Can Facebook be used to increase scientific literacy? A case study of the Monterey Bay Aquarium Research Institute Facebook page and ocean literacy

# Details

## Year

2015

## DOI

10.1016/j.compedu.2014.11.003

## Issued

2015

## Language

English

## Volume

82

## Start Page

## End Page

## Authors

Fauville G.;Dupont S.;von Thun S.;Lundin J.

## Type

Journal article

## Journal

Computers Education

## Publisher

Elsevier BV

## Topics

* Internet usage, practices and engagement
* Literacy and skills
* Learning

## Sample

The Facebook page of the Monterey Bay Aquarium Research Institute, a private marine research institute that specializes in innovation of technology for the purpose of study the ocean.

## Implications For Educators About

Other

## Implications For Stakeholders About

Researchers

# Abstract

The Internet provides a unique opportunity for scientists to be in direct contact with the public in order to promote citizens' scientific literacy. Recently, Internet users have started to spend most of their online time on social networking sites (SNS). Knowledge of how these SNSs work as an arena for interaction, as well as for the development of scientific literacy, is important to guide scientists' activities online, and to be able to understand how people develop knowledge of science. This was evaluated by scrutinizing the Facebook page of the Monterey Bay Aquarium Research Institute and the consequences for users' ocean literacy. We investigated which practices could increase the number of users reached by a Facebook story. We also found that Facebook pages do not offer the appropriate social context to foster participation since it has only a few of the features of an arena where such practices could develop.

# Outcome

"• We study the use of a Facebook page for developing science literacy.
• Posting videos and photos help to reach a wider audience than text and links.
• The frequency of posting is important to reach more users.
• Facebook pages do not offer appropriate social context for learning.
• Shared stories offer a more supportive foundation for participation and learning....
Facebook pages do not offer the appropriate social context to foster participation since it has only a few of the features of an arena where such practices could develop."
(Authors, in Highlights and Abstract in the html version of the article)