

StudentAffairs.com Virtual Case Study

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Overview of Project

In the presentation of our proposal, our team will first outline the assumptions regarding the case study that we made. The proposal will then outline the necessity for an orientation session and tutorial, learning objectives, an overview and sample of the orientation session and tutorial, program assessment and feasibility. The proposal will also contain sample elements of the presentation with the ideas outlined in this proposal put to practice.

Assumptions

For the purpose of this case study our team made the following assumptions:

- It was assumed that all of the students going through orientation are incoming first year students.
- It was assumed that only students would be going through the presentation and tutorial, not parents or guardians.
- It was assumed that the incident described in the case study was the first major situation to occur at Diversity University regarding Facebook.
- It was assumed that some, but not all, students will have prior knowledge of Facebook before arriving at orientation.

Diversity University



Proposal for New Student Orientation Program and Online Tutorial with Issues Regarding Facebook and Other Online Communities

**Ad-hoc Committee on Virtual Communities
Diversity University
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Introduction

Electronic media such as Facebook, instant messenger, and online blogs are becoming a fast growing phenomenon across the country. These trends are especially popular among college students. According to America On-Line, they have approximately 195 million users of their instant messenger program alone. In 2004 Facebook became the latest trend on campuses nationwide. Since its inception just two years ago there are already over six millions users at 2,000+ universities and 25,000+ high schools nationwide. In addition, over 20,000 new accounts are created each day.

With the rising popularity of online communications and communities at college campuses, institutions are continually evaluating programs and policies to accommodate the ever changing face of technology and communications. At Diversity University (DU) the campus community has recently fallen victim to the negative consequences of these online communities. One such incident that sparked controversy on the DU campus involved identity theft, sexual harassment, and other online misconduct. In response to the rising popularity of Facebook and other online communities, DU has taken the initiative to provide programming to help educate and empower students.

We believe that the presentation and tutorial can hold some valuable information and lessons for our students at Diversity University. In particular, we hope that our students are able to explore issues of safety and accountability in a safe environment. During both the orientation session and tutorial we also want to educate our students about the difference between public and private domains. The following proposals addresses these issues around this new phenomenon.



Goals & Learning Objectives

In order to provide a successful program to the students of Diversity University, the committee has outline the following goals and desired learning objectives:

GOAL 1: We will provide an in-depth exposure to the online virtual community.

We will achieve this by:

- Providing a history of virtual communities.
- Accurately represent the current use of the communities.
- Demonstrating to students how to navigate through the virtual communities.
- Discussing the current issues and situations of being a virtual member of these communities.

GOAL 2: We will provide resources for responsible decision making as a member of online communities.

We will achieve this by:

- Exposing students to the situations in which irresponsible decision making has been made.
- Teaching students all of the safety and protections measures available to users of online communities.
- Weighing the alternatives to online communications and communities.
- Directing students to the appropriate campus resources when dealing with negative impacts of virtual communities.



Orientation Overview

<p>Logistics</p>	<ul style="list-style-type: none"> • 75 Students in each session • 1 hr. 30 min. session (45 min. presentation, 15 min. questions, 30 min. computer lab) • 4,000 Freshmen Students • 5 simultaneous sessions • 5 sessions a day (9:00, 11:00, 1:00, 3:00, 5:00) • 2 days
<p>Media Equipment</p>	<p>Two Screens, Two Laptops, Two Facebook Logons, Room/Chairs, Computer Lab in back</p>
<p>Facilitators</p>	<p>1 representative from student services professional staff, 2 Orientation Leaders (peers), 1 Public Safety/Police Officer, 2 Computer lab monitors</p> <p>All Student Affairs Professionals, Orientation Leaders, and Public Safety officers have completed both a training session and the required tutorial before facilitating the orientation session.</p>

The room is set up with two screens both displaying the logon screen for Facebook. Two orientation leaders are stationed at the computers ready to logon and demonstrate the usage of Facebook. One student's profile will demonstrate "risky" Facebook behavior (address and cell phone number displayed, revealing pictures, provocative groups, etc.) and one student's profile will demonstrate "appropriate" or "non-risky" behavior. The two profiles will be displayed on the two screens, and the orientation leaders will communicate with each other via Facebook so that the new students can experience it first hand. The students will demonstrate messaging, creating and adding friends, groups, and parties, they will demonstrate "poking," and writing on walls. See **Appendix A** for a ground plan detail.

A public safety officer will talk about Facebook "stalking" and what to do if you receive messages that are offensive or frightening. The officer, or the student affairs professional will talk about the decision to put contact information on the profile. The officer will also talk about what will happen if students choose to use Facebook in inappropriate ways.

After the demonstration session students will be given time to ask any questions of any of the facilitators. Then students will be asked to move to the back of the room, where a computer lab is set up. The students will be given time to take the tutorial, and set up their Facebook accounts.

We feel that having an officer talk about the risks, and consequences of using Facebook will assist in meeting the students where they are according to both William Perry, and Lawrence Kohlberg. The setup of the orientation session and the tutorial will appeal to multiple learning styles according to David Kolb.

Educational Element

If we assume that most first year students arrive at the university cognitively functioning in a dualistic manner, William Perry would concur that the presentation style would meet those students at their cognitive functioning level. Evans, Forney and Guido-DiBrito (1998) state,

“Dualism represents a mode of meaning making that tends to view the world dichotomously: good-bad, right-wrong, black-white. Learning is essentially information exchange because knowledge is seen as quantitative (facts) and authorities (including people and books) are seen as having and dispensing the right information.” (p. 131)

In this case, information about safety coming from an officer would suit the students need to hear information from an authority figure. The display of the two Facebook profiles side by side, one showing the “right” way to use Facebook, and one showing the “wrong” way to use the program may also hit home.

Lawrence Kohlberg may also provide some insight in how to design an orientation program with some direction about how to appropriately use Facebook. If a goal of higher education is to move students from making moral decisions based on a fear of punishment, to making moral decisions based on upholding the laws established by society, students must be made aware of how their decisions will effect those they are living in a society with. Showing the students interaction between the two Facebook profiles will allow them to understand the effect their actions may have on the recipient of their messages. Evans, Forney and Guido-DiBrito (1998) explain stage four of Kohlberg’s moral reasoning model as a “view that the social system is made up of a consistent set of rules and procedures that apply equally to all people. Right is defined

as upholding the laws established by society and carrying out the duties to which one has agreed” (p. 174-175).

David Kolb, as cited in Evans, Forney and Guido-DiBrito (1998) identifies four main types of learning styles. It is our intention, while designing the orientation session and tutorial to do our best to accommodate as many of the learning styles as possible, thus making the learning outcome stronger for more students. An Accommodator, “is action oriented and at ease with people, they prefer trial and error problem solving” (Evans et al., p. 211). The ability to move directly to a computer lab to try out Facebook, and do the learning hands on would benefit an accommodator. A Diverger “has imagination and is aware of meaning and values, they are good at generating and analyzing alternatives” (Evans et al., p. 211). Being given examples and being allowed to process risky versus appropriate behavior during the demonstration would be beneficial to a diverger. A Converger “excels at problem solving, decision making, and practical applications” (Evans et al., p. 211). For Convergers just the demonstration about computers and computer applications would hold their attention. An Assimilator, “Is good at inductive reasoning, creating theoretical models, and integrating observations” (Evans et al., 1998). The ability to take what they learn in the orientation session and apply it directly to the tutorial will draw in the Assimilators. If we are intentional about creating programs that allow each student to get the most out of them, we will be far more successful in creating successful outcomes.

Assessment and Ongoing Development

In order to provide continual education, proper assessment is required to maintain the feasibility of the orientation program.

In order to obtain student feedback, the committee proposes to include an evaluation at the end of the orientation session. The feedback will include both quantitative and qualitative measures. More specifically, we will ask students about the format of the presentation, the quality of the facilitators and the amount of information they feel they learned in the presentation.

Throughout the academic year, we propose that focus groups will be held with various constituents of the campus community in order to gain a more holistic understanding of the effectiveness of the orientation program. The focus groups will be randomly selected among the different populations (i.e., students, faculty, administrators) in order to ensure the validity of the data collected.



Tutorial Overview

Logistics	<ul style="list-style-type: none">• The tutorial will look like a Facebook profile.• The tutorial will send a student through the steps of creating a profile (if desired)• The tutorial will have students identify parts of profiles, groups, and other information that may risk the student(s) safety.• Students will take the tutorial immediately after their orientation session in a lab with their First Year Experience/ Orientation group.• Tutorial will include real life scenarios for the students to assess• Professional staff members and current students will be present to answer questions immediately• After the tutorial is taken, students will be given full access to the use of campus computers
Media Equipment	<ul style="list-style-type: none">• Computer Access

- See **Appendix B** for a sample “screen shot” of the online tutorial

Questions to be asked

At the end of the tutorial students will be asked to complete a short quiz. The quiz will cover the basic concepts covered in both the orientation and tutorial.

1. Identify three items of the profile shown that might be risky.
2. What steps should you take if you receive inappropriate messages?
3. What are some ways you can limit access to your profile?
4. How can Facebook help you academically?
5. If you post information or a picture on your Facebook profile or anyone else’s profile, is this information/picture “private”, “public,” or “semi-private.”

- See **Appendix C** for a sample “screen shot” of the online quiz.

Educational Element

The layout is designed to meet the students where they are developmentally. Since this session will be done at the beginning of the students' university career, we stress the importance of students having access to resources and support during the tutorial. Also, this tutorial is completely electronic because many of these incoming students are millennial students who, traditionally, have finesse for electronic forms of media. The tutorial will mimic the design of a Facebook profile in order for students to better identify with Facebook. We understand that all students may not be interested in Facebook, but in the program, stress the importance of using any kind of electronic media for communication.

Students will be taking the tutorial immediately following the program allowing them time to reflect as well as giving them an opportunity to put the concepts learned into practice. The tutorial includes several positive and negative practical examples about using Facebook. All in all, it is our main goal for students to feel empowered and educated about this subject.

Assessment and Ongoing Development

In order to provide continual education, proper assessment is required to maintain the feasibility of the tutorial program.

In order to obtain student feedback, the committee proposes to include an electronic evaluation at the end of the on-line tutorial. The feedback will include both quantitative and qualitative measures. To assess the effectiveness of the application of the tutorial and quiz, we will ask students about the overall layout, the ease of navigation, and the information students feel they learned.

A built-in quantitative measure would include the percentage of students who are successful at passing the tutorial. Other built-in data available (i.e., completion time, number of attempts, etc.) will provide feedback on how successful the orientation and tutorial session are at achieving the desired learning outcomes.

As proposed in the orientation assessment, we feel focus groups will be beneficial to assessing the success of the online tutorial.



Faculty & Staff Impact

Before we can begin educating our students, we must start with educating the faculty and staff about Facebook (and other forms of electronic media). It is important to educate all faculty at DU because of the daily interactions faculty members have with the students.

To achieve a universal understanding on campus, implementing a faculty and staff training session is necessary. One example includes designing a “Virtual Safe Space” program to educate the campus community.

Many of the same issues addressed in the student program will be included in their training. Also included in the program will be the advantages of using these new electronic communications to enhance the educational experience of the students.



Committee's Knowledge

After much research and consideration, our committee has gained a new level of knowledge and respect for online communities. Here are just a few examples.

Working on this proposal, the committee connected with students to gather information about “the world they are living in.” As a result, we, as an institution, have a better understanding of the interest of millennial students. Furthermore, we are more prepared to help our students make responsible decisions in our ever-evolving world of technology.

Along with working with students, the proposal also allowed the opportunity to collaborate with other campus departments. As the programs developed, the need for collaboration became apparent. In order to educate our students on these issues, a united front from multiple aspects is required. Not only should students be aware of the implications of new technologies, but all campus constituents should have a foundational knowledge base of these current issues.

In weighing the many alternatives for possible programs, the committee realized the potential for students to react adversely to the intended institutional support. While the intentions of this program are to protect and educate, the students may perceive the proposed programs to be overbearing and infringing on their freedom. Accordingly, ideas--such as banning Facebook altogether--were seen as too extreme and would redefine the campus culture.

References & Resources

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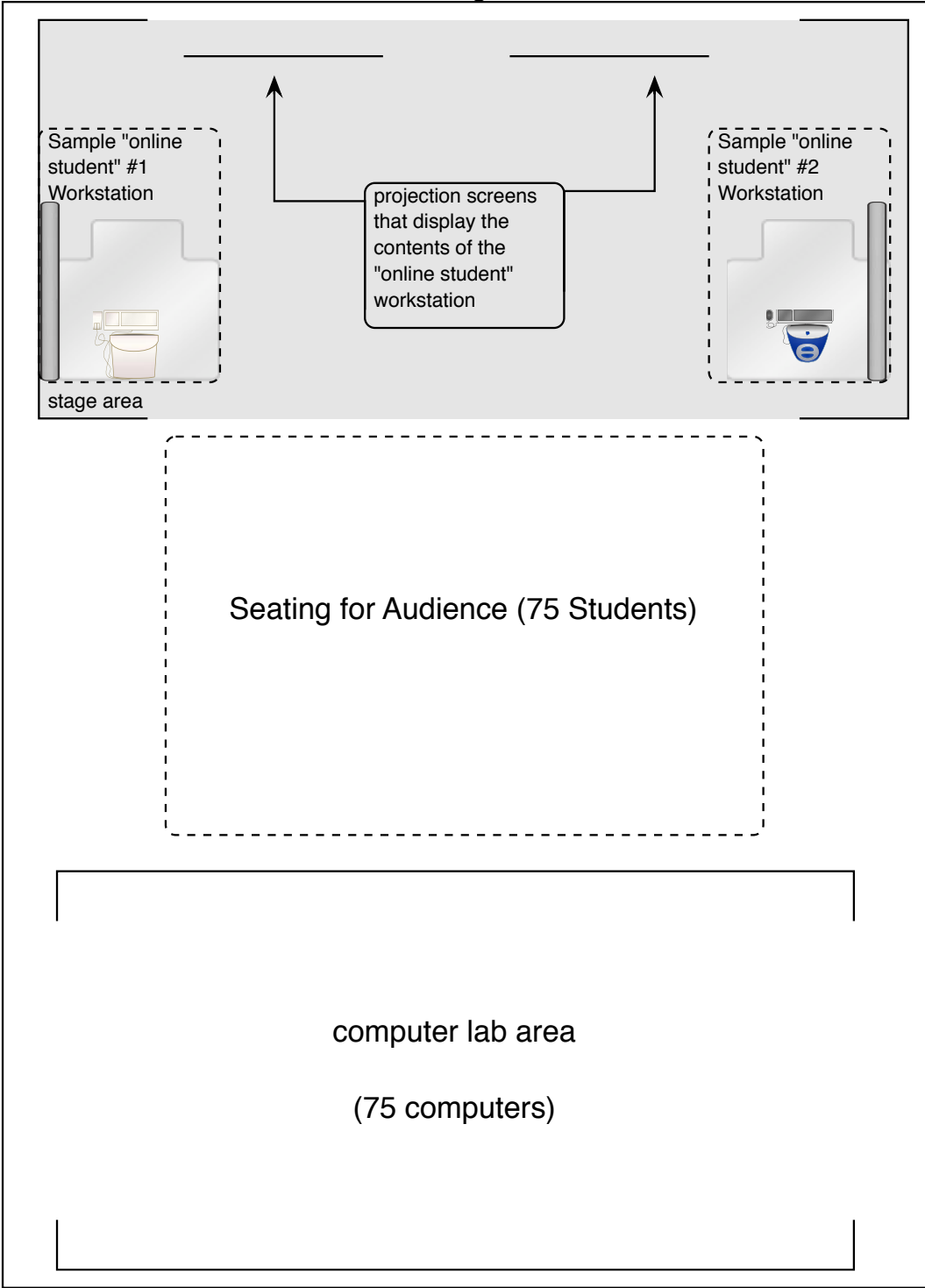
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Wikipedia.com (Search: Facebook) Retrieved: February 16, 2006.

Appendix A: Orientation Presentation Ground Plan

Fall Orientation Program Ground Plan



Diversity University Union

Appendix B: Sample Tutorial

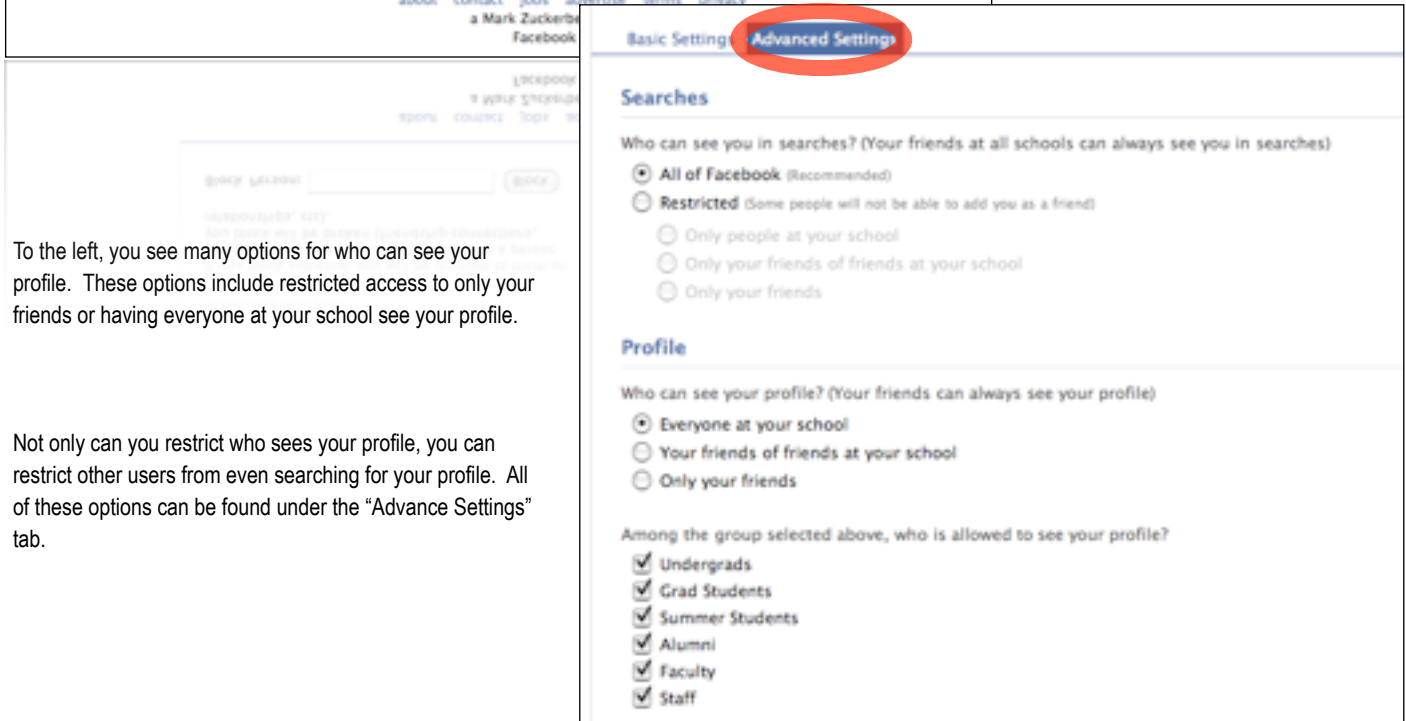
Section 3: Facebook Online Tutorial: Protecting Your Privacy



Facebook has many options built-in to protect your privacy. To the left is the Basic Settings window for Privacy. To access this section, simply click **"My Privacy"** in the sidebar after you log-in.

You have many preset options for your privacy. The three levels are Normal (which is default), Reserved, and Paranoid.

As a user, you also have the ability to Customize privacy settings. Below, you will find custom options for your profile.



To the left, you see many options for who can see your profile. These options include restricted access to only your friends or having everyone at your school see your profile.

Not only can you restrict who sees your profile, you can restrict other users from even searching for your profile. All of these options can be found under the "Advance Settings" tab.

Appendix C:

Sample Quiz

facebook home search global social net invite help logout

John Doe's Profile (This is you) W. Illinois

Information [edit](#)

Account Info
 Name: John Doe
 Member Since: October 20, 2005
 Last Update: February 19, 2006

Basic Info [\[edit \]](#)
 School: W. Illinois '07
 Status: Undergrad
 Sex: Male
 Concentration: Political Science Communication
 Residence: Corbin 103
 Birthday: 1/18/81
 Home Town: St. Louis, MO 63122
 High School: Kirkwood Senior High '00

Contact Info [\[edit \]](#)
 School Email: anthony.lutz@doss.wiu.edu

Personal Info [\[edit \]](#)
 Looking For: Friendship
 Dating
 A Relationship
 Random play
 Whatever I can get
 Moderate
 Political Views: I am interested in most things...
 Interests: I am in several clubs: UUB, SGA, IHC, and blah blah blah
 Clubs and Jobs: I love music. I love everything that I hear on the radio and on MTV and VH1. It all rocks my world...
 Favorite Music: So many good movies come to Macomb 1 & 2. I love the movies that come here!
 Favorite Movies: hmmm....I love all kinds of books. I like the books that are on MTV and VH1! Woo-hoo
 Favorite Books: Keep on rockin'!
 Favorite Quote: I am deep. I am emotional. I love to put my stuff on facebook.
 About Me:

The Wall [edit](#)
 No wall posts [Write something](#)

1. Identify three items of the above Facebook profile shown that might be risky.

possible answers: Date of Birth, Residence, Hometown, High School, Looking For