FACEBOOK IMPACT. CASE STUDY: POROLISSUM

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Abstract:
This paper studies the impact done by teachers on their own Facebook page, on their students. For the case study, we chose an important, but little known tourist attraction in the area, where the study was conducted.

Key words: Porolissum, Facebook, didactic skills

JEL Classification:

Introduction

Impact of social networking on human society is subject to study worldwide. These studies aim relationships, behavior of some age categories (Marhan, Popa, 2012) and even the effect on the entire human society. Books, education researchers, articles of bloggers, scattered thoughts, by means of comments, create a fascinating world, in perpetual motion. Of course, Facebook is still the most beloved and controversial social network, and the complexity of this social network effect on mankind is still enormous.

Material and Methods

The materials used in the research, for this paper, are research articles, applied questionnaires.

Results and discussion

Using Facebook can make a big impact when we teach "secrets". At first glance, everything is simple: an email address, a username and ready! - we entered into the network. "Problems" really start when we begin to get involved and find that some users use false names (despite recommendations), photographs can spread, swiftly becoming viral, a mistake in posting an event can become a national event (for example, in Romania, the event named "Jezebel day" has become viral after a teenager - bypassing recommendations on Facebook - created its own page, by accident, an event dedicated to the day they invited everyone, approximately 57,000 people, announcing their participation - Boioglu, 2015).

Today, more than ever, young people are flooded with information. We can assume, with a certain amount of doubt, as an adult, even from the first contact with Facebook, you will soon know, much more quickly, to discern between a true and a false information, between useful information and a useless one. Young people need to learn to choose between what is helpful for their own future, what is helpful for entertainment, what is helpful in creating lasting and secure relationships for the future.

Studying the impact of Facebook on young people is an area of interest that may have practical didactical applications to get their attention, to involve them in social projects in their education, the acquisition of knowledge and the relationship building plan, not only a virtual one.

Students from "Tibiscus" University successfully use Facebook group-related facilities. We are part of several groups, as teachers, and we use Facebook to distribute learning materials, to ask questions of the subject taught and to study their behavior. We

like to see that it distributes to its group level, what we discussed and this without interfering with their discussions.

World Youth is fascinating, because they are the ones that grow in order to overcome obstacles, to make this world better. We are happy to see that they are interested in the environment, self-education and self-help.

We distributed students at "Tibiscus" University a short questionnaire on Porollisum. Porollisum is an archaeological site that attracts researchers from all over the world. Within 24 hours, the visibility of the questionnaire is as shown in Figure 1.

Group	FDAP 2017	FDAP 2015	CIG 2014	Ani III	EAI
Number of members	128	139	30	18	25
Visibility	47	39	9	7	7
Share	36,72%	28,06%	30,00%	38,89%	28,00%

Figure 1. The visibility of Porollisum questionare after 24 hours

We believe that visibility is high especially for groups FDAP, FDAP 2017 and 2015 groups in the questionnaire "slipped" on lower positions quickly, because they were distributed other materials as well (timetable changes, study materials, study subjects, etc.).

The answers came as fast in the coming days. We have not tried to bring into focus the questionnaire. This can be done by redistributing links, by adding comments to the first distribution, etc.

The average age of respondents is 27.75 years. At first glance, it is a high average, but bear in mind that the Faculty of Economics is studying people who are aged over 30 years.

When asked "Do you like to travel?", the answers were the weights shown in Figure 2.
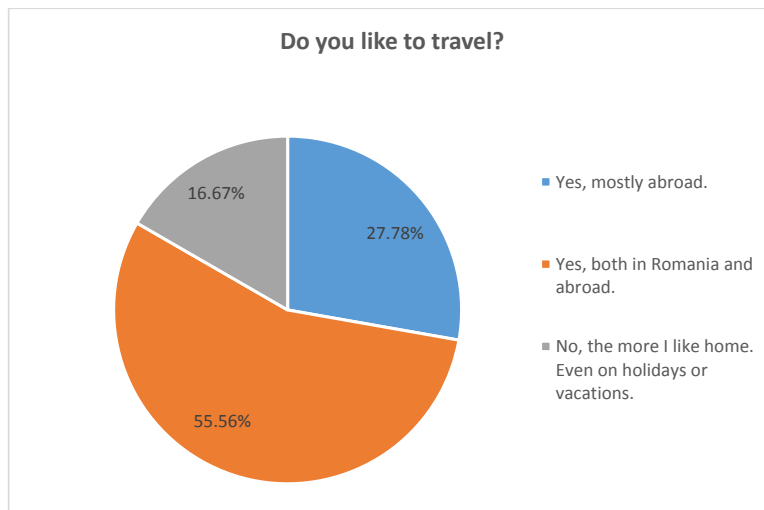

Figure 2. The answers for the question
" Do you like to travel?"

The percentage of 16.67% of those who prefer not to travel is a high percentage, but we must keep in mind that travelling is a behavior that develops over time.

The answers to the question "Do you know the name *Porolissum*?" are presented in Table 1.

Possible answers for the question "Do you know the name *Porolissum*?"

Answer	Notes, if the answer is selected
Porolissum is a city in Italy	The answer is selected because the name "sound" like an Intalian name. The responded do not have information about Porollisum
Porolissum is a city in Spain or Portugal	The answer is selected because the name "sound" like an Spanish of Portuguese name. The responded do not have information about Porollisum
Porolissum is a city in Romania	The answer is pure „patriotic" answer. The responded do not have information about Porollisum
Porolissum is a roman city in Dacia	The respondent vague has information about Porollisum. The answer is quasi -correct because the Porolissum was founded as part of Roman Empire on a conquered part of Dacia
Porolissum is a Roman fort on the border of the Roman Empire with free Dacians	The respondent has good information about Porolissum
Porolissum is a commercial city which functioned until the twelfth century.	The respondent has good information about Porolissum
Porolissum is a hotel in Zalau city	The respondent has information about the hotel "Porolissum" from Zalau. The question can be considered like a trick but this hotel really exist near Porolissum site.
Porolissum is a Dacian fortress on the border with the Roman Empire.	The repondent has not good information about Porolissum but he/she want to guess.
Anything else	The respondent has not idea about Porolissum

The figure 3 shows the results for this question. The answers b, c, f and g were not selected for the respondents.
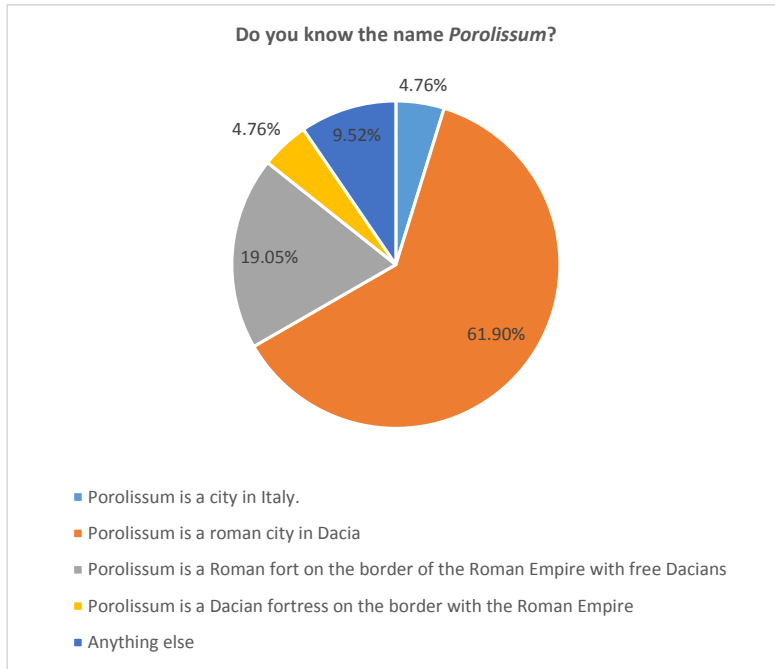
Do you know the name _Porolissum_?

- Porolissum is a city in Italy.
- Porolissum is a roman city in Dacia
- Porolissum is a Roman fort on the border of the Roman Empire with free Dacians
- Porolissum is a Dacian fortress on the border with the Roman Empire
- Anything else

Figure 3. The answers for the question
"Do you know the name _Porolissum_?"

You can conclude that the trick question was absolutely ignored. It's a good thing and it shows that young people "feel" tricks and do not venture to answer trap questions. We can see that the respondents have generally good knowledge of Porollisum (61.90%), although this knowledge is not complete, we can consider that are satisfactory, because the subject refers to a main domain (history) away from the immediate interests of the students.

The next question "Please answer the following question honestly. Did you search Porolissum information to answer the questions in this questionnaire?" has the next answers:

- a. Yes, but only to make sure that they have accurate information
- b. Yes, out of curiosity.
- c. Yes, to complete my information held
- d. No, because I knew the answers
- e. No

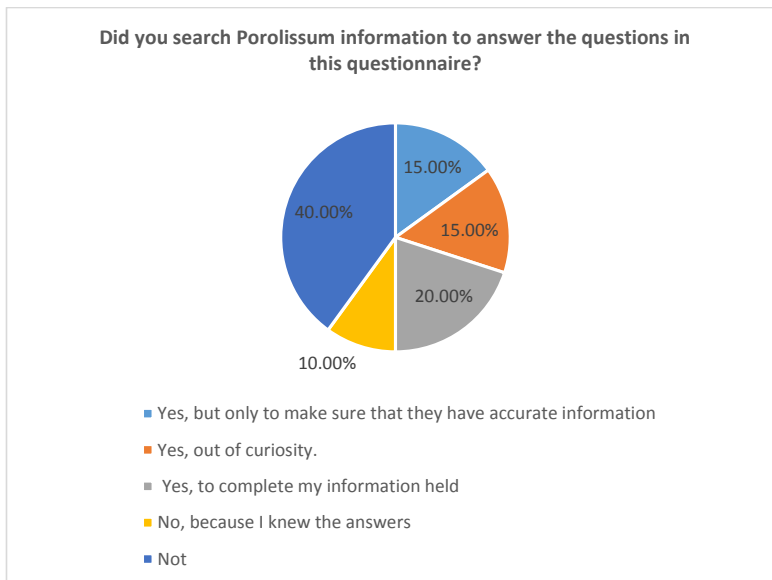Regarding this question, the answers are presented in the Figure 4.

Figure 4. The answers for the question "Did you search Porolissum information to answer the questions in this questionnaire"

We can see that the percentage of respondents that did not seek information to answer the questions on Porolissum is high: 40%. We can conclude that the respondents are confident with the information they have, they do not feel the need to enrich their knowledge about the subject (which is not surprising, because the Roman Empire is not a scholar subject).

Conclusions

The impact of Facebook on young people is great. Using Facebook can be a successful tool to spread information, to arouse curiosity, but from the perspective of teachers recognized as such in community groups, these tools must be used carefully to not induce a state of rebellion or boredom.

Our method is to use short questionnaires on topics about taught knowledge that raise questions of their understanding. Questions of possible correct, incorrect and hoax answers provide us with relevant information on how to resume the subject discussed, and how to explain it better.

References

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