Appendix 2: Qualitative Data about Facebook

Note: Many non-native English speakers participated in this course. I believe the idiosyncratic grammar is an important part of their expression. Rather than modify their original writing, I have chosen to leave the text as they wrote it. Please excuse any unusual grammar.

Facebook was an effective medium

“From the beginning of the semester, everyone was exciting and wavering, about what we going to learn in this semester. And I believe many people is curious about how do we going to use facebook to evaluate, and do our study every week. After a semester, it seems despite this new form create little uncomfortable in the beginning, everyone likes it so much: we are learning the media while using the new media.”
--JZ

“I think that the Facebook assignments were helpful to me as a learner because I was able to express my thoughts in a new arena, while using outside sources freely as a reference, and I could even use screen shots from the actual pieces to show off my thoughts. I especially like working with Facebook because it allowed me to see what my classmates were watching, and what they thought about the different genres.”
--HB

“I believe convey our knowledge we learn from the class into the Facebook posts is a good way to transform knowledge into real and useful content. And the independent thinking skills we cultivated from the process of posting are also influential to our later learning experiences.”
--YH

“I enjoyed the creative aspects of the class as well as incorporation [of] Facebook into the curriculum. It was a create [sic] way of connecting teaching with modern technology. These posts also allowed us to share our ideas with our peers and see where they were coming from as well. Overall I really enjoyed this part of the class and the class as a whole!”
--PS

“This course utilizes Facebook in order to allow students to interact with each other real time away from the class. Because the majority of college students are active social media users, Media in Asia notifications are visible to us in a form we prioritize. Our Facebook groups are made up of five to six individuals and serve as a platform to have casual discussions throughout the week on reading and viewing assignments. The use of
social media definitely integrates class material into our out-of-class lives in a more organic way than I’ve experienced before. The groups are small enough that dynamics form throughout the class, and each member learns about fellow members’ areas of interest.”
--MG

“The Facebook component of this class pushed me to research individually (before, during and after posts) to bolster my own opinions and understand the contributions of others.”
--MG

**Portfolio demonstrated student learning and fostered pride in accomplishments throughout term**

“Before doing the portfolio, I had no idea how much I posted on Facebook, and seeing the posts adding up and the page number increasing really impressed me about how much I learnt in this semester. From my introduction to my last post which is about the “Grand Masters”, I fell [sic] the improvements and the increasing knowledge of Asian Media.” [YH goes on to say he shifted from looking for strengths, to looking for defects]
--YH

“What surprised you as you looked back over your Facebook posts from the semester? I was surprised on how much I posted this semester and I was surprised on how much I improved in term [sic] of quantity about the posts.” [Author’s note: perhaps this student meant quality]
--YH

“I have written in total 19 posts! And each is half a page long! Dr. Blumenfield commented on every one of my posts and I have comments from my group members on Korean drama, martial arts films, and animation. I feel so surprised as looking back, I have kept all my feelings and reactions in these Facebook posts along the way. I think this is a wonderful experience to me.”
LS

…I

“I was surprised and touched when I saw the thick stack of papers containing all my Facebook posts. I think after couple years when I look back into these comments, I would track all my memories back.”
--LS
“[The culminating portfolio project] is very helpful, and it helps me cumulate the knowledge points I learnt during the semester. By putting them together is really much more helpful than having a final exam.”
--YH

**Posts reflected collective improvements and growing sophistication**
“As the course evolved, I also began to think more critically about how various media sources affect the identity of consumers, especially in indirect and subtle ways.”
--MG

**Conversations improved as the course went on:**
“We basically post our analysis for media we read or watch every week on Friday. At first it is simply short passage, but as long as we get more knowledge on the technical part of all kinds of medias, everyone starts to talk and comments more.”
--JZ

Over the course of the semester I have both expanded my knowledge of Asian media, as well as delved into the themes within them. As the class progressed I was able to notice frequent patterns within the different types of media and interpret them in different ways.
--PS

**Concept Map demonstrated class activity relation to out-of-class activity**
“My concept map is much more developed & thought through than the one we produced in class, but I’m so grateful for the in-class brainstorm session because it really helped get ideas flowing. This project really helped me digest the various media forms we assessed over the course of the semester.”
-MG

“I did not realize we have covered so many different genres and Asian media types until I did the concept map. It was very helpful for me [to] distinguish each of them then connect them together with similarities.”
--LS

**I learned to avoid judging and avoid stereotypes**
“Participation in all of these media forms let me know that I need to understand the background of a country before I even begin to judge its culture. What I wanted to understand the most is why Asian media is different from ours and how it is similar. The answer I have gathered is that each country has its own unique needs. It is my responsibility to appreciate these needs and compare them with those of my country. In the process, I will hopefully avoid misrepresenting a foreign culture myself.”
Course appealed to different learning styles and helped develop independence
“As a dual visual and tactile learner, the most effective way for me to understand another country’s culture is to experience its art. Throughout this course, I have gained insight into several Asian countries by exploring their various media genres.”
--KW

“Watching Asian media is definitely more effective than reading about it (which we often do before we start studying a new media genre), though getting a solid background about the genre is also helpful. Even though these chapter excerpts were not as helpful to my learning as the actual media, I still think they were necessary for my understanding. There isn't anything in this class that hasn't been effective.”
--(from midterm feedback)

Independence
“The independent thinking skills we cultivated from the process of posting are also influential to our later learning experiences.”
--YH

“The course fosters independence”
--ER

Choices offered flexibility and allowed students to explore their interests
“That’s what I loved about this class. Being assigned to watch any Korean Drama I wanted to watch and having people suggest series that they really loved. I’m so glad that I was able to take this class and experience something that I never really would of [sic] thought of pursuing on my own.”
--ME

“I like the fact that this class gave us the flexibility to engage in areas we are most interested in.”
--MG