The Capabilities of Facebook in a Math Course

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Abstract

This paper explains the capabilities of Facebook’s group site function as it relates to students and faculty in math courses. By purposely being broad in its scope, this paper serves as a resource for instructors to gain a better understanding of eight (8) key capabilities the site has to offer – text post, photo post, video post, questioning (polling), invitations, “liking” a status/post, chat, and document creation. While the subjective feedback received from the students identified Facebook to be a valuable resource that was well received by students, the results from objectively assessing and comparing grade performance were inconclusive (average of a 0.09 GPA increase compared to the students’ other core Math courses). Much can be said for an instructor choosing to implement this tool into his/her course as it leverages the technological strengths of the students, allows for a large increase in interaction with a student outside the classroom, and is versatile with its ability to pass educational resources and administrative information quickly and efficiently. However, it can be time consuming for the instructor by having to update and monitor the site and may even serve as a platform for encouraging procrastination and integrity violations. Comparing the pros and cons, one can conclude that the weaknesses can be lessened if implemented according to the recommendations outlined in this paper, thus should be considered for incorporation into future courses.
Background

Chances are you are a registered facebook user. However, if you are not one of the users of this social networking, data sharing site, one can most assuredly guarantee that you either know someone who is an active member and/or understand the basic concept with how facebook operates.

Headquartered out of Menlo Park, California, facebook has grown to over 3,000 employees since its “birth” on February 4th, 2004. As of December 2011, facebook had 845 million active monthly registered users across 70 languages. Out of the 845 million active monthly users mentioned above, over 483 million (57%) are categorized as active daily users. Further, 245 million (~50%) of these daily users are described by facebook as those who access their accounts using mobile devices (Facebook).

Recognizing these astounding statistics and the known correlation of high activity among a young demographic, I felt that activity among college freshmen at any university, including the United States Military Academy, would be no different. This was supported by one faculty member’s research discovering that 98% of his students were registered members of facebook (Gibson, 2009). According to facebook’s website, their mission statement is “…to give people the power to share and make the world more open and connected” (Facebook Resume). This mission statement served as the genesis behind my exploits in exploring the many uses of facebook’s group site applications over the past three semesters within my Math Modeling and Differential Calculus courses.

A former academy instructor once summarized five main types of communication between the instructor and the student as: face-to-face, email, phone, text, and lastly, facebook (Nowicki, 2010). Taking this last method of communication and applying facebook’s mission statement, I researched various methods in making my freshmen core math courses “more open and connected” outside of the classroom. In executing this, I used a variety of mechanisms offered by facebook’s group site in making the courses more available to my students who agreed to participate. Before beginning, my preliminary research showed several instructors having implemented the use of facebook in their courses prior; however, very little detail could be found as to exactly how it was implemented. For this given lack of detail available coupled with the fact I describe myself as only a monthly user myself, I decided it was best to take a holistic approach to how I would implement this into my course and attempt to leverage my student’s daily use in the success of this research. In other words, I wanted to take a broader view and evaluate several of facebook’s utilities and report on the capabilities and limitations as they apply to the math classroom. Specifically, I was looking as to whether it could be used to spark interest or continue math dialogue outside of the classroom.
Methodology

**Laying the groundwork.** I did not want to cross any boundaries that would violate the teacher-student or the military’s senior-subordinate relationship; therefore, it was important that I was not “friends” with any of my students. I found that creating a group was able to meet this intent as members of the group cannot view an individual’s page unless befriended. Additionally, I elected to have the security settings of a closed group. Although the name and number of the groups established changed throughout the three semesters, the item that stayed consistent was the fact that it was a closed group.

**Establishing the guidelines.** As an instructor, just as much as I did not want to violate the teacher-student relationship, I wanted to ensure a high level of fairness among the students right from the beginning, not fully knowing the positive or negative effects of the group site. To achieve a level of equality, I created a 1-page document, which explained the purpose of the group and made it a point to mention that membership of the group was voluntary (Appendix 1). I felt this was important for a couple of reasons. First, not all students had active facebook accounts; therefore, I did not want to penalize non-users. Second, active use on facebook is distracting; therefore, active posting on (or even the monitoring of) the group could contribute to negative performance.

**Utilizing the site.** Recognizing my status of not being an active user as a weakness, it was important to leverage those who were active daily users to contribute to the group’s content. Although roughly 99% of the traffic was math or course related, there was of course the daily possibility for an item to be posted that could detract from the purpose of the group (i.e.: posting something unprofessional or content unrelated to the military or math). Items that needed to be considered included, but was not limited to, how often should the instructor log on to the site with the purpose of monitoring, how frequent to post an item, and how often to utilize the site in class.

**Evaluating its effectiveness.** The use of SurveyMonkey was the primary method in obtaining subjective feedback. However, also was the option to revisit the facebook group in order to compare dialogue between each group to receive a subjective assessment. Multiple surveys were given to the students throughout the three semesters. No two surveys were the same nor were the surveys given at similar moments in the course. The manner in which the results are presented serve to provide future instructors with a starting point in how they can implement facebook into their classroom by proving strengths and weaknesses of the group’s functionality.
**Analysis**

In conducting my research, I found seven items to be of relevance to a math course within Facebook’s group site settings. Table 1 (Group Functions) and Figure 3 (Group Sitemap) below identifies the tool/utility which I found relevant and places them on the corresponding group site.

**Table 1: Description of Relevant Facebook Functions**

<table>
<thead>
<tr>
<th>No.</th>
<th>Tool / Utility</th>
<th>Description</th>
<th>Eval. (Y/N)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Text Wall Post</td>
<td>Allows user to quickly place a text comment for all members to see</td>
<td>Y</td>
<td>Email serves this purpose just as well; however, without the need for a “subject” line or Outlook.</td>
</tr>
<tr>
<td>2</td>
<td>Photo Wall Post</td>
<td>Allows user to upload an individual photo or multiple photos to an album</td>
<td>Y</td>
<td>Pictures were taken of students performing in the classroom that could be used to share with family/friends as well as used for class lessons.</td>
</tr>
<tr>
<td>3</td>
<td>Video Wall Post</td>
<td>Allows user to upload a video</td>
<td>N</td>
<td>Potential for video Additional Instruction (AI); however, recording devices available (i.e.: headset, Smartpen®, etc.).</td>
</tr>
<tr>
<td>4</td>
<td>Ask a Question</td>
<td>Allows the user to post a question and receive feedback from members</td>
<td>Y</td>
<td>Using poll options, the user can objectively assess student’s understanding outside of the classroom.</td>
</tr>
<tr>
<td>5</td>
<td>Invitations</td>
<td>Allows user to “invite” members to an event</td>
<td>Y</td>
<td>Used to remind students of location changes of classrooms as well as upcoming quizzes or exams.</td>
</tr>
<tr>
<td>6</td>
<td>“Like” Buttons</td>
<td>Allows user to “like” something that may have been posted whether it is a text wall post or photo post</td>
<td>Y</td>
<td>Used to guide students via confirmation as they work problems on their own and/or receive help from students on the group’s wall.</td>
</tr>
<tr>
<td>7</td>
<td>Chat</td>
<td>Allows user to chat via instant messenger format</td>
<td>N</td>
<td>Has strong potential that can be explored to take place of lengthy dialogues.</td>
</tr>
<tr>
<td>8</td>
<td>Docs</td>
<td>Allows the user to create documents to be posted instantaneously onto the site</td>
<td>N</td>
<td>Cut/paste options are not available. User must create the document on the Facebook site.</td>
</tr>
<tr>
<td>9</td>
<td>Message</td>
<td>Allows friends (not group members) to send messages similar to email correspondence</td>
<td>N</td>
<td>[Not available in Group mode]. If available, this method would take the place of an email instructors would normally send using Outlook.</td>
</tr>
</tbody>
</table>

![Figure 3: Group Sitemap](image-url)
1. **Text Wall Post.** The use of the wall post in the text form accounted for over 90% of communication on the group’s site. This allowed the student and me to do several things. First, a student who was struggling with a given problem could post his or her question on the site and solicit feedback from other students or myself. The reply was always delivered using the same method in which it was initiated (text). By seeing the dialogue in the open wall forum, it allowed for other students struggling with the ability to solve their own troubles, ask follow-up questions, and/or allow them an opportunity to provide assistance as well. Occasionally, upwards of as many as five students were actively engaged in a posted problem. In addition to providing additional instruction to struggling students, I used this method of communication to mention an interesting mathematical anecdote (i.e.: Pi Day), follow-up with a question that we did not have time for in class, or simply make a positive comment about class performance and/or wish them all a safe weekend. The wall post in text form also allowed us to post URLs to helpful information such as links to additional online sources. Figure 4 below shows how the wall post was used to coordinate a study preparation session while Figure 5 illustrates how an instructor can utilize the text post to motivate and share links to educational resources. Overall, this was the most popular method of communicating within the group.

**Figure 4: Effective Student Use of the Text Post**

**Figure 5: Effective Instructor Use of the Text Post**
2. **Photo Wall Post.** The main purpose of posting an individual photo (or album of photos) was for motivational purposes. For instance, Figure 6 shows a personal photo of me during the knot tying portion of training at the Sapper Leader Course. Since all of the students are required to fulfill military training requirements throughout the academic year and summer, a large majority of the students ask their instructors questions regarding the military training we have received. Due to popular demand, a short knot tying block of instruction was given to the students. By posting the photo, I was able to share with them a piece of nostalgia from my military training while sending a reminder.

Posting photos of the students while they were engaged in classroom activities was another method of using the photo post on our group site. There were several days in which I brought a camera to class and took photos of the students working problems. If conducting an experiment, I took the opportunity to have a student take pictures as I facilitated the experiment. By uploading the photos to the group site, it provided an easy opportunity for students to “tag” themselves in the albums and/or share with their friends and families what it is they do in a math classroom (Figure 7).

![Image of a photo post directed towards students](image)

**Figure 6: Photo Post Directed Towards Students**

3. **Video Wall Post.** The use of the video wall post was not used frequently although it does have great potential for use in a math course by allowing the ability to post instructional videos. When used on the group site, it indeed was used to do just that – assist with comprehension. The other instances it was used was to motivate performance. With the former, either a student or I would post a link to an instructional video that shared the same objectives and concepts for a current or upcoming lesson. Since the Thayer Method relies heavily on daily lesson preparation, this was very helpful when relevant videos were shared in addition to the videos our course provided. This allowed me as an instructor with an opportunity to provide commentary about the video on the group site as well as served as a reference/catalyst in class the next day. Figure 8 details one of the many instances in which students posted video links. I was able to provide short commentary and used it to initiate discussion the next class session. Using videos as a motivational tool, I posted one such video the day before the course final exam (Figure 9). Long before the trend of “tebowing” began, I uploaded a speech given by Tim Tebow to his teammates during halftime of the 2008 BCS National Championship game. Depending on the level of ingenuity, timing, and relevance, using this facebook utility can create and maintain a positive atmosphere regarding the course all the while subconsciously communicating “math.”
4. Ask a Question. Another application offered by Facebook’s group site format is the ability for anyone to “ask a question.” When used with polling options, this was beneficial in our group before and after class by gaining an understanding of the students’ comprehension of the lesson material; however, it also has the potential to be successful when implemented during class as well. Depending on the instructor’s ability to create successful questions and polling options for the given course, I feel strongly regarding this method of application on the group site. Figures 10 and 11 below show two different approaches of implementing the “ask a question” application. While the former is designed to serve as a voluntary objective assessment, the latter challenges students to think deeper regarding the required reading assignment. Although this subjective assessment does not provide the instructor with immediate feedback, it can be used to initiate class discussion the next lesson.
5. **Invitations.** Sending the students an “invite” served the purpose of a friendly scheduling reminder. Like faculty, students too are sometimes overwhelmed with the volume of email traffic received. A simple invite listing the name of the event, date, time, place, and description that is uploaded to the group site for a course event replaces that email message. In an attempt to avoid redundancy, I posted only invitations to events that were not on the course syllabus such as in class quizzes and due dates for homework sets. Figure 12 shows one such instance of a simple invite. The down side of this application is that it may discourage students from handwriting the date into a calendar as they may begin to rely on these reminders.

![Figure 12: A Simple Quiz Invitation](image)

6. **“Like” Buttons.** The use of the “like” button turned out to serve a more important purpose than I had originally expected. After watching students dialogue back and forth while providing assistance to one another using the text form of the wall post, I would find myself adding my own post with the purpose of simply confirming a student’s explanation of the concept. This created an unnecessary post. As Figure 13 shows, I began to adopt the technique of “liking” an individual post. There were several reasons for liking a post. Reasons included that a student was providing accurate assistance to another student or a student was on the right track in explaining what he/she was attempting to do to solve a problem. Overall, this allowed for students to receive/provide concise feedback.

![Figure 13: The "liking" of a Post is Created](image)

7. **Chat.** I did not use the chat function, which is similar to an instant messaging system. Although I cannot speak to the number of times chat was used between students, I did make it clear that assistance received that was not on the wall post, must be cited in accordance with the current academic policy. I did not receive any citations documenting this method, so I would assume that the students did not use this method. I did not highly endorse this method of use either as I originally did not see the worth of it as I was not an avid Facebook user myself. In hindsight, I would encourage the use of the chat forum as it provides real-time dialogue between instructor and the student. This is the closest communication that can occur aside from face to face and telephone/video chat conversations. This method would serve to minimize the amount of traffic on the group site and focus the attention on the student needing the assistance. The negative with this is that unless a summary of the dialogue is posted, the discussion would be lost and the remainder of the class would not benefit. Figure 14 shows a potential time in which chat may be proven more efficient as two individuals dialogue back and forth. In addition
to this example, there were times when 30+ lines of dialogue were committed to a given question, which also served as a potential opportunity to conduct a chat session regarding the question.

Discussion of Results

**Overview.** Over the course of the three semesters in which I incorporated facebook use inside my class, I conducted various assessments soliciting students’ thoughts and feelings towards its use at various moments. I collected the responses using the online survey site, SurveyMonkey®. These surveys were conducted at no defined time and the questions changed from semester to semester.

**Single Section Group Use (Semester 1).** During the first semester, I invited only one of the three sections to be members of a facebook group. Over 93% of the section had an initial favorable opinion in regards to establishing the group site. However, Table 3 below shows a few of the responses from that section when asked to comment on what their initial thoughts and/or impressions were of participating in a facebook group.

<table>
<thead>
<tr>
<th>Table 2: Three Initial Impressions of Utilizing facebook (Group members only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are your initial feelings regarding the creation of a FaceBook group? (Think in terms of competition between peers, whether it fosters proactivity or laziness, etc.)</td>
</tr>
<tr>
<td>&quot;I believe the facebook group aids in productivity because it fosters discussions. While there may be some people who abuse the group, there are already means in place to help those lazy bums like posting the do problems solutions online.&quot;</td>
</tr>
<tr>
<td>&quot;I think it is a good idea because it will encourage others to seek help rather than just not do it.&quot;</td>
</tr>
<tr>
<td>&quot;I am not a huge fan of facebook at the moment, so I don't think I'll be joining.&quot;</td>
</tr>
</tbody>
</table>

As one of these comments suggests, there was worry as to whether or not a group site would encourage procrastination, or even worse, hinder learning. I too had a little apprehension at first. Additionally, it was important to note that some students were not even facebook members, thus causing worries that the group site would promote or encourage the use of the site, which would result in negative performance.
In addition to soliciting the student’s initial impression of the group, I asked the students to rate what impact they believed the group site would have on both their comprehension and academic performance. While 80% felt that the group site would aid in both comprehension and improve their overall course grade, the opinions of the remaining 20% of students were spread equally between believing it was either only going to facilitate a better grade, help them to only have a better comprehension of course material, or felt there would be no impact. This was valuable information because when the students were polled again at the end of the semester, nearly 77% of the students claimed the group site did indeed aid in comprehension and help them achieve a better grade overall. Figure 15 below shows the comparison of the two survey questions taken.

![Figure 15: Performance Assessment Comparison of Facebook Section at the Beginning (L) and the End of the Semester (R)](image)

To have close to 80% of students claim the Facebook site contributed to a better comprehension of course material and obtain a better grade is profound; however, were there any general or specific trends that facilitated to the student’s success. Figure 16 below may provide some insight into the level of success as I asked students to rate their frequency of use of the site. Active users (those commenting/posting 16+ times throughout the semester) accounted for only 14% of the users, while moderate users (6-15 times) accounted for another 14%. Conversely, over 71% of the users posted seldom or not at all. This information, coupled with the data showing a large amount of active viewership (78% viewing 6-30 times), shows two things. First, only few active contributors can be responsible for benefitting a large majority of the class. Also, simply having the forum to serve as a place to view dialogue to aid in comprehension and academic performance may be sufficient enough.

![Figure 16: Activity and Viewership Data](image)
When comparing this section’s math grade for the given semester, Facebook was implemented with their GPA average of their three core math courses, I found there to be minimal impact. Although 50% of the students saw an increase in their overall grade when compared to their math core average, it only translated into a .09 increase in overall GPA, as 25% saw actually a decrease in their average. This data is inconclusive not only due to the small sample size for this portion of the research (n = 16), but in the nature of other variables which affect a students’ performance. Looking broadly at all three sections, the section that utilized Facebook had the lowest class average (90%) when compared to the two sections that did not use Facebook (91% and 95%). Although this may be viewed as a negative and provide a reason to not implement Facebook into the classroom, it is important to note that the three classes were initially sectioned based on ability. The section that achieved a 95% average was identified as a high section while the Facebook and remaining section were designated as average. Comparing like sections, the Facebook section performance was actually 1% less than the other section. Although this objective assessment should not be ignored, it is important to compare this with the results from the subjective assessment provided in Figure 15 above.

Shifting our focus back to the two sections who did not have the opportunity to be a member of the group, we begin to visit their opinion as to the level of effectiveness of a group. As shown in Figure 17 below, when polled at the end of the semester, a majority (60%) of the students were either undecided or did not feel that the group would aid in comprehension. Further, nearly 75% of students felt that the use of Facebook would not increase their grade in the course. When these expectations are compared with the data from the section that used Facebook (Figure 15), it is clear to see that these sections may have benefited from the group use as well. In an attempt to explain why the opinions expressed from Section 2 in Figure 17 were much more negative towards the implementation of Facebook in the classroom (77.5% either felt it would not help them or were indifferent regarding the group), it is important to note that again this class was designated by our course leadership as having a high potential for mathematical achievement. Specifically, the students comprised of this section collectively achieved a 3.91 GPA during their first three core math sequence course.

![Figure 17: Post-Semester Opinions from the Two Non-Facebook Sections (Section 1 (L) & Section 2 (R))](image-url)
Course-wide Group Use (Semesters 2 and 3). During the second and third semesters of implementing facebook into the classroom, I incorporated it across all three of my sections. The only difference between the second and the third semesters was that I maintained three separate groups during the former and consolidated all three sections into one larger group site during the latter. Although I did not conduct a formal assessment as to the value of consolidating the sections, I could see two clear advantages of consolidating into one group. First and foremost, I was able to save time. Not having to update three group sites allowed me to focus attention on the quality of the content I was posting and not on the sheer quantity. Second, it allowed for more collaboration between members since there were three time the number of students serving as members of the group.

During the third semester, I conducted a mid-semester poll and found that 60% of my 49 students were members of group. While all of those who were current members planned on continuing to be a member, 28% of those not a member planned on requesting to be a member while only 10% planned on continuing to not be a member. When further asked to how the site has helped them with class preparation thus far, over 76% of users rated it as an effective tool, mentioning that the group had assisted them either slightly or highly. 20% were indifferent while no one claimed it served as a detriment.

Strengths of facebook Groups.

1. Sparks an interest for math by providing a means for students to think, act, and speak about math outside the classroom.
2. Social networking platform leverages the strengths of the student (technology-driven).
3. Allows for access to an instructor or peer at nearly anytime or any place without the need for Outlook® email accounts or being connected to an academy internal server (Figure 18).

Figure 18: One of the strengths of utilizing the facebook group was to stay connected with one another out of class – to include evenings, weekends, and holidays – even if email could not accessed.

4. Provides a forum for different types of learners – visual, global, etc.
5. Versatility serves as a one stop shop for lesson assistance, schedule reminders, administrative information, instructor assessments, etc.
6. Utilization of Video AI could benefit students if videos are posted that correlate to the current lesson. It should also be considered that the instructor produces his/her own videos for posting. Moreover, the instructor can encourage students to make their own videos to post.
Weaknesses.

1. Can serve as a distraction, which counteracts its intent. Also, something to consider is whether or not it forces students to be facebook members. At least one researcher recommends that the use of social networking sites should not be used for educational purposes (Sturgeon, 2008).
2. Time intensive. Not easy to maintain for those instructors not active daily users of facebook.
3. May serve as a medium for plagiarism or other honor code violations (Figure 19):

Conclusion / Recommendations

Future Exploration. There are of course several approaches as to the how an instructor should approach the implementation of facebook in the classroom. Hopefully this paper can be used as a starting point in understanding the capabilities of what the group site has to offer, as well as serve as an aid in choosing which function(s) an instructor can leverage and focus on. Before anyone begins; however, there are some improvements that can be made to these stated methods of implementation as well as different routes to pursue altogether. The following outlines not only my personal thoughts and views, but identifies recommendations provided by students, which were obtained through surveys.

Due to time constraints, I found it difficult to facilitate discussion on the group site, although I believe that the majority of instructors use facebook more than I do. Additionally, I found it just as difficult to encourage it to be a student-led site. There of course are benefits in this as it is important for the instructor to monitor the progress of the happenings. I am confident that an instructor can effectively monitor the site using 30 minutes or less each night. Additionally, this site allows for an opportunity to conduct evening AI sessions once or twice per week.
Table 3: Exit Survey Conducted Depicting Opinions of Facebook Group Site

<table>
<thead>
<tr>
<th>6. What are your general feelings (and room for improvement) regarding the use of a Facebook Group in our sections? (e.g., suggestions for improvement, level of professionalism, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Facebook Group was genius, it allowed us to quickly and efficiently share information and ask/answer questions that allowed other people to view them without flooding email inboxes. I would keep it just the way it is.”</td>
</tr>
<tr>
<td>“I suggest that you post interesting math articles or sites on a weekly basis. This will allow for class discussion and further thinking in math.”</td>
</tr>
<tr>
<td>“I felt as if the Facebook group gave students a relaxed forum to ask questions and it encouraged them to do so as well.”</td>
</tr>
</tbody>
</table>

Additionally, I asked students to choose as many items from a provided list of recommendations, which they thought could be implemented to improve the group for future use. Although over 30% of the users felt that nothing should be changed, nearly 66% felt posting instructional videos would be of greatest benefit; therefore, should strongly be considered by educators. Additionally, 30% of the users thought that it could be used to coordinate study sessions while just over 20% felt posting math anecdotes would be useful. Another recommendation is to implement the polling options in the “ask a question” post during class time. An instructor can have a preset set of questions students answer at strategic times in the class, which he/she uses to direct the flow of class. One final recommendation is to keep the same group (and its members) semester after semester. This inherently opens the group up with future upperclassmen that can assist new students in the course.

Overall, utilizing Facebook would benefit both the student and teacher alike. If providing a vehicle of sparking discussions and interest involving mathematics outside of the classroom isn’t reason enough to convince an educator of applying it in the classroom, its versatility and mass appeal to students should. However, the question still remains whether or not Facebook will serve as a distraction for students. That is up to both the instructor and the student to decide.

Works Cited


MEMORANDUM FOR MA104 SECTIONS XX, XX, and XX

SUBJECT: MA104 facebook Group Statement of Understanding for MAJ John Bacon’s class

This MA104 section will have the opportunity to become a member of a unique study group on facebook. The purpose of this group is to provide a location outside of the classroom to exchange dialogue regarding MA104 class reading, assignments, and/or other administrative information regarding the course. In order to be granted access by the instructor, each student is required to read and initial the following items regarding the operation of this section-specific facebook group site.

____ The student understands that the facebook group is voluntary. The status of a student’s membership will not be a factor by which the instructor will use in determining any objective portion of a student’s grade. However, the student understands that membership status does provide an additional means for which to achieve bonus points (active contributors can receive up to 15 course bonus points – there are numerous other opportunities for all students to receive up to 15 course bonus points aside from facebook, however).

____ Although the aim of the group is to have a positive impact on the student performance, the student understands that being a member of the facebook group can have a neutral or even negative impact on his/her academic performance in the class. It is the student’s discretion as to how much time he/she spends monitoring/contributing to the group site as well as the manner in which he/she does this.

____ The student understands that he/she can remove him/herself from the group at any time throughout the duration of the course at no negative reprisal from the instructor.

____ The student agrees to take part of three surveys (distributed by the instructor via SurveyMonkey) throughout the duration of the course reflecting on his/her current opinions with the group site. Each survey should take no longer than 15 minutes for each survey.

____ The student understands that the Honor Code is in effect while using this site. Although the instructor has no intention of creating a location for which students can “be set up” to make an honor violation, in the extreme rare case this occurs, appropriate action will be taken. Discussion that occurs on the site on the open “wall” (excluding chat rooms, emails, etc.) is deemed to be common knowledge and can be used for answering problems for individual graded homework assignments (common knowledge does not need to be documented). For it to be common knowledge, it must be published in the open forum for all members to see. However, at no time can an answer be directly given to a problem (eg: the answer to Problem #5 is 2x+7). Only the coaching/mentoring of concepts and other helpful tips can be posted to homework problems. In the event of a suspected error on a posted solution, students are authorized to clarify by discussing direct answers.

____ The student understands that the operating policies of this facebook group are unique to this section alone. The student will adhere to the specific policies expected from other instructors/courses outside this section.

____ The student understands that as the sole site administrator, the instructor reserves the right to remove a member(s) from the group for failure to the terms listed in this document.

By signing below, you acknowledge having read and understand the above statements. In order to be a member, you must request to be a member of the following: XXXXXXXXX.

Print last name, first name __________________________ Signature __________________________ Date __________________________