

# RiMe

Rivista dell'Istituto  
di Storia dell'Europa Mediterranea

ISBN 9788897317425

ISSN 2035-794X

numero 2/II n. s., giugno 2018

## Social network sites in formal and informal learning: potentials and challenges for participatory culture

Stefania Manca

DOI: 10.7410/1355

Istituto di Storia dell'Europa Mediterranea  
Consiglio Nazionale delle Ricerche  
<http://rime.cnr.it>



**Special Issue**

**Las Humanidades y su estudio a través de los  
videojuegos, la gamificación  
y las redes sociales**

**Humanities and their study through video games,  
gamification and social networks**

A cargo de / Edited by  
Maria Betlem Castellà Pujols - Luciano Gallinari

**Direttore responsabile**

Luciano GALLINARI

**Segreteria di redazione**

Esther MARTÍ SENTAÑES

**Comitato di redazione**

Grazia BIORCI, Maria Eugenia CADEDDU, Monica CINI, Alessandra CIOPPI, Riccardo CONDRÒ, Gessica DI STEFANO, Yvonne FRACASSETTI, Raoudha GUEMARA, Maria Grazia KRAWCZYK, Maurizio LUPO, Alberto MARTINENGO, Maria Grazia Rosaria MELE, Maria Giuseppina MELONI, Sebastiana NOCCO, Michele M. RABÀ, Riccardo REGIS, Oscar SANGUINETTI, Giovanni SERRELI, Giovanni SINI, Luisa SPAGNOLI, Patrizia SPINATO BRUSCHI, Federica SULAS, Massimo VIGLIONE, Isabella Maria ZOPPI

**Comitato scientifico**

Luis ADÃO DA FONSECA, Sergio BELARDINELLI, Michele BRONDINO, Lucio CARACCILO, Dino COFRANCESCO, Daniela COLI, Miguel Ángel DE BUNES IBARRA, Antonio DONNO, Antonella EMINA, Giorgio ISRAEL, Ada LONNI, Massimo MIGLIO, Anna Paola MOSSETTO, Michela NACCI, Emilia PERASSI, Adeline RUCQUOI, Flocel SABATÉ i CURULL, Gianni VATTIMO, Cristina VERA DE FLACHS, Sergio ZOPPI

**Comitato di lettura**

In accordo con i membri del Comitato scientifico, la Direzione di RiMe sottopone a referee, in forma anonima, tutti i contributi ricevuti per la pubblicazione

**Responsabile del sito**

Claudia FIRINO

RiMe. Rivista dell'Istituto di Storia dell'Europa Mediterranea (<http://rime.cnr.it>)

Direzione: via G.B. Tuveri, 128 - 09129 CAGLIARI - I

Segreteria editoriale: via G.B. Tuveri 128 -09129 CAGLIARI - I

Telefono: +39 070403635 / 70 -Fax: +39 070498118

Redazione: [rime@isem.cnr.it](mailto:rime@isem.cnr.it) (invio contributi)

## RiMe 2/II n.s

### Special Issue

*Las Humanidades y su estudio a través de los videojuegos, la gamificación y las redes sociales*

*Humanities and their study through video games, gamification and social networks*

a cargo de / edited by

Maria Betlem Castellà Pujols - Luciano Gallinari

### Indice

Maria Betlem Castellà Pujols	5-12
<i>Las Humanidades y su estudio a través de los videojuegos, la gamificación y las redes sociales. Una introducción / Humanities and their study through video games, gamification and social networks: an introduction.</i>	
Luciano Gallinari	13-14
<i>Editorial. Besides History. An increasingly intertwined thread with other digital and non-digital disciplines and tools</i>	
Íñigo Mugueta Moreno	15-42
<i>La Historia de los gamers: Representaciones del Medievo y la Antigüedad en los videojuegos de estrategia multijugador / The History of Gamers: representations of the Medieval and Ancient eras in multi-player strategy video games.</i>	
José María Cuenca López - Rocío Jiménez-Palacios	43-64
<i>Enseñando historia y patrimonio a través de los videojuegos: investigación e innovación / Teaching history and heritage through video games: research and innovation.</i>	
Emmanuelle Jacques	65-76
<i>Des jeux vidéo engagés, pour éduquer? Du théâtre de l'opprimé aux jeux</i>	

*vidéo: September 12th de Gonzalo Frasca / Engaged video games, to educate? From the theatre of the oppressed to video games: September 12th by Gonzalo Frasca.*

Stefania Manca 77-88  
*Social network sites in formal and informal learning: potentials and challenges for participatory culture.*

Israel Sanmartín 89-120  
*Historia medieval, historiografía y facebook: la creación de un espacio intelectual entre la cultura popular y el mundo académico / Medieval History, Historiography and Facebook: the creation of an intellectual space between popular culture and the academic world.*

Jaume Batlle Rodríguez - M. Vicenta González Argüello - Joan-Tomàs Pujolà Font 121-160  
*La narrativa como elemento cohesionador de tareas gamificadas para la enseñanza de lenguas extranjeras / Narrative as a cohesive element of gamified tasks for the teaching of foreign languages.*

## Social network sites in formal and informal learning: potentials and challenges for participatory culture

Stefania Manca

(CNR - Istituto per le Tecnologie Didattiche)

### *Abstract*

Social network sites are increasingly becoming instruments for expression of personal identity and collective participation, especially for younger generations. Participatory practices of various kinds are frequently leading to contamination between the different spheres of youngsters' lives, including areas of formal and informal learning contexts. Alongside the benefits, however, there are also potential risks that must be taken into account. The acquisition of specific skills can help reduce these risks so that young people can make the most of the potential of these digital environments.

### *Keywords*

Social network sites; Participatory culture; Student Voice; Formal and informal learning.

### *Riassunto*

I social network stanno diventando sempre più strumenti di espressione dell'identità personale e di partecipazione collettiva, soprattutto per le generazioni più giovani. Pratiche partecipative di varia natura stanno evidenziando contaminazioni sempre più frequenti tra gli ambiti dell'apprendimento formale e i contesti informali in cui vivono i ragazzi. Accanto ai benefici occorre, però, tener conto anche dei potenziali rischi a cui si può andare incontro se non si possiedono delle competenze appropriate. L'acquisizione di competenze specifiche può aiutare a ridurre i rischi e a sfruttare al meglio le potenzialità di questi ambienti digitali.

### *Parole chiave*

Social network; Cultura partecipativa; Student Voice; Apprendimento formale e informale.

---

1. Introduction. - 2. Costs and benefits of social networks in adolescence. - 3. Social network sites as spaces for participatory culture and civic engagement. - 4. Digital literacy and media education in the social network age. - 5. Conclusion. - 6. References. - 7. Curriculum vitae.

### *1. Introduction*

The use of social network sites has become an important field of study and research covering many aspects that concern the social and educational contexts of young people (Greenhow - Askari, 2015; Greenhow *et al.*, 2014; Kio, 2016). According to a survey conducted in the United States, 76% of adolescents between the ages of 13 and 18 use social media over an hour every day (Lenhart

*et al.*, 2015a). A similar survey found that 88% of young people between 18 and 29 who surf the Internet use Facebook, 59% use Instagram, 36% use Pinterest, 34% use LinkedIn and 26% use Twitter (Greenwood *et al.*, 2016). The current data available on social media use in Italy are not broken down by age group. However, they show that in January 2017 52% of the Italian population accessed social media, with a penetration of 47% among smartphone users (Della Dora, 2017). One can easily imagine that, as in other countries, young people figure most highly in those figures.

Data for Facebook use indicate that this site remains by far the most popular worldwide, with 2.13 billion monthly active users (Facebook, 2018). Over the past few years young consumers are increasingly shifting away from Facebook and towards services like YouTube, Instagram, Snapchat, Twitter and Pinterest. Nevertheless, Facebook access and usage rates among US teens have barely changed, thus showing steady interest (Forrester, 2018).

Despite youth's need for differentiation, with specific value and emotional benefits seemingly associated with sites like Instagram and Snapchat, young people's growing engagement in digital practices and their extensive use of social media sites are raising demand for learning environments that are based on, or incorporate, social networking spaces (Greenhow *et al.*, 2014). From this perspective, the benefits of intertwining in-school and out-of-school practices have been highlighted in experiences which, for instance, have indicated that Facebook can provide opportunities for young people to develop contemporary scientific literacy and adopt environmentally responsible behaviours (Greenhow *et al.*, 2015).

However, from the point of view of educational research, attention has focused on the acquisition of critical skills and digital competences necessary for an aware social network use and the identification of their potential for formal and informal learning (see Manca - Ranieri, 2013, 2016, 2017; Ranieri - Manca, 2013). As pointed out by several authors (Anderson - Dron, 2017; Crook, 2012; Ranieri - Manca, 2013), the main feature of these environments seems to be to favour the active construction of experience and the availability of informative and cognitive resources of various nature. Further added value may well derive from the expansion of learning contexts through access to authentic contents and external experts, to professionals and teachers of various subjects, as well as the possibility of mixing daily life with learning, and personal interests with educational objectives. But social networks are above all the places where a large part of the social life of adolescents and young adults unfolds and where the digital dimension is constantly mixed in everyday life (Boyd, 2014).



In this paper I will examine the most recent findings from the literature regarding the benefits and risks related to the use of social media and social networks by younger age groups. The investigation will also consider the characteristics of the participatory cultures expressed in these environments in connection with the school culture, and the importance of media education and digital literacy as essential foundations for a safe and conscious use of networking sites.

## *2. Costs and benefits of social networks in adolescence*

As we have seen, studies investigating the prominent role that social media and social networking sites now play in society show steadily increasing use, particularly on the part of young people. Scholars have highlighted that the greatest benefits deriving from use of these environments are related to development of identity processes and aspirations, as well as to peer engagement (Subrahmanyam - Smahel, 2011; Uhls, 2015). Moreover, young people can benefit from these sites to support the growth of self-esteem, increase social capital and obtain social support to sustain the complex processes of self-expression, factors of crucial importance for the development of identity in adolescence (Best *et al.*, 2014; Ellison *et al.*, 2011). Indeed, the importance of social networking sites in the lives of many young people was recently highlighted by the American Academy of Child and Adolescent Psychiatry (AACAP, 2017). It is argued that social networking can present youth with various opportunities, such as staying connected to friends and family (especially those living abroad), developing new social contacts with peers with similar interests, sharing content of self-expression such as art work, music, and political views, and developing and expressing individual identity. Specific studies have reported, indeed, that there are more and more cases in which teenagers use social network sites to build new friendships and cultivate existing ones (Lenhart *et al.*, 2015b).

Social environments are increasingly perceived, therefore, as an integrated part of everyday life, whereas until fairly recently they were considered as something separate, an expression of 'online life' running parallel to 'offline life' (Baiocco *et al.*, 2014; Reich *et al.*, 2012). However, the ways in which young people inhabit these environments leave many adults perplexed about how the representation of the self and the mechanisms of privacy are managed. This attests to a generational, as well as technological, gap in which the 'old' rules are somewhat extraneous to younger generations.

Issues concerning the lives of young people in digital environments are of particular interest to US scholar Danah Boyd. Her recent book on teenage social

networking (boyd, 2014) explores questions of identity and privacy, as well as dangers like dependency and bullying. She invites us to reconsider the perspectives and points of view that adults, be they teachers, educators or parents, express about the way young people use technologies, especially social media. Boyd stresses that adolescents' creativity manifests in a thousand different ways and that young people develop coded behaviours which may seem to undermine their privacy or psychological integrity, but that for them are expressive codes through which they are able to communicate and be understood by one another.

By the same token, a number of risk elements undoubtedly exist that need to be considered; cyber pornography, cyber paedophilia and threats from malicious people of all kinds all too often feed the anxieties and nightmares of adults. The persistence and potential viral spread of contents posted online, of whatever nature these may be, can fuel persecutory behaviours that can have dramatic consequences, especially for an adolescent struggling with the construction of a nascent adult identity (Uhls, 2012). Other risks reported in the industry literature underline the propensity to conform to models and lifestyles that the Internet helps amplify and which can not only generate unreal aspirations, but also represent a source of frustration for young people (Common Sense Media, 2015). Other reported risks involve exposure to large amounts of commercial advertisements which may not be age appropriate, the risk of identity theft, and reduced amount of time for physical activity (AACAP, 2017).

As we will see in the following sections, the importance of fostering media literacy competences concerning the use of these digital media is an essential task for teachers, parents, and all those who care about the well-being of young people.

### *3. Social network sites as spaces for participatory culture and civic engagement*

Issues concerning the lives of young people in digital environments are of particular interest to US scholar Danah Boyd. Her recent book on teenage social networking (Boyd, 2014) explores questions of identity and privacy, as well as dangers like dependency and bullying. She invites us a greater propensity to cultivate their political interests in social circles and in social media (Smith, 2013). Therefore, it can be argued that digital media offer new possibilities for participation and empowerment at different levels: individual, through the development of skills and exposure to different points of view; collective, through sharing and exchanging information and benefitting from the multiplicity of opinions; and social, through civic commitment and democratic

participation (Greenhow - Li, 2013). For example, in a study that involved young people between the ages of 16 and 25 using a Facebook application to discuss environmental-related socio-scientific issues, it was found that Facebook provided them opportunities to develop scientific skills and to adopt environmentally responsible behaviours (Greenhow *et al.*, 2015).

In the educational field, research has shown that young people are increasingly eager to intertwine the participatory practices of social media and social networks with those of school or related to the school (Greenhow *et al.*, 2014). According to these studies, it is a question of overcoming the traditional boundary between social and civic commitment and curricular activities linked to schooling. Integrating social networks into school practices, according to some authors, could help educators rethink learning moments by leveraging the forms of interaction familiar to young people (Grion - Bianco, 2016).

Indeed, social networks not only represent an integral part of the normal media habits of young people (Asterhan - Rosenberg, 2015), they are an excellent out-of-school communication channel between students and teachers that can improve relationships, knowledge and mutual understanding (Ophir *et al.*, 2016). Learning environments that leverage these habits could support "the (re) construction of those 'bridges' between the informal and the formal, between young people's world and the school" (Grion - Bianco, 2016, p. 137). Therefore, it is important to "give greater weight to the role and prospects of young people in the school environment, both in research and in the field of educational reforms" (Grion - Bianco, 2016, p. 136). From this point of view, the pedagogical perspective of the Student Voice movement (Grion - Cook-Sather, 2013) can provide useful stimulus for reflecting on the potential of technological tools for "legitimizing" students' points of view as expert members of the school communities and for improving the quality of education and participatory cultures (Manca - Grion, 2017).

Some experiences in civic engagement and participation in the school context have reported, for instance, that students who used Facebook as a learning environment showed greater enthusiasm and participation than their peers who did not (Usher II, 2013). Facebook has also proved crucial for students to develop an interest in forms of political and civic participation (Kassem, 2013). Moreover, a recent Italian study showed how the informal use of Facebook contributed to developing competences of participation and civic engagement in a group of teenagers (Lenzi *et al.*, 2015). More generally, social networks can be seen as a "third space", an intersection between social and leisure space, and between school and study (Aaen - Dalsgaard, 2016).

#### 4. *Digital literacy and media education in the social network age*

As we have seen, participatory culture mediated by social networks is impacting in many areas, including civic engagement, political participation and social commitment, as well as in educational contexts (Jenkins *et al.*, 2015). However, the explosion in social networking activity does not appear to have been accompanied by a corresponding development in associated digital skills. The need to acquire effective skills related to the use of social networks becomes, therefore, of primary importance (Hsieh, 2012).

In fact, social network sites raise a number of issues that take on new dimensions, such as personal identity management, online security and privacy, questions that demand new and innovative answers. The striking effects related to the lack of skills suitable for managing digital relations have recently been portrayed in popular cinema. Films such as *Catfish* (2010), *Disconnect* (2012) and *Her* (2013) help us to recognise the social-relational and emotional dynamics generated by these new digital environments, with sometimes unexpected results. These include the creation of fictitious identities on Facebook, the boom in sexually-oriented videochats, identity theft, the propensity to form emotional bonds (even fall in love) with manifestations of Artificial Intelligence represented digitally as virtual 'people' (for an analysis of these films with a view to media education, see Manca, 2014).

There is therefore a need to work on identifying social media literacy skills that can equip individuals with the means to reap the benefits digital environments offer while limiting their critical impacts (Vanwynsberghe, 2014). In this perspective, social networking skills might comprise a combination of technological, cognitive, social and ethical skills needed for critical evaluation of social networking sites in terms of their reference contexts, as well as the relevance and reliability of shared contents (Manca, 2017; Ranieri - Manca, 2013).

According to the digital literacy framework proposed by Calvani and colleagues in recent years (Calvani *et al.*, 2010, 2012), digital competence is the capacity to explore new technological situations, analyse and critically evaluate information, build collaborative knowledge, and gain awareness of personal responsibilities towards oneself and others. In light of this framework, digital competence applied in social media environments involves at least four dimensions: technological, cognitive, social and ethical.

The technological dimension includes both procedural skills necessary for technical access and use of social media, and more sophisticated knowledge related to understanding the grammar that governs the design of the platform. Moreover, it includes more advanced skills of a metacognitive nature, such as those concerning awareness of one's way of relating to social media, and the

ability to evaluate the potential for solving problems in everyday life.

The cognitive dimension regards the ability to decode and evaluate the reliability of information resources shared in social media and the credibility of the sources from which these derive. It also includes the ability to create content that is original or based on the remix of pre-existing resources located on the network. The ability to evaluate how suitable certain contents might be for a particular audience also falls within this dimension.

The social dimension includes the ability to communicate with others in an appropriate manner and with respect for the norms of netiquette. It also covers the ability to work collaboratively through social networking tools and to actively participate in networks of interest.

Finally, the ethical dimension comprises the capacity to nurture one's online identity, to protect oneself and one's own privacy, bearing in mind that 'privacy' is a very dynamic concept with limits that vary depending on different contexts and situations. It also includes the ability to behave appropriately and with respect towards others, and to be able to use these tools for ethically relevant purposes.

In an Italian research project investigating these aspects, Maxia and colleagues involved students and teachers at a secondary school in a dialogue on the theme of the relationship between new media, rights and digital citizenship (Maxia *et al.*, 2014). The objectives focused on the acquisition of awareness of students' responsibilities and the natural consequences of their online behaviours, as well as their online rights and the positive use of the Internet. In another Italian experience, an episode of bullying on Facebook involving classmates at a secondary school was the trigger for fostering students' reflection on the episode, but above all for promoting their greater awareness of the behaviours displayed in the episode in question (Delfino, 2013).

Social media literacy also implies developing users' skills in making the most of the potential that social networks offer for engaging in active participation in a profitable way. For example, using a closed and protected environment to experiment with the participative methods that can be put in place on open social networks like Facebook could prove an effective strategy to develop argumentative skills without affecting factors of distraction (Denicolai, 2013). Another project aimed at promoting young people's capacity for critical understanding and active use of media in the political arena engaged students on topics of media participation and citizenship through analysis of political party websites and of the Arab Spring uprisings (Ranieri - Fabbro, 2015).

To conclude, the importance of developing media education and digital literacy skills applied to the social media field is a fundamental measure to

master these environments effectively, both in terms of preventing dangerous behaviours or uses, and in that of fostering a conscious participatory culture.

### 5. Conclusion

In this paper we have seen how the potential of social media and social network sites is spreading on many fronts: contribution to the psychological development of adolescents (not without risks, as mentioned); the intertwining of online and offline social dimensions; the creation of spaces for civil and political participation; and contamination between spaces and times dedicated to leisure and those devoted to school and study.

These contaminations present educators and teachers with new challenges. The greatest potential of social networks is, indeed, also the area in which we run risks that we need to be aware of. From this point of view, it is essential to rethink the educational models that traditionally inform teaching and learning in school and university classrooms. The pedagogies that implicitly underlie these models embody a cultural background that we need to rethink if we really want to assign greater weight to the role and the prospects of young people in their daily lives.

### 6. References

- Aaen, Janus - Dalsgaard, Christian (2016) 'Student Facebook groups as a third space: between social life and schoolwork', *Learning, Media and Technology*, 41 (1), pp. 160-186.
- The American Academy of Child and Adolescent Psychiatry (2017) *Social Networking and Children*. Retrieved from <[https://www.aacap.org/aacap/families\\_and\\_youth/facts\\_for\\_families/FFF-Guide/Children-and-Social-Networking-100.aspx](https://www.aacap.org/aacap/families_and_youth/facts_for_families/FFF-Guide/Children-and-Social-Networking-100.aspx)>.
- Anderson, Terry, & Dron, Jon (2017) 'Integrating Learning Management and Social Networking Systems', *Italian Journal of Educational Technology*, 25(3).
- Asterhan, Christa S.C. - Rosenberg, Hananel (2015) 'The promise, reality and dilemmas of secondary school teacher-student interactions in Facebook: The teacher perspective', *Computers & Education*, 85, pp. 134-148.
- Baiocco, Lucia - Benvenuti, Martina - Cannata, Davide - Fossi, Elisa - Mazzoni, Elvis - Zanazzi, Luca (2014) 'Vita online e vita offline: come Internet influisce sul nostro agire quotidiano', *Media Education. Studi, ricerche, buone pratiche*, 5 (2), pp. 131-148.

- Best, Paul - Manktelow, Roger - Taylor, Brian (2014) 'Online communication, social media and adolescent well-being: a systematic narrative review', *Child Youth Services Review*, 41, pp. 27-36.
- Boyd, Danah (2014) *It's complicated. The social lives of networked teens*. New Haven & London: Yale University Press.
- Calvani, Antonio - Fini, Antonio - Ranieri, Maria (2010) *La competenza digitale nella scuola*. Trento: Erickson.
- Calvani, Antonio - Fini, Antonio - Ranieri, Maria - Picci, Patrizia (2012) 'Are young generations in secondary school digitally competent? A study on Italian teenagers', *Computers & Education*, 58 (2), pp. 797-807.
- Common Sense Media (2015) *Children, Teens, Media, and Body Image: A Common Sense Media Research Brief*. San Francisco, CA: Common Sense Media.
- Crook, Charles (2012) 'The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting', *Oxford Review of Education*, 38 (1), pp. 63-80.
- Delfino, Manuela (2013) 'Alunni che discutono in Facebook: Dall'episodio privato alla situazione di apprendimento'. *Media Education. Studi, ricerche, buone pratiche*, 4(1), pp. 61-71.
- Della Dora, Luca (2017, January 26) *Digital in 2017: in Italia e nel mondo* [Web log post]. Retrieved from <<https://wearesocial.com/it/blog/2017/01/digital-in-2017-in-italia-e-nel-mondo>>.
- Denicolai, Lorenzo (2013) 'Studenti e social networking. Petrarca è online. In M. Ranieri & S. Manca', *I social network nell'educazione. Basi toriche, modelli applicativi e linee guida*. Trento: Erickson, pp. 141-148.
- Ellison, Nicole B. - Steinfield, Charles W. - Lampe, Cliff (2011) 'Connection strategies: social capital implications of Facebook-enabled communication practices', *New Media & Society*, 13(6), pp. 873-892.
- Facebook (2018) *Facebook stats*. Retrieved 15 February 2018, from <<http://newsroom.fb.com/companyinfo/>>.
- Greenhow, Christine - Askari, Emilia (2015) 'Learning and teaching with social network sites: A decade of research in K-12 related education', *Education and Information Technologies*, 22(2), pp. 623-645.
- Greenhow, Christine - Gleason, Benjamin - Li, Jiahang (2014) 'Psychological, social, and educational dynamics of adolescents' online social networking', *Media Education: Studi, Ricerche, Buone Pratiche*, 5(2), pp. 115-130.

- Greenhow, Christine - Li, Jiahang (2013) 'Like, Comment, Share: Collaboration and Civic Engagement Within Social Network Sites', in Mouza, Chrystalla - Lavigne, Nancy (Eds.), *Emerging Technologies for the Classroom. A Learning Sciences Perspective* (pp. 127-141). New York NY, Heidelberg DE, Dordrecht NL, London UK: Springer.
- Greenhow, Christine - Menzer, Melissa M. - Gibbins, Thor (2015) 'Re-thinking scientific literacy: arguing science issues in a niche Facebook application', *Computers in Human Behavior*, 53, pp. 593-604.
- Greenwood, Shannon - Perrin, Andrew - Duggan, Maeve (2016) *Social Media Update 2016*. Pew Research Center's Internet & American Life Project.
- Grion, Valentina - Bianco, Stefania (2016) 'Social network come strumenti didattici: percezioni e atteggiamenti di insegnanti e studenti', *TD Tecnologie Didattiche*, 24 (3), pp. 136-146.
- Grion, Valentina - Cook-Sather, Alison (2013) *Student Voice. Prospettive internazionali e pratiche emergenti in Italia*. Milano: Guerini.
- Hsieh, Yuli Patrick (2012) 'Online social networking skills: The social affordances approach to digital inequality', *First Monday*, 17 (4).
- Jenkins, Henry - Ito, Mizuko - Boyd, Danah (2015) *Participatory Culture in a Networked Era. A Conversation on Youth, Learning, Commerce, and Politics*. Cambridge, UK: Polity Press.
- Kassem, Mostafa M. (2013) 'Facebook as a nation-wide civic education classroom listening to the voices of Egyptian secondary school students', *Journal of Emerging Trends in Educational Research and Policy Studies*, 4, pp. 771-785.
- Kio, Su Iong (2016) 'Extending social networking into the secondary education sector', *British Journal of Educational Technology*, 47, pp. 721-733.
- Lai, Anjali (2018) 'The Data Digest: Among Youth, Facebook Is Falling Behind', *Forbes*, January 9, 2018. Retrieved from <<https://www.forbes.com/sites/forrester/2018/01/09/the-data-digest-among-youth-facebook-is-falling-behind>>.
- Lenhart, Amanda - Duggan, Maeve - Perrin, Andrew - Stepler, Renee - Rainie, Lee - Parker, Kim (2015a) *Teens, Social Media & Technology Overview 2015*. Pew Research Center's Internet & American Life Project.
- Lenhart, Amanda - Smith, Aaron - Anderson, Monica - Duggan, Maeve - Perrin, Andrew (2015b) *Teens, Technology & Friendships*. Pew Research Center's Internet & American Life Project.



- Lenzi, Michela - Vieno, Alessio - Altoé, Gianmarco - Scacchi, Luca - Perkins, Douglas D. - Zukauskienė, Rita -, Santinello, Massimo (2015) 'Can Facebook Informational Use Foster Adolescent Civic Engagement?', *American Journal of Community Psychology*, 55, pp. 444-454.
- Manca, Stefania (2014) 'Da Catfish a Her: quando le emozioni e i sentimenti viaggiano attraverso i bit', *Media Education. Studi, ricerche, buone pratiche*, 5 (2), pp. 151-165.
- (2017) 'Digital literacy e media education nell'epoca dei social media: quali competenze?', *Scuol@Europa*, IX (23), pp. 2-3.
- Manca, Stefania - Grion, V. (2017) 'Engaging students in school participatory practice through Facebook: The story of a failure', *British Journal of Educational Technology*, 48(5), pp. 1153-1163.
- Manca, Stefania - Ranieri, Maria (2013) 'Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment', *Journal of Computer Assisted Learning*, 29 (6), pp. 487-504.
- (2016) 'Is Facebook still a suitable technology-enhanced learning environment? An updated critical review of the literature from 2012 to 2015', *Journal of Computer Assisted Learning*, 32 (6), pp. 503-528.
- (2017) 'Implications of social network sites for teaching and learning. Where we are and where we want to go', *Education and Information Technologies*, 22 (2), pp. 605-622.
- Maxia, Michela - Nutini, Ilaria - Traverso, Monica (2014) 'Uso sicuro e positivo della rete e peer education', *Media Education. Studi, ricerche, buone pratiche*, 5 (2), pp. 198-207.
- Ophir, Yaakov - Rosenberg, Hananel - Asterhan, Christa S.C. - Schwarz, Baruch B. (2016) 'In times of war, adolescents do not fall silent: Teacher-student social network communication in wartime', *Journal of Adolescence*, 46, pp. 98-106.
- Ranieri, Maria - Fabbro, Francesco (2015) 'Primavera Araba a Primavalle. Un'esperienza di educazione ai media e alla cittadinanza al tempo dei social network', *RiMe. Rivista dell'Istituto di Storia dell'Europa Mediterranea*, 15 (1), pp. 79-98.
- Ranieri, Maria - Manca, Stefania (2013) *I social network nell'educazione. Basi teoriche, modelli applicativi, linee guida*. Trento, IT: Erickson.

- Reich, Stephanie M. - Subrahmanyam, Kaveri - Espinoza, Guadalupe (2012) 'Friending, IMing, and hanging out face-to-face: overlap in adolescents' online and offline social networks', *Developmental Psychology*, 48 (2), pp. 356-368.
- Smith, Aaron (2013) *Civic Engagement in the Digital Age*. Pew Internet and American Life Project Report.
- Subrahmanyam, Kaveri - Smahel, David (2011) *Digital Youth: The Role of Media in Development*. New York, NY: Springer.
- Uhls, Yalda T. (2012) 'Cyberbullying has a broader impact than traditional bullying', Gerdes, in Louise I. (Ed.) *Opposing Viewpoints*. Farmington Hills, MI: Greenhaven Press.
- (2015) *Media Moms and Digital Dads: A Fact Not Fear Approach to Parenting in the Digital Age*. New York, NY: Bibliomotion.
- Usher II, Carlton A. (2013) 'Tomorrow's People: Using Facebook to Advance Civic Engagement and Global Learning in a First-year Seminar', *eJournal of Public Affairs*, 2 (1), pp. 53-70.
- Vanwynsberghe, Hadewijch (2014) *How users balance opportunity and risk: A conceptual exploration of social media literacy and measurement*. Ghent, Belgium: Ghent University.

### 7. Curriculum vitae

Stefania Manca is a researcher at the Institute of Educational Technology of the National Research Council of Italy. She has been active in the field of educational technology, technology-based learning, distance education and e-learning since 1995. She is currently investigating the value of social media and social networking sites for formal and informal learning purposes and in the professional development of teachers and faculty staff. She also analyses participatory practices in formal contexts of learning according to the Student Voice approach, and studies the use of social networking sites by persons with disabilities. She has published numerous articles on these topics and has given presentations at major conferences. She is also a member of committees and editorial boards of several scientific journals, and is co-director of the Italian Journal of Educational Technology.





