

**LEVERAGING FACEBOOK
AS A SUPPLEMENTARY EDUCATIONAL TOOL
IN ADVANCED LEVEL COMMUNICATION AND MEDIA STUDIES:
A CASE STUDY OF TWO STUDENTS**

W.M.M.B.B. Wijayakoon
PGIHS, University of Peradeniya, Sri Lanka
2014drmahendra@gmail.com

Integrating social media platforms into educational contexts presents promising opportunities to enhance teaching and learning experiences. This research explores the effectiveness of using Facebook, alongside artificial intelligence (AI) tools such as Natural Radar software and video tutorials, as supplementary resources for advanced-level (A/L) communication and media studies. Through a case study involving two A/L students (a first-time candidate and a repeat candidate), this study investigates the impact of the “University of Communication Sri Lanka” Facebook page on student engagement, interaction, and learning outcomes in communication and media studies education. Facebook, as a widely accessible social media platform, facilitates communication, collaboration, and knowledge dissemination. It extends learning beyond traditional classroom settings in educational contexts, fostering dynamic interactions between students and educators. A literature review highlights the potential benefits and challenges of incorporating Facebook into A/L communication and media studies. Benefits include increased engagement and peer interaction within a familiar and user-friendly environment, while dedicated groups or pages provide asynchronous communication and continuous learning opportunities, enhancing digital literacy. However, challenges such as privacy concerns, digital distractions, and unequal access to technology necessitate strategic mitigation. This study addresses three key research questions: 1) How do students perceive the integration of the “University of Communication Sri Lanka” Facebook page into their studies? 2) How does this integration impact their engagement and comprehension of subject content? 3) What challenges and opportunities arise from this integration? Adopting a mixed-methods approach, the research incorporates qualitative and quantitative data collection methods, including surveys, interviews, and an analysis of student interactions on the Facebook page. Data analysis employs thematic analysis for qualitative insights and descriptive statistics for quantitative findings. The results provide valuable insights into best practices for leveraging Facebook, AI tools, and video tutorials in A/L communication and media studies education, offering strategies to enhance student engagement, comprehension, and overall learning outcomes.

Keywords: Facebook social media, supplementary education tools, AI, digital literacy