

Cultural Model for Facebook

Through the first round of interviews, the team encountered many different cultural beliefs about Facebook. Professor, teacher assistants, and students all have different beliefs about the usage of Facebook because of the difference in academic status. These beliefs affect how each user feels about Facebook and also how the user uses Facebook for academic purposes. Therefore, we would like to develop a cultural model for us to see how we can connect these beliefs, so that we can develop a platform that help solve some of our target users' concerns about using Facebook for academic purposes.

Our first target user is the professor. For professors, Facebook is viewed mostly as a public social platform. According to P01, he does not post academic content on his Facebook page, but rather on his physics department course website under the UCSD domain. This makes the professor feel more safe about the confidentiality of the content rather than posting it on Facebook. This brought up an interesting phenomena for us. The professor created the Facebook page only as an academic communication platform, but not to share academic content on the page. Despite the fact that both of the platforms are public, the professor believes Facebook is more public and discourages confidentiality than the physics course website does.

Our second target user is the teaching assistants. Teaching assistants have the cultural belief that Facebook is a social platform for friends, and not appropriate for students and teacher relationships. Multiple interviews show that teaching assistants do not want to build personal relationship with their students. The different reasons ranged within the concern about the relationship with students. For example, there are department rule governing teacher assistants' relationships with students, because of concerns about bias towards grading, or because of a separation of academic and personal life. They believe that Facebook is a social platform for the user's personal and social life and to make friends. This belief changes how they act on Facebook for academic purposes. This is proven from TA01's data, where he believes that Facebook is for his own personal use, and thus he does not use Facebook for any academic purposes. For TA02, since he can not and does not want to be friends with any of his students, this limitation requires him to ask a student to help him to create a Facebook group. Same concern appears in the interview with TA04. She does not want her students to see details about her personal life. She even thinks that using Facebook for academic purposes can be

unprofessional. These behaviors are all influenced by the Teaching Assistants' initial cultural beliefs about Facebook.

Our third target user is the student. For students, they believe that Facebook is a safe and convenient place for them to share their information and make communication. For S01, she thinks everyone is "selfless" on their Facebook, in which all of her classmates are willing to share their notes and collaborate to in order to work together. For S06, she thinks Facebook is convenient for contacting her friends and the opportunity to contribute her notes to the Facebook group. Most of the students we have interviewed do not believe there are any privacy or copyright issues on Facebook. The reason why most of them like to use for Facebook for academic purposes is because they can have easy communication and collaboration with their friends. Also, since most of the students have been using Facebook on a daily basis, Facebook provides a user-friendly environment for students.

From these three different cultural beliefs towards Facebook, we can see that the usage of Facebook will vary depending on your academic status. We have put these cultural beliefs into consideration for our designed platform. We need to make sure our future platform is safe and easy to use for our three target users.