**Title here**

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**Acknowledgement:**

**References** – hyperlinked to abstracts (at end of paper)

[Baron, N. S. (2004)](#Baron2004). See you online: Gender issues in college student use of instant messaging. *Journal of Language and Social Psychology, 23*(4), 397-423. doi: 10.1177/0261927X04269585 [in Publications folder]

[Irwin, C., Ball, J., & Desbrow, B. (2012)](#Irwin2012). Students’ perceptions of using Facebook as an intereactive learning resource at university. *Australasian Journal of Educational Technology, 28*(7), 1221-1232. doi: 10.1016/j.chb.2010.07.028 [in Publications folder]

Irwin, C., Ball, J., & Desbrow, B. (2012). Students’ perceptions of using Facebook as an interactive learning resource at university. *Australasian Journal of Educational Technology, 28*(7), 1221-1232. doi: 10.1016/j.chb.2010.07.028

Facebook is a popular platform that may facilitate learning activities at university. In this study, students’ perceptions of using ‘Facebook pages’ within individual university subject offerings were evaluated. Individual ‘Facebook pages’ were developed for four university courses and used to provide information relevant to the courses and allow opportunities for student interaction. An initial questionnaire administered in the first lecture of semester indicated that nearly all students (*n* = 161, 93.1%) possessed an active Facebook account. Most students (*n* = 135, 78.0%) anticipated that a Facebook page would facilitate their learning, by increased interaction with students and instructors, and notifications for course information. A second questionnaire was completed in the final lecture of semester indicating that 81.9% of students engaged with the course Facebook page at some stage. However, perceptions of the effectiveness of the page as a learning tool were variable, with only 51% of students stating that it was effective. Despite this, the majority of students (*n* = 110, 76.4%) recommended using Facebook in future courses. This preliminary evaluation of Facebook as a learning aid suggests that it has the potential to promote collaborative and cooperative learning, but further research is required, specifically to understand if and how it can enhance learning outcomes.

Baron, N. S. (2004). See you online: Gender issues in college student use of instant messaging. *Journal of Language and Social Psychology, 23*(4), 397-423. doi: 10.1177/0261927X04269585 [in Publications folder]

Instant Messaging (IM) is becoming a mainstay for online one-to-one communication. Although IM is popularly described as a written version of informal speech, little empirical investigation of the linguistic nature of IM exists. Moreover, although gender issues are being addressed for one-to-many forms of computer-mediated communication,we have no comparable studies of IM. This article offers a linguistic profile of American college student IM conversations. In addition to analyzing conversational scaffolding and lexical issues, the article identifies gender divergences in IM usage. Some differences reflect commonly reported functional gender distinctions in face-to-face spoken conversation; other differences indicate gender-based attitudes toward the importance of language standards in speech and writing.

Keywords: instant messaging; IM; gender; computer-mediated communication