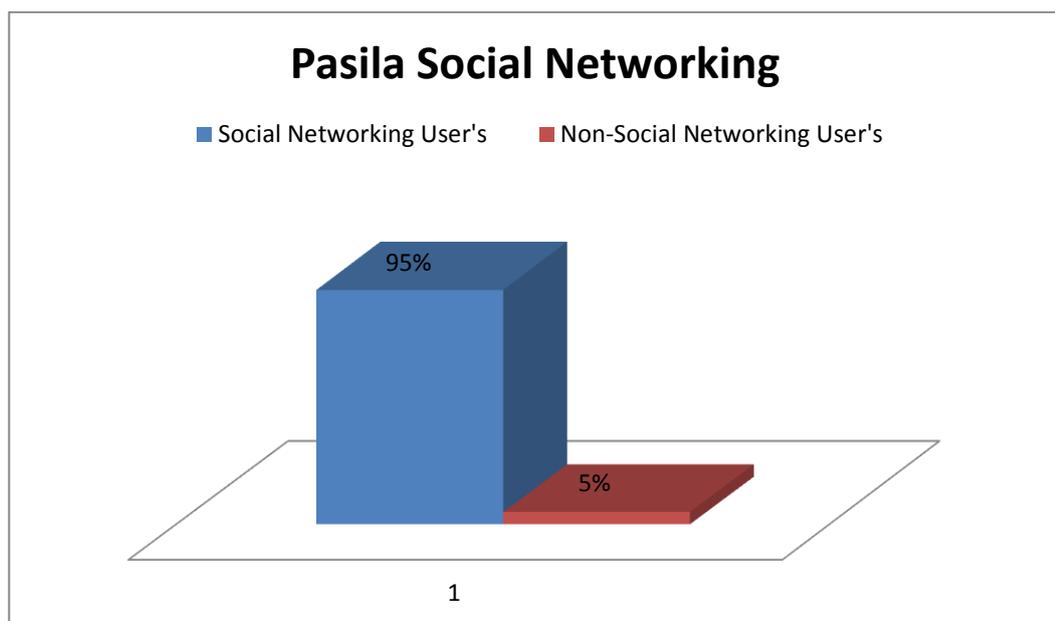


Figure25. Pasila campus social networking users by Raimundo Fortes.

- Regarding the membership of social networking sites, 96 % have their membership activated, with 95% being Facebook members and 25% LinkedIn, making Facebook the most social networking used at HAAGA-HELIA, Pasila campus.

The figure 26 illustrates the percentage of Facebook users from Pasila campus.

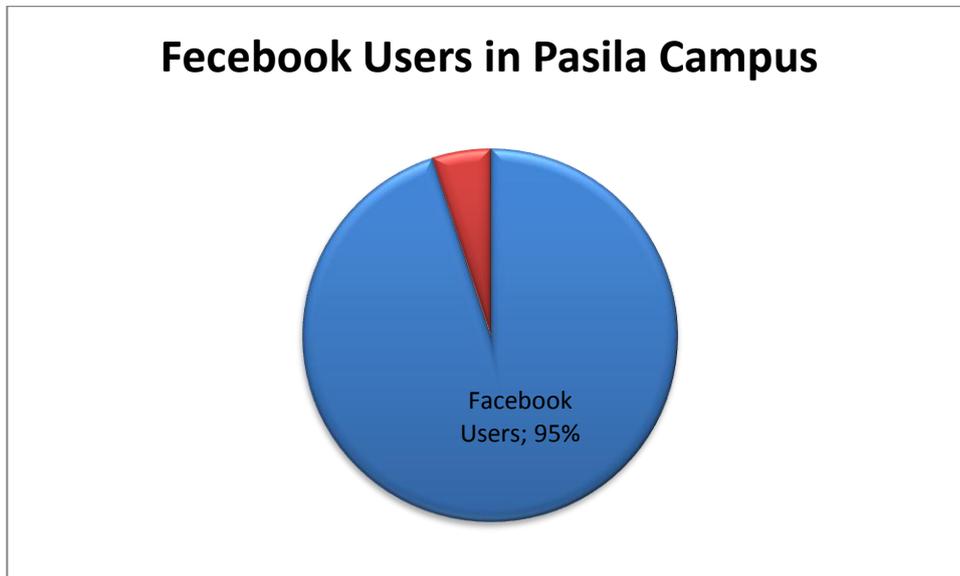


Figure26. Pasila Campus Facebook users by Raimundo Fortes.

- A total of 81 % of students are accessing Social Networking sites using University personal computers, making it more necessary to implement risks procedures as well as basic guidelines to ensure HAAGA-HELIA total network safety.
- A reasonable amount of 49 % of Students interviewed, are using social networking more than a year, and most of the target group are spending less than an hour per day, making 79 % of the interviewed group.
- Concerning the purpose of the use of Social Networking, 85 % of the interviewed are using it for extra curricular topic or issues, and 43 % are using this particular technology for interacting with other HAAGA-HELIA colleagues as well as some University Teachers.

- Most interviewed Students are sceptical, regarding the issue of using Social Networking sites during contact hours, with 54% are using it during the lessons, and 69 % of students believed the Teachers do not allow the use of Social Networking during their contact hours.
- A total of 86 % of Students, do not recommend the use of Social Networking during the contact hours, and 58% agreed on the fact, that Teachers can use their authority and forbid the use of Social Networking sites during lessons, which are not related with the required topic.
- The researched Students, agreed with 80 % on the positive benefits behind the use of Social Networking, and a total of 82 Students believed on the positive impact of Social Networking to HAAGA-HELIA studying community.
- Reasonable number of Students, 68 % does not agree to use Social Networking sites to boost communication with their University Teachers. A Total of 53 Students, does not recommend HAAGA-HELIA management the possibility of adopting as compulsory, at least one Social Networking site, in order to enhance Teachers and Students relationships at the University.
- There is some positive response on the necessity of utilizing Social Networking to boost communication, cooperation, collaboration as well exchange ideas and knowledge in HAAGA-HELIA. An 88 % of the Students agreed on a creation of Teachers and Students forum, in order to developed a smooth and healty HAAGA-HELIA studying environment.

6.2 HAAGA-HELIA Students overview

The main purpose of this research was to acquire some different overview, from the Students using social networking in their academic day in day out life. The Students have been requested to give possible useful comments, opinions, or concerns regarding the use of Social Networking sites at the HAAGA-HELIA. The table15 illustrates the direct best responses, from 10 Students selected from the required research.

Table15. Students comments, opinions, or concerns by Raimundo Fortes.

Comments, opinions, or concerns
<i>'The problem about sites like Facebook represent a distraction during contact hours, but afterwards its features ease communication among the classmates for team work, etc. Also social networking is real in our lives, so everybody should experiment it'.</i>
<i>'It depends on the applications. There are applications that could help studies. Facebook is still in the beginning of its occurrence and we will see more areas of it in future when more useful applications are available for it'.</i>
<i>'I think it disturbs the class if someone is using Facebook or other social media. Especially if the student is showing something to other students during contact hours. I do not think social media would boost communication of students and teachers'.</i>
<i>'HAAGA-HELLA should have a network system where students can communicate in real time, change files, do homework's. Something out of Facebook'.</i>
<i>'With the Business World heading towards social networking, so the need for Business Schools to encourage the use of it'.</i>
<i>'I think teachers should interact more with students in social media. I also think teachers should use social media services in their teaching'.</i>
<i>'In my opinion, LinkedIn is a good site due to the fact that is useful network to find work after graduation. Facebook during the lessons is unproductive, because students use most to Chat online'.</i>
<i>'I do not think social media and School are related. Belonging to a social network should not be made compulsory. However, communication between students and teachers should be enhanced, as some teachers are very slow to answer e-mails, if they answer them at all'.</i>
<i>'Well, at least the networking sites should NOT be blocked, since they are good for students and improve networking'.</i>
<i>'Social networking when used properly can be a very powerful communication tool to engage students and teachers alike in a timely fashion and with relevant content'.</i>

6.3 Teachers primary findings

There is no ethic/moral in Social Networking (Facebook, etc.). As long as they do not apply "human rights" I cannot recommend them, By HAAGA-HELLA Teacher.

There is a total and massive increase of the use of social networking features around academic institutions worldwide. Under such, one of main focus of this research was to acquire suitable data regarding the practise from different HAAGA-HELLA Teachers from Pasila campus. The gathered data from all the seven Teachers who voluntary participated on this survey can be viewed below:

- The teachers interviewed, 2 are accessing Social Networking sites at the University, and a total of 5 are not using it.
- A total of 3 Teachers are members of Social Networking Facebook as well as LinkedIn, and 4 Teachers does not belong to any Social Networking site.
- One Inverviewed Teacher, is using Social Networking sites less than a year and 2 Teachers are using this technology more than a year, and all of them are using it less than a hour per day.
- One Teacher, utilize Social Networking, in order to interact with school colleagues/students and 2 with other people worldwide. Two Teachers, are using with the purpose of helping their teaching and 2 for other extra curricular topic.
- A total of 4 Teachers, allows the Students to use Social Networking sites during contact hours, and the remain 3 does not allow the Students to use it.

'One of the major exercise for the course is the development of a social networking site'.

'Contact hours can be performed physically or virtually'.

'Students can decide to pay attention or not to the lessons'.

'Is not possible to restrict'.

- A total of 4 Teachers, never noticed their Students accessing Social Networking sites during contact hours, and 3 noticed it. If noticing students accessing social networking sites, 5 Teachers will do nothing, and 2 stop it.
 - ‘Stops the students accessing social networking sites during lessons, if is not related with the studies’.*
 - ‘It up to students what they do so far when they act in a responsible way.’*
 - ‘Is not my business to stop it’.*

- A total of 2 Teachers, experienced the situation of stopping a Student accessing Social Networking sites during contact hours, and 4 never experienced it.

- A total of 2 Teachers, recommends the use of Social Networking sites during lessons, if is related with the topic and 5 of them, does not recommend it. All 7 Teachers, does not recommends other Teachers to forbid the use of Social Networking sites during lessons.
 - ‘Is their own business’.*
 - ‘Why should I?’ Each teacher matter a decision of his/her own how to communicate in the class’.*

- Potential 5 interviewed Teachers, sees benefits of the use of social networking and 2 of them does not see any benefit on it. One Teacher recommends HAAGA-HELIA Teachers, to start use it and 6 does not recommend the use of it, to boost the teaching.

- All the Interviewed Teachers, recommends the introduction of basic pokedures and guidelines, of the use of Social Networking sites during contact hours, as well as not recommending IT Mangament to block/lock Social Networking during lessons.
 - ‘It might be good to get some kind of general discipline in the matter’.*
 - ‘It is good to have a protocol’.*
 - ‘Good idea if the social network is under school control’.*
 - ‘Could be discussed together and the guidelines set up together’.*

- A total of 3 interviewed, sees negative impact of using Social Networking during lessons, and 3 Teachers sees positive impact if topic/subject related.

- A total of 5 teachers does not recommend HAAGA-HELIA Management, to adopt as compulsory at least one Social Networking site, in order to boost Teachers/Students relationship.

It is everybody's own matter'.

I prefer person-to-person contacts'.

There should be time for planning and testing the adoption of compulsory social networking site'.

Teachers have private knowledge about good working ways to use it that other Teachers might not know'.

- A total of 5 interviewed Teachers, recommends the creation of HAAGA-HELIA Teachers and Students forum, in order to boost communication as well as exchange of ideas and thoughts, and one Teacher does not recommend it at all.

6.4 HAAGA-HELIA Teachers overview

Teachers should have more time for learning from each other and students new innovative ways to share and build knowledge together in the net. Finland is a country with long distances, still not much is done to utilize networking, e.g. distance work/group in project ideas for HAAGA-HELLA, Research & Development By HAAGA-HELLA Teacher.

One major and crucial asset for this thesis research was to analyse the feedback from HAAGA-HELIA teaching community, by gathering their individual views, comments, opinions, or concerns regarding the use of Social Networking at the University. The table16 presents an overview of potential responses from personnel interviewed.

Table 16. Teacher's number One questionnaire response overview by Raimundo Fortes.

Not using social networking at Haaga-Helia premisses, not a member of any social networking site.
<i>Allows the students to use social networking sites during contact hours, and students can decide to pay attention or not to the lessons.</i>
<i>Recommends the use of social networking sites during lessons, if is related with the topic and does not recommend other Teachers to forbid the use of social networking in classes, because does not see any good reason for that.</i>
<i>Althought not using personally social networking, sees many benefits to the courses/ subjects.</i>
<i>Does not recommend HAAGA-HELLA Teachers to start using social networking sites, and there is no need for IT Management to block/ lock social networking during lessons.</i>
<i>It might be good to get some kind of general discipline in the matter of the use of social networking sites during contact hours.</i>
<i>There is a negative impact of using social networking during lessons, however it may also have a positive impact if related with the topic and learning.</i>
<i>Does not recommend HAAGA-HELLA Management to adopt as compulsory at least one social networking site in order to boost Teachers/ Students relationship, because it is everybody's own matter.</i>
<i>Recommends the creation of HAAGA-HELLA Teachers and Students forum in order to boost communication as well as exchange of ideas and thoughts, worth of exploring the matter.</i>
<i>We should consider technological development openly to it's possible benefits, on the other hand We should also be critical enough.</i>

Table 17. Teacher's number Two questionnaire response overview by Raimundo Fortes.

Using social networking more than a year and less than a hour per day at HAAGA-HELLA if course related, member of social networking Facebook as well as LinkedIn to interact with colleagues and university students.

Allows the students to use social networking sites during contact hours, one of the major exercise for the course is the development of a social networking site.

Stops the students accessing social networking sites during lessons, if is not related with the studies.

Recommends the use of social networking sites during lessons, if helps the exercises in the case and forbid the use of it, if is not work related.

Does not recommend other Teacher's to forbid the use of social networking during lessons, and sees benefits to the courses/ subjects if is work related.

Recommend other HAAGA-HELLA Teachers to start using social networking sites as well as not recommending IT Mangament to block/ lock social networking during lessons.

Recommends the introduction of basic pocedures and guidelines of the use of social networking sites during contact hours.

Sees a positive impact of using social networking in lessons, if related with the work/ topic.

Does not recommend HAAGA-HELLA Management to adopt as compulsory at least one social networking site in order to boost Teachers/ Students relationship.

Recommends the creation of HAAGA-HELLA Teachers and Students forum in order to boost communication as well as exchange of ideas and thoughts, worth of exploring the matter.

Table 18. Teacher's number Three questionnaire response overview by Raimundo Fortes.

<p>Using social networking more than a year and less than a hour per day at HAAGA-HELLIA if course related, member of social networking Facebook as well as LinkedIn to interact with friends.</p>
<p><i>Allows the students to use social networking sites during contact hours, because contact hours can be performed physically or virtually.</i></p>
<p><i>Does not stops the students accessing social networking sites during lessons, because it up to students what they do so far when they act in a responsible way.</i></p>
<p><i>Does not recommend the use of social networking sites during lessons, because it is competing with the lesson subjects.</i></p>
<p><i>Does not recommend other Teacher's to forbid the use of social networking during lessons because is their own business as well as, sees benefits to the courses/ subjects because is one way of communication.</i></p>
<p><i>Does not recommend other HAAGA-HELLIA Teachers to start using social networking sites as well as not recommending IT Mangament to block/ lock social networking during lessons.</i></p>
<p><i>Recommends the introduction of basic pocedures and guidelines of the use of social networking sites during contact hours, because it is good to have a protocol.</i></p>
<p><i>Sees a negative positive impact of using social networking in lessons, because is stealing time.</i></p>
<p><i>Does not recommend HAAGA-HELLIA Management to adopt as compulsory at least one social networking site in order to boost Teachers/ Students relationship, otherwise good idea if the social network is under school control..</i></p>
<p><i>Recommends the creation of HAAGA-HELLIA Teachers and Students forum, in order to boost communication as well as exchange of ideas and thoughts.</i></p>

Table 19. Teacher's number Four questionnaire response overview by Raimundo Fortes.

Not using social networking at HAAGA-HELLIA premises, not a member of any social networking site.
<i>Allows the students to use social networking sites during contact hours, because is not possible to restrict.</i>
<i>Does not stop the students accessing social networking sites during lessons, because is not his business.</i>
<i>Does not recommend the use of social networking sites during lessons as well as does not forbid the use of social networking, because is not possible to control.</i>
<i>Does not recommend other Teacher's to forbid the use of social networking during lessons, and does not see any benefits using social networking sites.</i>
<i>Does not recommend other HAAGA-HELLIA Teachers to start using social networking sites as well as not recommending IT Management to block/lock social networking during lessons.</i>
<i>Recommends the introduction of basic procedures and guidelines of the use of social networking sites during contact hours.</i>
<i>Sees a negative impact of using social networking in lessons, because students can time to time be distracted from learning.</i>
<i>Does not recommend HAAGA-HELLIA Management to adopt as compulsory at least one social networking site in order to boost Teachers/Students relationship.</i>
<i>Does not recommend the creation of HAAGA-HELLIA Teachers and Students forum in order to boost communication as well as exchange of ideas and thoughts.</i>

Table 20. Teacher's number Five questionnaire response overview by Raimundo Fortes.

Not using social networking at HAAGA-HELLA premises and not a member of any social networking site.

Does not allow the students to use any social networking site during contact hours, as well as never noticed students accessing social networking sites.

Does not recommend the use of social networking sites during lessons and does not forbid the use of it.

Does not recommend other Teacher's to forbid the use of social networking during lessons, and does not see any benefit to the courses/ subjects the use of social networking.

Does not recommend other HAAGA-HELLA Teachers to start using social networking sites because the security is not good enough, as well as not recommending IT Management to block/ lock social networking during lessons.

Recommends the introduction of basic procedures and guidelines of the use of social networking sites during contact hours.

Sees a negative impact of using social networking in lessons.

Does not recommend HAAGA-HELLA Management to adopt as compulsory at least one social networking site in order to boost Teachers/ Students relationship, because prefers person-to-person contacts.

Recommends the creation of HAAGA-HELLA Teachers and Students forum in order to boost communication as well as exchange of ideas and thoughts

There is no ethic/ moral in social networking (Facebook, etc). As long as they do not apply "human rights" I can not recommend them.

Table 21. Teacher's number Six questionnaire response overview by Raimundo Fortes.

Not using social networking at HAAGA-HELIA premises and not a member of any social networking site.

Does not allow the students to use any social networking site during lessons, because expects the students to concentrate on the topic being discussed as well as never noticed students accessing social networking sites during contact hours.

Never experienced a situation to stop students accessing social networking sites.

Does not recommend the use of social networking sites during lessons, because students should concentrate on class matters. Why to throw away the opportunity to discuss face-to-face. It is richer compared with the social media, lacking gestures, stresses and emphasis.

Does not recommend other Teacher's to forbid the use of social networking during lessons, Why should I??? Each teacher matter a decision of his/ her own how to communicate in the class.

Sees benefits to the courses/ subjects the use of social networking, because the students could get some support when completing the home works by discussing the problem with other students or experts.

Does not recommend other HAAGA-HELLA Teachers to start using social networking sites, my knowledge and understanding of social networking is so poor, that I would not give any advice to others.

Some students have invited me to Facebook, as long as working in Haaga-Helia as a Teacher, I am not willing to do that. Discussing topics connected with ICT would be okay. Any how, I am there for the students and colleagues in the school. Why should I be on hard while having free-time? I hav a family, friends and hobbies. Being available for the work all the time, would impoverish my life. Computers tie us in one place, we should instead enjoy the outdoors, culture, friends face-to-face...

Table 22. Teacher's number Seven questionnaire response overview by Raimundo Fortes.

<p>Not using social networking at HAAGA-HELLIA premises, member of social networking site Facebook as well as LinkedIn less than a year for interacting with other's.</p>
<p><i>Does not allow the students to use any social networking site during lessons, because expects better concentration of the students.</i></p>
<p><i>Stop the students accessing social networking sites when necessary.</i></p>
<p><i>Does not recommend the use of social networking sites during lessons, because one of the major things nowadays is to learn to concentrate on one issue at the time.</i></p>
<p><i>Forbids the use of social networking during lessons, and allows the use while doing project works at scheduled labs. Does not recommend other Teacher's to forbid the use of social networking during lessons, because I don't know what to recommend.</i></p>
<p><i>Sees benefits to the courses/ subjects the use of social networking, because the students could get moral and technical support through social media.</i></p>
<p><i>Does not recommend IT management to block/ lock social networking sites during contact hours, because sometimes would like it and other times not.</i></p>
<p><i>Recommends HAAGA-HELLIA Management to introduce basic procedures and guidelines regarding the use of social networking sites during classes, because could be discussed together and the guidelines set up together (Students and Teachers).</i></p>
<p><i>Sees both negative as well as positive impact of the use of social networking during lessons, I do not know really, in some cases students on Facebook have been lost and far behind in the lab works and projects.</i></p>
<p><i>There should be time for planning and testing the adoption of compulsory social networking site in HAAGA-HELLIA. Teachers have private knowledge about good working ways to use it that other Teachers might not know.</i></p>
<p><i>Usually people can not be told to get social in the net. It just happens or not. For fun and learning, we should practise technical creation of such applications in BIT.</i></p>
<p><i>Teachers should have more time for learning from each other and students new innovative ways to share and build knowledge together in the net. Finland is a country with long distances, still not much is done to utilize networking, e.g. distance work/group in project ideas for HAAGA-HELLIA, Research & Development.</i></p>

6.5 Overall conclusions

In today's social communication, Social Networking is a primordial choice for many people around the world. Social Networking is bypassing all other type of social media with their features popularity; inexpensiveness source of communication; broader user's collaboration; intensive user's cooperation; ability of sharing different resources worldwide; ability of acquiring resources inexpensively; ability to connect anytime anywhere in real time with instant messages and online phones; and many other reasons relevant to the users.

As the Social Networking sites shifts the media communication parameters, HAAGA-HELIA studying community still embraces this particular new technology by digesting gradually all the positive impact such as sharing messages regarding social events or other important issues; exchanging documents, links or files by using some social networking sites such as Facebook; posting crucial information concerning group work by exchanging instant messages from various locations; exposing curriculum vitae to the world, for further references or job searching, by using Social Networking site such as LinkedIn; connecting with Friends and Family for socialization, as well as other curricular or extra-curricular related issue.

Adopting social networking at HAAGA-HELIA is voluntary, however the community should analyse all the positive impact in order to enhance more collaboration; better cooperation; efficient and fast communication between Students and Teachers by creating forums, blogs, as well as wikis. A place where all the University community can share collaboratively their resources, links, experiences, knowledge, information, ideas, all relevant issues for learning purposes or other relevant topic.

The student community can benefit from the expertise of the teaching community, by accessing relevant, credible and reliable source of crucial data or material for assignments, group projects, thesis research or further continuous learning process.

As the popularity of Facebook increases at HAAGA-HELIA, also increases the risks and threats of this technological practice, putting in jeopardy the entire University network safety, as well as the Student's inability of focusing in real class events or studying material. Under such, there is a need to emphasize all the measures, guidelines and risk procedures, in order to enhance a healthy and smooth University studying environment.

The main goal of this thesis research was to analyse and measure all the impact of Social Networking at HAAGA-HELIA, by involving directly the community users who directly or indirectly are benefiting from this pivotal practise.

Taken in consideration the results of the response of the University community, there is a need to formulate rules and regulations, as well as basic procedures in order to monitor and control the use of Social Networking at HAAGA-HELIA premises, as well as embracing the already users of this known and popular technology, for learning purposes or other relevant curricular or extra-curricular topic.

6.6 Recommendations

Change in conducting business in academic institutions around the world is necessary. There will be changes toward positive goals or negative ones. There will be always People who support innovative new social networking features and facilities, and there will be some sceptical, and more concerned with this practise. As world changes into the digital era, there is a total and massive embracement from various users into a social sites such as Facebook, LinkedIn and many more. There are things, people cannot fight against it, those things we must embrace them and work alongside with it, we cannot change the fact that there is Facebook among the studying world; we must develop/ introduce all the measures, guidelines and procedures to ensure the safety, reliability of academic networking infrastructures around HAAGA-HELIA campus by Raimundo Fortes.

An overall analysis of the questionnaire response, as well as the literature review of this thesis research, produced a set of recommendations proposed as follow:

- It is important for both Teachers and Students, understands important factors regarding the use of Social Networking at HAAGA-HELIA University. It is also important and crucial, for HAAGA-HELIA University, continuous evaluate all the technologies, as well as critical tools and software protection, in order to ensure total and complete network security safety, from constant social networking risks and threats.
- HAAGA-HELIA Teachers, must ensure all their Students, understands the standard rules and basic regulations and procedures concerning the use of Social Networking at the university. HAAGA-HELIA teaching community, should empower all the students, with the matters and basic procedues, regarding the use of Social Networking during contact hours, the potential risks and critical threats of the Social Networking sites for the univerity network, the advantages and disadvantages of Social Networking for the studying community.
- HAAGA-HELIA Teachers, can create some blogs or wikis in Social Networking sites, in order for Students to get access to relevant and useful bookmarks, material, documemts or files to help their everyday study activity or other relevant topic. Students can collaborate and engage more, by commenting or selecting the best ideas or works from other Students on the Teacher’s blog.

- HAAGA-HELIA University, must ensure a continuous improvement and development of the basic procedures and critical guidelines, concerning the potential risks and threats from usage of Social Networking in a learning environment, in order to safeguard completely the university network by empowering all the users of Social Networking at the University premises.

- Adopting one Social Networking as pivotal learning tool, the University community can communicate and collaborate more efficiently, exchanging and sharing messages as fast as possible, making it more suitable for quickly reaction and intervention from all the users of HAAGA-HELIA community.

- There is a need to advise HAAGA-HELIA studying community, the overall benefits of the use of Social Networking LinkedIn, in order for further job searching, professional relationships, as well as curriculum vitae marketing.

- HAAGA-HELIA studying community can create special forums in order to enhance more Students- Teachers content collaboration, broader cooperation as well as interchange of ideas and thoughts.

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Appendices

Appendix1 Students Thesis Questionnaire

Dear Student

Please complete this thesis questionnaire regarding *The Impact of Social Networking at HAAGA-HELLA*. The information provided will be confidential and used only and only for this thesis research.

1. Do you use social networking sites in HAAGA-HELLA premises?
 Yes No
2. How do you usually access your social networking sites at the university?
 HAAGA-HELLA PC Other
3. Are you a member of any social networking site?
 Yes No
4. If so, how many sites do you belong to?
 One More than one
5. Are you a member of the social networking site Facebook?
 Yes No
6. Are you a member of the social networking site LinkedIn?
 Yes No
7. How long have you been using social networking sites in HAAGA-HELLA?
 Less than a year More than a year
8. How many hours do you spend using social networking sites in the university per day?
 Less than an hour More than an hour
9. When using social networking sites in HAAGA-HELLA, who do you interact with?
 School colleagues/Teachers Other
10. Why do you use social networking sites in HAAGA-HELLA?
 To help my studies Other
11. Do you use social networking sites during the class/lessons?
 Yes No

12. Do any teachers allow the use of social networking sites during their contact hours?
- Yes No
13. Would you recommend the use of social networking sites during the class/lessons?
- Yes No
14. Do you recommend teachers to use their authority and forbid the use of social networking sites during contact hours?
- Yes No
15. Do you see any academic benefits for using social networking sites?
- Yes No
16. Do you think the use of social networking sites is helping HAAGA-HELIA's study community?
- Yes No
17. Would you recommend HAAGA-HELIA teachers to use social networking sites to boost communication with students?
- Yes No
18. Would you recommend HAAGA-HELIA Management to adopt as compulsory at least one social networking site in order to boost teachers/students relationship?
- Yes No
19. Would you recommend a creation of teachers and students' forum to enhance communication, cooperation as well as exchange ideas and knowledge at the University?
- Yes No
20. Other possible useful comments/opinions/concerns regarding the use of social networking sites in HAAGA-HELIA:

Thank You for your Time and Collaboration.

Appendix2 Teacher's Thesis Questionnaire

Dear Sir/ Madam

Please complete this Questionnaire regarding *The Impact of Social Networking at HAAGA-HELIA*. The potential information provided will be used for this thesis purpose, as well as to set some guidelines and procedures for continuous learning improvement at the university.

1. Program
 - BIT
 - Other
2. Do you use social networking sites in HAAGA-HELIA premises?
 - Yes
 - No
3. Are you a member of any social networking sites?
 - Yes
 - No
4. If so, how many social networking sites do you belong to?
 - One
 - More than one
5. Are you a member of the social networking site Facebook?
 - Yes
 - No
6. Are you a member social networking LinkedIn?
 - Yes
 - No
7. How long have you been using social networking sites in HAAGA-HELIA?
 - Less than a year
 - More than a year
8. How many hours do you spend using social networking sites in HAAGA-HELIA per day?
 - Less than an hour
 - More than an hour
9. When using social networking sites in HAAGA-HELIA, who do you interact with?
 - School colleagues/Students
 - Other
10. Why do you use social networking sites in HAAGA-HELIA?
 - To help my teaching
 - Other

Comments:

11. Do you allow the use of social networking sites during your contact hours?

- Yes No

Why:

12. Have you noticed students accessing social networking sites during your contact hours?

- Yes No

13. After noticing students' access to social networking sites during your contact hours, what do you do?

- Nothing, not my business Stop it

Why:

14. Have you ever told a student to stop accessing social networking sites during your contact hours?

- Yes No

Why:

15. Would you recommend the use of social networking sites during contact hours?

- Yes No

Why:

16. Do you forbid the use of social networking sites during your contact hours?

- Yes No

Why:

17. Do you recommend other teachers to forbid the use of social networking sites during their contact hours?

- Yes No

Why:

18. Do you see any benefits to your courses/subjects in the use of social networking sites?

- Yes No

Comment:

19. Would you recommend other HAAGA-HELIA teachers to start using social networking sites?

- Yes No

Comment:

20. Would recommend IT Management to block/lock social networking sites during your contact hours?

- Yes No

Why:

21. Would recommend HAAGA-HELIA Management to introduce basic procedures/guidelines regarding the use of social networking sites during classes?

- Yes No

Why:

22. In your opinion, what kind impact does the use of social networking sites during classes have in your lessons?

- Positive impact Negative impact

Comment:

23. Would recommend HAAGA-HELIA Management to adopt as compulsory at least one social networking site in order to boost teachers/students relationship?

- Yes No

Comment:

24. Would you recommend a creation of HAAGA-HELIA teachers and student's forum to boost communication as well as exchange ideas and thoughts?

Yes

No

Comment:

25. Other possible useful comments/opinions/concerns regarding the use of social networking sites in HAAGA-HELIA:

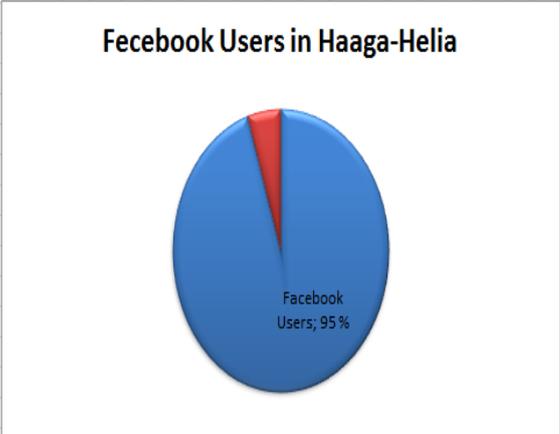
Thank You for your Time and Collaboration. Please return it to Info Desk.

Appendix3 Student's Questionnaire Table Results

TABLE OF QUESTIONNAIRE DATA																				Total																			
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5	1		1		1															19																			
6	1		1		1															19																			
7	1		1		1															19																			
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Appendix4 Student's Questionnaire Results

1. Do you use social networking sites in Haaga-Helia premises?	
Yes No	
95 5	
2. How do you usually access your social networking sites at the university?	
HH PC Other	
81 21	
3. Are you a member of any social networking site?	
Yes No	
96 4	
4. If so, how many sites do you belong to?	
One More than one	
39 57	
5. Are you a member of the social networking site Facebook?	
Yes No	
95 5	
6. Are you a member of the social networking site LinkedIn?	
Yes No	
25 74	
7. How long have you been using social networking sites in Haaga Helia?	
Less t More than a year	
47 49	
8. How many hours do you spend using social networking sites in the university per day?	
Less t More than an hour	
79 19	
9. When using social networking sites in Haaga-Helia, who do you interact with?	
Schoc Other	
43 74	
10. Why do you use social networking sites in Haaga-Helia?	
To he Other	
25 85	
11. Do you use social networking sites during the class/lessons?	
Yes No	
54 47	
12. Do any teachers allow the use of social networking sites during their contact hours?	
Yes No	
30 69	
13. Would you recommend the use of social networking sites during the class/lessons?	
Yes No	
14 86	
14. Do you recommend teachers to use their authority and forbid the use of social networking sites during contact hours?	
Yes No	
58 41	
15. Do you see any academic benefits for using social networking sites?	
Yes No	
80 20	
16. Do you think the use of social networking sites is helping Haaga-Helia's study community?	
Yes No	
82 17	
17. Would you recommend Haaga-Helia teachers to use social networking sites to boost communication with students?	
Yes No	
68 31	
18. Would you recommend Haaga-Helia Management to adopt as compulsory at least one social networking site in order to boost teachers/students relationship?	
Yes No	
48 53	
19. Would you recommend a creation of teachers and students' forum to enhance communication, cooperation as well as exchange ideas and knowledge at the University?	
Yes No	
88 11	



Glossary

Blogs are websites with dated items of content in reverse chronological order, self-published by bloggers.

Cross site Reference Forgery, is a malicious user exploiting certain site's trust for an existing authenticated session with a victim's browser.

Educational social networking, are sites where students use to collaborate with other students on academic projects, research or to interact with professors and teachers via blogs and classroom forums.

Facebook provides a platform for users to quickly connect with friends, co-workers, and acquaintances in various networking groups.

Haaga-Helia it is a leading University of applied sciences offering Finnish and English language high superior education located in Helsinki, Finland

Home page it most often refers to the initial or main web page of a web site, sometimes called the front page.

HTML, Hyper Text Markup Language is the basic building-blocks of webpages.

IBM, International Business Machines, is a multinational computer, technology and information technology consulting corporation.

LinkedIn is online network of more than 24 million experienced professionals from around the world, representing 150 industries.

Lotus connections, is social software for business launched by International Business Machines.

MySpace is one of the more popular online social networks available in 15 different languages.

Pasila campus, the headquarters and major study unit of HAAGA-HELIA University of Applied Sciences, is located at Ratapihantie 13, in Helsinki, Finland.

Phishing is an e-mail fraud method in which the perpetrator sends out legitimate-looking email in an attempt to gather personal and financial information from recipients.

Social networking, involves the creation of a virtual community where users can share, discuss, collaborate, and even argue about topics of common interest.

Social networking sites are virtual communities where people with mutual interests meet on-line to share information and build relationships.

Web site is a related collection of World Wide Web files that includes a beginning file called a home page.

Wikis are a convenient, online way for teams to author content collaboratively, edit it, and then publish it.