

Influence of Facebook as a Pedagogical Interaction Tool on Learning Outcome among Learners in Secondary Schools in Kenya

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Abstract

There is high infiltration of Online Social Networking Platforms in learning institutions in Kenya yet there is dearth of information on how these platforms affect learning outcome. This paper was a systematic desk literature review. The purpose was to establish how leveraging on pedagogical interactions through Facebook affect learning outcome. The reviewers focused on the development of Facebook, its use in education and how its pedagogical interactions affect learning outcome. Articles published in high impact journals including “grey literature” were desk reviewed. The review showed that Facebook has been used by learners mostly for social interactions and not for pedagogical interactions and its use can boost learning outcome. The researcher recommends that learners, teachers and policy makers should accept Facebook as a pedagogical interaction tool.

Keywords: Pedagogical interaction, Facebook, Learning outcome

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