Legend? Key?

Ze Yuan = ZY

Giresh = G

Musawwir = M

Darren = D

Andrew = A

Introduction Skit

G: Hi Ze Yuan. I just caught a Dragon Mouse on Mousehunt and became a Knight yesterday.

ZY: Wow. I am only a Hero. I can’t catch an Dragon Mouse yet. How much time do you spend on Facebook to increase in rank so fast?

G: I spend 2 hours a day on Facebook.

ZY: Hey, I spend 2 hours a day on Facebook as well.

G: Then, it must be that I’m a pro. I heard that your overall GPA is 4.0. How did you get so high marks then? I only got 2.8.

ZY: Do you think that the amount of time spent on Facebook affects our academic performance? Hmmm!...

Our RE topic is ‘Does the amount of time spent on Facebook affects the exam results of Year 4 students?’ Our group comprises of Musawwir, Andrew, Giresh, Ze Yuan and Darren.

Firstly, we will be introducing the topic and then state the methodology of how we conducted our survey and interview. After that, we will be explaining our results and analyzing them. We will then show you our discussion.

Introduction Script

* Rationale

We want to do this topic because many students and parents have accused various social networking sites for their drop in their academic performances. Thus, we intend to examine this claim to find out whether it is a valid one. Also, Facebook is currently the most popular social networking website, with over 500 million members. This sheer massive number of members has caught the attention of academic sector and also particularly, us. Hence, we intend to find out how Facebook, in particular, affects one's academic performance.

* Research Objectives  
  In our project, we plan to focus on these main objectives:
* To investigate whether using Facebook affects the academic grades of pupils.
* To find out the pupils opinions on whether using Facebook affects their grades.
* To find ways for students to manage their time better and reduce their time spent on Facebook.
* Significance of Topic

Methodology

* Survey

Far the survey, we constructed a questionnare comprising 9 multiple choice and open-ended questions and gave to 24 Secondary 4 students from Raffles Institution. This is because they have been in the school the longest so they are familiar with the examination structure of the school and they know how to manage their time better. Besides, most of the Secondary 4 students would already have a Facebook account, as they would have used Facebook for discussing projects with their friends online. We obtained the participants consent by assuring them that there was no need to for them to indicate their name and class on the survey and that none of the information was going to be disclosed. The surveys were randomly given to the respondents. Before the survey was carried out, a pilot survey was given to 10 respondents and the results were collated. The questions were then re-examined and improved to make them less ambiguous and easier for the respondents to understand.

* Interview

A questionnaire comprising 10 questions were constructed. Before the interview was carried out, a role play was carried out first to test the feasibility of the drafted questions and so that all our members were ready for the interview. The questions were then re-examined and edited so that we would be able to elicit more information from the interviewee and the irrelevant questions were omitted.  
We chose to interview Mr. Leo as he is the school counsellor, so his job is to help solve students’ various social problems. Due to the nature of his career, he would probably have a lot of experience in dealing with addiction and social problems relating to the computer as well as interacted with many students, so he would been a suitable interviewee.  
As head of Character Education, Mrs Jacqueline Chua would have dealt with many students with problems with social problems including addiction. She would also have interacted with RI students and have a good insight to Rafflesians’ problems with addiction.   
An e-mail was sent to both of the interviewees summarizing our topic and suggesting a possible time and venue for the interview. The e-mail was accompanied by a list of the ten questions which we intended to ask the interviewees so that they would be able to craft in-depth answers to our questions.

Results

This graph shows the relationship between the amount of time spent studying against the amount of time spent of Facebook for our survey respondents. No trend can be observed from the graph because the students who use Facebook for less than 3 hours do not necessarily study for more than 3 hours and the students who use Facebook for more than 3 hours do not necessarily study for less than 3 hours.