

# Who Posts the Most?

A Descriptive Analysis of the Prolific Authors of a Closed Facebook Group for School-Based Agricultural Education Teachers in California



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**26.97%**  
of posts were authored by 11 members

## Introduction

- Social Networking sites are gaining traction as a venue for information exchange.
- Social media users turn to social networking sites to get useful information including recommendations, opinions, and factual knowledge (Morris et al., 2010).
- The California Ag Ed Discussion Lab was created as "a resource to help teachers navigate challenges, seek advice, share successes, and share resources" (California Ag Ed Discussion Lab, n.d.).

## Purpose

Describe characteristics of the most prolific authors for the California Ag Ed Discussion Lab.

## Objectives

1. Identify members who contribute the most posts to the California Ag Ed Discussion Lab
2. Identify which member contributed the most posts in each of the communicative functions
3. Compare the author ratings of the top posting members.

Members who post the most do not necessarily have the most interaction with their posts

Six of the members with the most posts had an average post rating that was lower than the average of all authors



**182**  
unique authors



**419**  
total posts



**20**  
most posts made by one author

Frequency of Posts and Mean Descriptive Statistics of Members with Most Posts by Communicative Function in the California Ag Ed Discussion Lab

Communicative Function	Author										
	Brynn	Cam	Amy	Coral	Nora	Avery	Deb	Jess	Kate	Jill	Stan
Com bldg.	0	0	1	2	0	0	0	0	0	0	0
Info sharing	12	13	1	2	10	9	5	3	2	0	1
Mobilization	8	0	9	6	0	0	4	6	5	7	0
Promotion	0	0	0	0	0	0	0	0	1	0	6
<b>Total</b>	20	13	11	10	10	9	9	9	8	7	7
<b>Author Rating<sup>a</sup></b>	31.75	17.38	21.55	44.10	28.20	55.67	33.78	10.00	28.50	47.86	14.00

Note <sup>a</sup>Author rating calculated by dividing the sum of authors' posts ratings by number of posts.

## Future Research

- School-based agricultural education teacher Facebook groups provide a wealth of information and opportunities for teacher educators to have conversations about questions being asked by teachers in the profession.
- An analysis of these groups further provides an opportunity for teacher educators to provide just-in-time training for the in-service needs in school-based agricultural education.

Note. All data represent the timeframe of the study from January 1, 2019, to December 31, 2019.