Using Social Media To Enrich Information Systems Field Trip Experiences: Students' Satisfaction And Continuance Intentions

By: Laddawan Kaewkitipong, **Charlie C. Chen**, and Peter Ractham

Abstract

A well-designed field trip can promote active learning and reinforce classroom materials. Few studies have examined the potential for social media to enhance IS field trip experiences by promoting active and collaborative learning. One major barrier to the exploitation of this potential is the lack of the adoption of social media by students as a learning tool to enhance field trip experiences. Therefore, the first task is to understand how to increase the satisfaction of students in their use of social media to enhance IS field trips. This research sets out to understand the factors that could help increase students' satisfaction with the use of social media to enhance IS field trips, and thereby their intentions to continue to use social media in future field trips. The results show that to increase user satisfaction, course in- structors should ensure that students perceive the social media sites used for enhancing field trip study to be trustworthy, effortless, useful and accepted by their peers. Future research could determine how we can incorporate the use of social media to enhance the field trip learning experience.

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Using social media to enrich information systems field trip experiences: Students' satisfaction and continuance intentions

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a b s t r a c t

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1. Introduction

An information systems (IS) field trip is a planned excursion to a non-school environment, including information technology (IT) companies, software vendors, IT centres, and IT expos. Many studies have shown that a well-designed field trip can promote active learning and reinforce classroom materials (see, e.g., Adedokun et al., 2012; Eshach, 2007; Kisiel, 2006). 'Learning by doing' has proven to be an effective pedagogical technique for teaching information technology skills and concepts (Lahtinen, Ala-Mutka, & JÃ€ rvinen, 2005). These on-site learning experiences enable IS students to learn not only by seeing cutting-edge IT products or systems first-hand, but also to learn by engaging in mini-workshops provided by their hosts (Sani, 2006).

Regardless of their individual learning styles, most IS students can benefit from educational field trips. In addition, IS students can better interpret material they learned in class in real-world settings, where they can touch and operate the IT products or systems. For instance, to learn about the capabilities of types of robots, students can visit an expo to interact with different robot models and personally test their functions and limitations. Students can likewise observe how IT personnel solve various common IT-related problems while shadowing employees during a company's normal business hours. As a result, IS students' learning experiences are likely to be greatly enriched by the addition of field trips to regular classroom learning. On the other hand, a growing number of students and instructors do not consider the benefits of field trips to be worth the time and effort it takes to organize them, since information about new IT products and systems is easily accessible from online sources, including vendor websites, YouTube, and social media sites.

Although social media is used increasingly in the field of education globally, its ability to deliver accurate and credible information is disputed (Veil, Buehner, & Palenchar, 2011). Social media can be very useful for supplementing the learning experiences of students outside of the traditional classroom (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012). However, social media consumption is passive, and it cannot entirely replace the experiential learning inherent in IS field trips. Past research has shown that technology-based tools, such as social media, can be integrated into a curriculum as a supplement but should not replace it entirely (Bates, 2000), leading to the question of how to incorporate social

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media into the design of IS field trips most effectively to promote active learning experiences. This integration remains challenging for many IS educators and educational administrators.

A successful field trip relies on the sharing of useful information, promoting collaborative learning; this type of learning can only take place in a social environment in which learners can converse with each other, present and defend their ideas, be exposed to diverse beliefs, and engage in the active learning process (Ractham, Kaewkitipong & Firpo, 2012; Smith & MacGregor, 1992). This information can take various forms (e.g., latest product news, tips about visiting each attraction, lesson learned, and webminars, and slides) and can be exchanged among all participants in the learning environment, including vendors, attendees, and industry experts. Therefore, each field trip itself becomes a social environment for collaborative learning. In addition to the interactions in the physical social space, social media can offer unlimited virtual space for continuous collaborative learning (Dantes, 2015; Gerlach, 1994). before, during, and after each field trip. For instance, before attending an information technology expo, attendees could follow the vendor's live-tweets about its cutting-edge products. During the expo, attendees could re-tweet them to their friends if they like what they see. After the expo, attendees could post pictures and share what they have learned from the expo on Facebook. In addition, they could connect with industry leaders, social leaders, professional alumni, and potential employers; finding internship opportunities, in particular, could be especially rewarding to students. All these actions would enforce learning effectiveness. However, very few studies have examined the potential of use of social media to enhance IS field trip experiences by promoting active and collaborative learning.

Social media can be an effective platform for creating a learning community for students; in the context of a field trip, it provides a virtual social environment for collaborative learning, as well as a convenient forum for pre-visit instructional material about various information technologies and systems students will encounter (Gennaro, 1981; Ractham, Chen, & Srisawas, 2012; Skop, 2009). Once students learn about various products, then they can take full advantage of the field trip to trade shows and experience hands-on learning.

One major barrier to the exploitation of social media's potential is that college students have not adopted it as a learning tool to enhance IS field trip experiences (Mehmood & Taswir, 2013). Therefore, our first and most important task is to understand the satisfaction of students with respect to their use of social media, and what might be done to increase this motivation in the context of IS field trips. To address this task, this study sets to answer the following research question:

"What are the factors influencing user satisfaction in using social media to enrich field trip experiences?"

The purposes of this study are (1) to investigate three primary antecedents for user satisfaction in IS field trips, namely social influence, perceived usefulness, and effort expectancy, and (2) assess which one of these factors has the strongest influence on user satisfaction, thereby providing us with a mechanism for increasing the continuance intention of using social media to enrich IS field trip experiences.

2. Theory

2.1. The efficacy of field trips in enhancing students' learning about information technology concepts and skills

A successful computer or management information systems (MIS) program needs to help students develop technical and social skills so they can excel in industry and government positions. The acquisition and development of these skills requires that learners not only observe, interpret and model IT technology, but also have hand-on experiences with different technologies in solving real-world business problems. IS field trips can provide a wide variety of avenues for learners to develop these skills: students can gain first-hand experiencing using cutting-edge technologies at an IT expo; they can interact with chief information officers (CIOs) to discuss company policies; they can use new IT systems and learn from IT administrators during a company visit to experience new IT applications and implementation challenges. Field trips allow learners to experience new problems, interpret what they have learned, reflect on classroom materials and develop transferrable skills suited to the workplace (Clark, 1996). As a result, students can learn technical and social skills more effectively via IS field trips than in regular classrooms (Felder & Henriques, 1995).

From a pedagogical perspective, a field trip provides a social active learning experience (Squire & Klopfer, 2007), whereas it is the traditional controlled learning environment (e.g., the classroom and lab) that creates learning out of its natural context. Learning in context can engage students in their knowledge acquisition (Boud, Keogh, & Walker, 1985) and provide instruction from hands-on experiences (Kolb, 1984). However, direct guidance from a formal instructor is often missing from field trips, because learning can take place at any time and in any place through interaction with peers or other persons during the trip. Therefore, learning through socialization between students and IT vendors is often indispensable to students' satisfactory completion of a field trip. In addition, the emergence of social media has provided opportunities for educators to incorporate content about IT products and systems into IS field trips to enhance students' experiential learning. Social media integration can be used before, during and after the field trip to enhance students' learning process (Dreher, Reiners, Dreher, & Dreher, 2009).

2.2. The potential benefits of using social media to enhance IS field trip experiences

Social media involves online applications that enable people to create, edit, categorize, exchange, and promote information with each other via wired and wireless devices (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). Social media creates information dissemination from the bottom up, not the top down (Dabbagh & Kitsantas, 2012; Palen, 2008). Companies regularly use social media, such as Facebook and Twitter, to disseminate information about their products and services (Youmans & York, 2012). In addition, companies try to interact with their customers through user-generated content, whereby people share their experiences with products and services with other community members (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004). Companies can use social media to distribute information such as text, images, audio and video, as well as provide location-based and time-related information to their customers. The wealth of user-generated content on social media allows users to share what they learn with other people. Therefore, social media has become an integral part of the field experience itself.

In recent years, social media has become readily available and accessible through mobile technology (e.g., smartphones, tablets and laptops); therefore, students can access useful information on social media during an IS field trip. Students can also create, discuss and share information on social media before, during or after meeting with new people or learning about interesting technologies. Since all students take away different experiences during the field trip, sharing with other students can also amplify the learning experience for all students (Rennie & McClafferty, 1995). All the information collected during the field trip can also be posted on

social media and then presented in the classroom for reflective learning. This collaborative learning exercise can help students assess whether their collected information is accurate and whether they missed any information during the field trip (Laal & Ghodsi, 2012; Whatley & Bell, 2003). Thus, the creative use of social media has the potential to provide reflective and collaborative learning, thereby enhancing field trip experiences.

However, to our knowledge, only a very limited number of educators are capitalizing on the social media's potential to enhance field trip experiences. In order to assess this potential, it is imperative to assess first whether students can be motivated to use social media before, during and after a trip. Both social and technical factors could impact their decision to use social media in this context. The following discussion will be centred on the importance and influence of these factors on user satisfaction with the use of social media in IS field trips.

2.3. *The influence of social factors on social media user satisfaction with the use of social media in IS field trips*

User satisfaction has become a widely adopted metric for evaluating IS effectiveness or success (Negash, Ryan, & Igbaria, 2003; Paulemelone, 1990). Social influence is regarded as one of the critical elements of enhancing user satisfaction (Lu, Yao, & Yu, 2005). Social influence refers to the perceived pressure or support from users' peers to use the system (Cheung, Chiu, & Lee, 2011; Gilbert & Karahalios, 2009). Social influence can affect user satisfaction of a new tool or system, because individual users are generally uncomfortable with changes or unsure of consequences; therefore, they tend to seek advice or listen to opinions from those in their social networks (Burkhardt & Brass, 1990).

Social influence has a positive impact on user satisfaction in the case of social media usage (Chiu, Hsu, & Wang, 2006; Park, Kee, & Valenzuela, 2009). In the case of IS field trips, social media is considered to be a natural place to discover current events and see what others have experienced (Benson, Haghighi, & Barzilay, 2011). By aggregating all these current events, including opinions and experiences shared by others, social media can enable a powerful information-foraging process through which users can search for necessary information, in turn increasing user satisfaction with social media as a search tool (Becker, Greve, & Albers, 2009). We therefore propose the first of our research hypotheses:

Hypothesis 1. Increasing social influence will have a positive effect on user satisfaction with the use of social media in a field trip.

2.4. *The influence of perceived usefulness on user satisfaction with the use of social media in IS field trips*

Perceived usefulness is one of the strongest factors influencing end-user satisfaction (Mahmood, Burn, Gemoets, & Jacquez, 2000). Users usually form intentions to use and satisfaction toward an information system based on an appraisal of how it will improve their experience. We call such an appraisal the perceived value. Users who perceive an information system to be providing value to them are more likely to be satisfied with that system (Bhattacherjee, 2001). Therefore, any information system perceived as useful by its users is likely to be accepted by their social network. In the case of an IS field trip, social media needs to add additional value to the student experience in order to create satisfaction for the users. Value added activities could be real-time updates about any ongoing events, peer-to-peer experience sharing, latest event announcements, etc. If social media can increase a user's perception of usefulness in the IS field trip experience, these users are more likely to be satisfied with the social media-enabled field trip experience. We therefore propose the following hypothesis:

Hypothesis 2. Increasing users' perception of usefulness will increase user satisfaction with the use of social media in a field trip.

2.5. *The influence of effort expectancy on user satisfaction with the use of social media in IS field trips*

According to the Unified Theory of Acceptance and Use of Technology (UTAUT), effort expectancy is a direct determinant of use (Venkatesh, Morris, Davis, & Davis, 2003). UTAUT posits that one's effort will help achieve a desired performance (e.g., use and satisfaction). When users expect to spend less effort in achieving the same desired outcome, they tend to be more confident and have a higher degree of perceived control over the expected outcomes. In other words, users are more likely to express their satisfaction with the task at hand if its effort expectancy is low (Al-Maskari & Sanderson, 2010). In the case social media use in enriching field trip experiences, users need to be convinced that the application is effortless in order to engage in the experience and be satisfied with it. We therefore propose the following hypothesis:

Hypothesis 3. Increasing users' low effort expectancy will increase user satisfaction with the use of social media in IS field trips.

2.6. *The influence of trust on user satisfaction with the use of social media in IS field trips*

Trust has been regarded as one of the important factors in the context of information system usage (Pavlou, 2003). Trust generates a positive user experience, enabling the user to complete the desirable tasks (Ba & Pavlou, 2002). In this study, we define trust as users' confidence and willingness to rely on a system or platform (here: the social media outlets) (Jarvenpaa, Tractinsky, & Vitale, 2000). From the perspective of the Human-Computer Interaction literature, trustworthiness is more about content design, which is relatively difficult to build compared with appeal and usability, both of which can be enhanced by good graphic design and structure/navigation design (Egger, 2000). If users find social media outlets trustworthy, they may engage in transactions with these social media sites. In addition, the relationship may continue if the user has a positive experience with the social media site (Cyr, Kindra, & Dash, 2008).

The use of social media to learn and inquire about IT products and services directly from vendors' Facebook pages is considered, in the marketing literature, to be a relational rather than transactional instance of customer relationship-building, meaning that the relationship between users and vendors through social media is more about cooperation, mutual adjustment for sharing benefits and planning for future exchange (Dwyer, Schurr, & Oh, 1987). In such a relationship, Garbarino and Johnson (1999) found that trust could lead to user satisfaction. More generally, the literature posits that people can quickly form cognitive-based trust based on reputation, social categorization and many other factors (McKnight, Choudhury & Kacmar, 2002), indicating that trust in vendors can be formed even before using their social media sites. We therefore propose the following hypothesis:

Hypothesis 4. Increasing trust will increase user satisfaction with the use of social media in IS field trips.

2.7. *The effect of user satisfaction on the continuance intention of using social media in IS field trips*

Continuance intention to use a product or service is central to

the success and survival of an information system (Bhattacherjee, 2001). This is particularly true in the case of electronic commerce and other online tools, because information systems have become the core of business. For example, user satisfaction with an e-commerce website has a significant effect on the survival of that e-commerce business. Similarly, user satisfaction with a social media site could impact the survival of that social media platform. The relationship between user satisfaction and a continuance intention to use an IS is well supported by previous research (Cheung & Lee, 2009; Lin, Wu, & Tsai, 2005; Shi, Lee, Cheung, & Chen, 2010). These studies show the strong positive effect of user satisfaction on a continuance intention to use an IS. For example, Lin et al. (2005) found that users' continuance intention to reuse a website is influenced by user satisfaction. Chea and Luo (2006) also confirmed that consumer satisfaction has a significant impact on the continuance intention to use an e-service. Similarly, Chiu, Hsu, Sun, Lin, and Sun (2005) found that user satisfaction contributed significantly to the user's intention to reuse an e-learning site. In the context of Facebook, user satisfaction appears to influence users' continuance intention to use social media significantly (Shi et al., 2010). When applying social media to the field trip experience, users are more likely to continue to do so if they are satisfied with their previous experience. We therefore propose the following hypothesis:

Hypothesis 5. Increasing user satisfaction will increase a user's continuance intention with the use of social media in IS field trips.

A theoretical model (Fig. 1) is proposed based on the literature review.

3. Research methodology

We conducted a field experiment with 169 participants, who were all enrolled in an Introduction to MIS course at a large public business school in Bangkok, Thailand. Their ages ranged from 18 to 22 years old. As mentioned in the above section, we believed that by having students learn about IT products through social media channels on which they can interact with other potential customers online, they would be enabled to gather more valuable information about the IT products. In addition, by having the students take a field trip to an IT expo, their satisfaction with using social media as a means to learn would increase.

For this purpose, we designed a two-step field experiment to enhance the field trip experience and increase participants' satisfaction in regard to learning about IT products on social media. In the first step, the researchers asked the participants to spend one week browsing, reviewing and discussing three popular IT related products and service providers in Thailand with other potential customers. The participants were asked to join the Facebook pages of 1) Sony Electronic, 2) Jabra Accessory and 3) Advance Info Service (AIS, the largest mobile network operator in Thailand). We gave the participants the following guidelines: 1) participants were asked to learn about the products and services from the three Facebook pages prior to their field trip, 2) participants were required to ask at least three questions about the products or services they were interested in on the vendor Facebook page and 3) participants were to document their impressions of the products from their experience on the three Facebook pages. We asked participants to document their impressions because psychologists believe that people can hold around five to seven items in their memories for about only 20e30 s (Cherry, 2014). Thus, taking notes would help the participants capture as much of their experiential learning experience as possible before taking the IS field trip.

After the first step was completed, within a one-week period, each participant was asked to visit the three product booths at COMMART Thailand, a popular IT expo that features the most updated IT products and services from leading vendors. Each participant was asked to spend at least 10 min at each booth, where they learned about the products and services by observing demonstrations and asking product representatives stationed at the booths questions. They were asked to write down notes on what they had learned during their field trip. After the second step was completed, the researchers conducted a three-hour lab experiment in which participants were asked to join a group of five and discuss what they had learned from the IS field trip. These groups were formed to familiarize participants with different perspectives and to give them an opportunity to share their learning experience with the other participants. In the end, all participants were asked to take an online survey to conclude the study. The survey was aimed at learning whether the participants were satisfied with the use of social media for learning about the products before, during and after the IS field trip, and what factors could positively affect user satisfaction (in turn leading to increased continuance intention). Fig. 2 depicts the experiment steps. All steps and relevant factors that could affect the experiment were clearly explained to the students to ensure that they had similar experiences in using social media and attending the field trip. The three selected Facebook pages were, for example, an attempt to control the content and

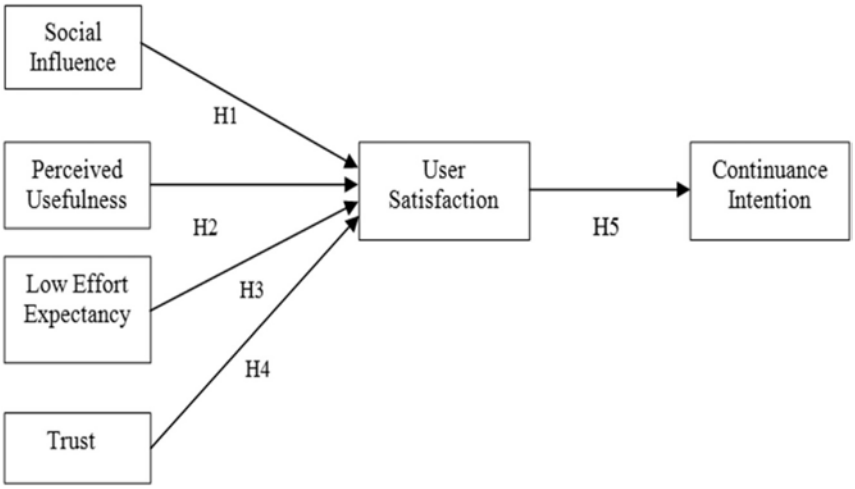

Fig. 1. Theoretical Model.

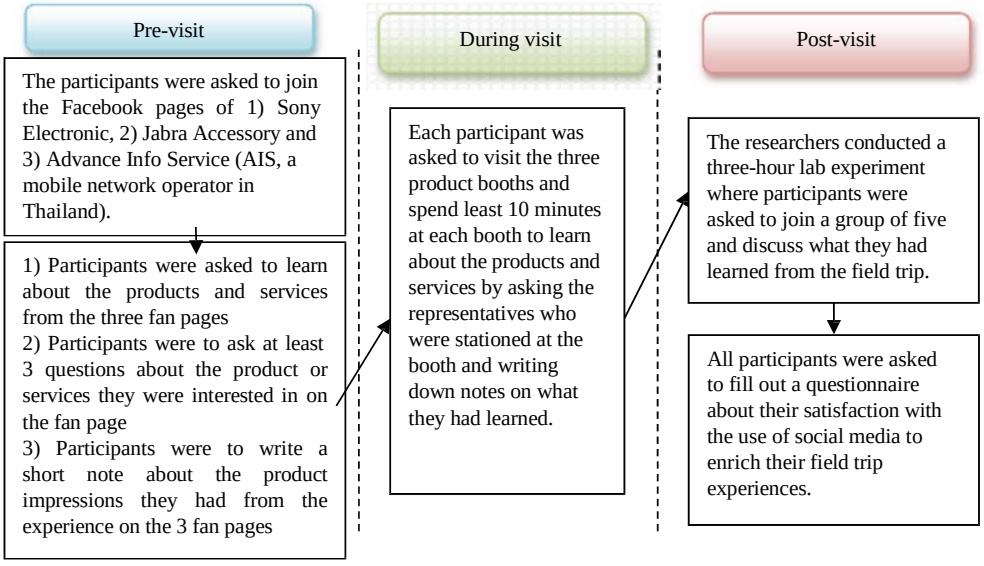

Fig. 2. The experimental design.

experience on social media. The requests for students to visit particular booths, ask questions and take notes about what they learned was also an attempt to control their field trip experience.

The survey instrument included questions to measure the six constructs in the research model. Items used to measure students' continuance intention and perception of social media's usefulness for enriching their field trip experiences were adapted from Bhattacherjee (2001). Social influence items were adopted from Lu et al. (2005). Effort expectancy items were modified from on Venkatesh et al. (2003)'s study. Satisfaction items were adopted from DeLone and McLean (1992). Items used to measure trust were adapted from McKnight et al. (2002) and Cyr et al. (2008). All questionnaire items were measured on a 1e5 Likert scale: (1) ¼ strongly disagree, (3) ¼ neutral and (5) ¼ strongly agree.

The SEM test was performed using the SmartPLS (Partial Least Squares) tool. All hypothesized relationships among these six constructs were analysed. PLS has a minimal restriction on sample size and residual distribution (Chin, Marcolin, & Newsted, 2003). Hair, Ringle, and Sarstedt (2011) recommend that the PLS-SEM minimum sample size should be at least ten times the largest number of structural paths directed at a particular latent construct in the structural model. Since there are four paths directed to the latent construct in the research model, 40 samples were the minimum sample size. A total of 169 data sets were collected and entered for the SmartPLS data analysis.

4. Data analysis and results

4.1. Demographic data

In total, 169 students completed our questionnaire. Table 1 shows the demographic data of the participants. Most students had been using social media for more than one year.

4.2. Measurement model

We performed an exploratory factor analysis with Varimax rotation to confirm the convergent and discriminant validity of all measurement items (see Table 2). There were four factors with an Eigenvalue above 1, which corresponds to the original four factors obtained from the literature review. The KMO value is higher than 0.5, the minimum acceptable threshold value. Barlett's sphere value is statistically significant. These positive test results warrant the Structural Equation Modeling (SEM) test. All Cronbach's alpha values exceed the generally accepted minimum threshold value of 0.7, indicating that all items used to measure each construct have a high internal consistency and carry the same weight (George & Mallery, 2003).

Table 1
Demographic data.

	Number	Percentage
Gender		
Male	53	31.36
Female	116	68.64
Major		
Accounting	74	43.77
Management	95	56.21
Years of Experience with Social Network Sites		
Less than 1 year	11	6.51
2 to 3 years	34	20.12
3 to 4 years	47	27.81
4 to 5 years	30	17.75
More than 5 years	47	27.81

Tables 3 and 4 show the number of items for user satisfaction and continuance intention, respectively. All the items loaded on their target constructs with Cronbach Alphas exceeded the recommended value of 0.7, showing good reliability.

4.3. Structural equation model and hypothesis testing

The SEM test was performed to calculate the estimated path coefficients, path significance and R^2 values (Raftery, 1993). Table 5 shows the SEM test results, including path coefficients and their respective t-statistics. Fig. 3 depicts path coefficients and variance, indicating that all hypotheses were supported at $p < 0.01$. Hypothesis 1 (H1) was supported, indicating that social influence has a significant positive influence on satisfaction with the use of social media to enhance IS field trip experiences. H2, H3 and H4 were all similarly supported. These four constructs together explain approximately 39% of the variation in user satisfaction (R^2 ¼ 0.392). To take a closer look at the explanatory power of these four

Table 2
Reliability test results of items used to measure the four constructs.

	Factor loading	Mean	SD	Cronbach alpha
Factor 1: Social influence				
SI2	0.835	3.91	0.759	0.825
SI1	0.817	3.85	0.738	
SI3	0.714	3.81	0.759	
Factor 2: Trust				
Trust2	0.813	3.90	0.694	0.810
Trust3	0.771	3.96	0.640	
Trust1	0.723	3.87	0.632	
Factor 3: Perceived Usefulness				
PU3	0.726	3.98	0.657	0.789
PU2	0.707	4.11	0.569	
PU1	0.647	4.08	0.588	
PU4	0.577	3.91	0.693	
Factor 4: Effort Expectancy				
EE2	0.785	4.02	0.632	0.704
EE1	0.724	4.08	0.601	

Kaiser-Meyer-Olkin Measure of Sampling Adequacy ¼ 0.889.
Bartlett's Test of Sphericity: Approx. Chi-Square ¼ 660.331, df ¼ 66, Sig. ¼ 0.000.
Total Variance Explained 47.560%.

Table 3
Reliability test result of items used to measure user satisfaction.

User satisfaction	Factor loading	Mean	SD.	Cronbach alpha
US2	0.948	3.71	0.705	0.909
US3	0.914	3.74	0.581	
US1	0.904	3.71	0.684	

Kaiser-Meyer-Olkin Measure of Sampling Adequacy ¼ 0.729.
Bartlett's Test of Sphericity: Approx. Chi-Square ¼ 258.330, df ¼ 3, Sig. ¼ 0.000 Total Variance Explained ¼ 85.028%.

Table 4
Reliability test result of items used to measure continuance intention.

Continuance intention	Factor loading	Mean	SD.	Cronbach alpha
CI1	0.903	3.91	0.607	0.773
CI2	0.903	4.02	0.613	

Kaiser-Meyer-Olkin Measure of Sampling Adequacy ¼ 0.500.
Bartlett's Test of Sphericity: Approx. Chi-Square ¼ 62.330, df ¼ 1, Sig. ¼ 0.000.
Total Variance Explained ¼ 81.477%.

Table 5
Structural equation modeling test results.

Hypothesized Paths	Path coefficients	T-statistics
H1: SI ↗ SAT	0.263	3.628
H2: PU ↗ SAT	0.338	4.675
H3: EE ↗ SAT	0.293	4.048
H4: TR ↗ SAT	0.341	4.714
H5: SAT ↗ CI	0.294	3.180

constructs for the variation in user satisfaction: trust appeared to have the most influence on user satisfaction, followed by perceived usefulness, low effort expectancy and social influence. H5 was supported, indicating that user satisfaction with the use of social media during and after IS field trip experiences has a positive influence on continuance intention. User satisfaction can explain approximately 38% of the variation in continuance intention (R^2 ¼ 0.381).

5. Discussion

The statistical results show that the students seemed to be satisfied with the use of social media to learn about products before, during and after the IS field trip. Supporting this conclusion, they have tended to continue using social media as a means of learning about products and services. As mentioned above, it is important that we first understand what affects student satisfaction with the use of social media in order to enhance their field trip experience. This study has shown an interesting step in how to increase user satisfaction and the continuance intention in the use of social media.

First, trust appears to have the largest effect on user satisfaction, showing that students were willing to learn from vendors they believed would provide sincere and genuine information. Acting on such beliefs, students tended to be satisfied with the use of social media to learn about IT products before, during and after the field trip. While many studies in IS (e.g. Cyr, 2008; Flavian, Guinaliu, & Gurrea, 2006) have examined user satisfaction and trust as two separate factors that influence website loyalty, this study investigated whether the two factors were related. Such a relationship is supported by Garbarino and Johnson (1999), referring to marketing literature on customer relationship building, which explains that when the interaction between customers and vendors is not centred on buying and selling, trust tends to be an antecedent of user satisfaction. In this study, since the students were instructed to learn about products and exchange information with the vendors rather than to buy products, they considered trust an important factor that affected their satisfaction with the vendors' social network sites.

Second, the perceived usefulness of social media in enhancing IS field trip learning should be emphasized. If students perceive social media as useful for their learning purposes, they are likely to be satisfied with its use. The effect of perceived usefulness on user satisfaction has been proven in various IT contexts (Bhattacherjee, 2001; Mahmood et al., 2000), and it also held true in this context.

Third, low effort expectancy also affects user satisfaction with the use of social media in IS field trip contexts. Therefore, the easier it is to use social media to learn about IT products and interact with providers or those who share a common interest in the products, the more likely it is that the students will be satisfied and continue to use social media as a tool to enhance their field trip learning. In terms of acceptance theory, the finding extends the UTAUT theory (Venkatesh et al., 2003), as the original work only states that effort expectancy affects use rather than user satisfaction.

Fourth, social influence creates a positive effect on user satisfaction. Therefore, perceived pressure or support received from peers, as well as teachers, can help increase students' satisfaction with the use of social media. This is consistent with other studies (e.g. Park et al., 2009) that find social influence positively affects user satisfaction of social media, namely Facebook.

Although this study does not show or measure the impact of the use of social media in enhancing field trip effectiveness, it does show that students are satisfied with the use of social media in this context and intend to use it again for future field trips. From a pedagogical perspective, field trips provide an opportunity to learn in real-world settings and create social connections outside the classroom (Squire & Klopfer, 2007). Since social media allows users to form groups, share common interests exchange ideas, it thus can be used to create a productive environment for learning (Dalsgaard, 2006; Ractham, Kaewkitipong & et al, 2012). The present study is relevant and useful, as we learned how to encourage satisfaction with the use of social media for students on IS field trips.

6. Conclusions

This paper posits that field trip experiences, such as a visit to an IT expo, is beneficial to students, and that social media is a useful virtual space where students can learn and share information about their field trip experience. However, a virtual space to learn could

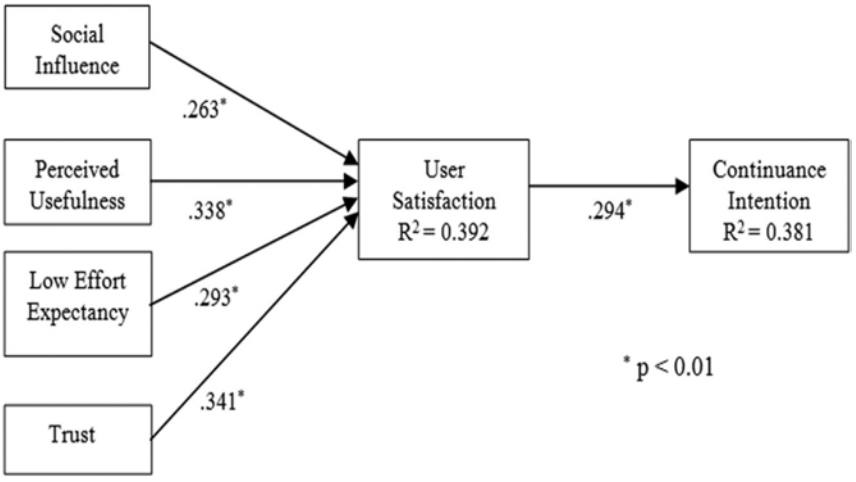

Fig. 3. Path analysis results.

not and should not replace a real field trip; rather, it can be very useful for preparing for and reflecting on a real field trip (Spicer & Stratford, 2001). Therefore, in this study, we have endeavoured to assess the factors influencing IS students' use of social media to enhance IS field trip experiences. We set out to understand what factors that could help increase students' satisfaction with the use of social media to enhance IS field trips and build an intention to continue to do so in future field trips.

In summary, the study shows that in order to effectively encourage students' use of social media during field trips, course instructors should ensure that students perceive social media use in this context as trustworthy, effortless, useful and accepted by their peers. This finding is consistent with several studies that have previously researched adoption and acceptance of IT (Bhattacherjee, 2001; Park et al., 2009; Venkatesh et al., 2003).

Additionally, this research shows that when we created a social environment in which the students could learn, they were happy to use it and tended to continue using it as a learning tool to enhance future field trips. Some key points to be noted when applying social media to enhance a field trip study are: 1) ensure that activities needing to be done on social media and information needing to be searched social media are clearly defined and enjoyable, 2) ensure that students are already familiar with using social media and 3) ensure that the IT products and services that are being studied on social media are available in an expo that students will visit, so that they can learn further from engaging with the real products or services.

However, it is also important to note that we have not proven that our field trip learning design (the way we applied social media to a field trip) aids learning. In addition, we did not measure any learning outcome or learning performance; rather, we only show that students were satisfied with the use of social media as a tool to aid their field trip learning. Therefore, conclusions based on this study should be drawn carefully with this in mind, and future research could involve an examination of how we would incorporate the use of social media to enhance field trip learning performance, comparing the learning performance of students who only attend an IS field trip and students who both attend an IS field trip and use social media to enhance their field trip study.

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