## DEPARTMENT OF EDUCATION, COMMUNICATION \& LEARNING

# FACEBOOK GROUPS FOR DISSEMINATION OF EU-FUNDED PROJECTS 

# An exploratory study of knowledge sharing in communities of interest in social media 

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Abstract<br>Thesis:<br>Program and/or course:<br>Level:<br>Semester/year:<br>Supervisor:<br>Examiner:<br>Report No:<br>Keywords:<br>30 higher education credits<br>International Master's Programme in IT \& Learning<br>Second Cycle<br>Autumn term 2018<br>Sylvi Vigmo<br>Annika Lantz-Andersson<br>HT18-2920-006-PDA699<br>knowledge sharing, dissemination, EU-funded projects, Facebook groups, Lifelong Learning Programme, Erasmus+, community of interest

Purpose: This master thesis aims to explore dissemination and knowledge sharing on Facebook groups in EU-funded projects, in particular the Lifelong Programme and Erasmus+. Dissemination is seen by the funding European Commission as very important, in particular because the wider public in the European community should benefit socioeconomically from these projects' results as indirect financiers through the European Union (EU) budget.

Theory: Exchange and the spread of information of project results is the basis of dissemination similar to that of knowledge sharing, dissemination being more connected with a formal environment A community of interest as a specific form of community of practice can address complex tasks and involve people from different domains with various knowledge backgrounds, like in an EU-funded project, to reach a common goal.

Method: Based on an exploratory approach as the theme has been less studied previously, an embedded design was selected based on a quantitative research approach using sociograph.io together with qualitative research using a thematic analysis.

Results: Results from the analysis of 9 EU-funded projects indicated that knowledge sharing in dissemination processes in Facebook is characterized by a low level of formality reflected in the activities of members with no formal task in the dissemination while specialisation degree was linked to a balanced distribution of dissemination activity. A diverse type of posts pointed out to the creativity inside the Facebook groups. None of the nine groups displayed any copyright disclaimer, which could indicate that Facebook was regarded as a public and open space. The results pointed out that a number of 100 members in a Facebook group can support interaction and knowledge sharing, aspect reflected by an increased activity in these Facebook groups. The number of posts increased proportionally with the number of members in Facebook groups. In the Facebook with higher activity photos were preferred as main type of posts while in the Facebook group with high degree of specialisation, links were the first choice. A different preference in using Facebook features was recorded in the groups of administrators and leaders: links by administrators and photos by leaders.

## Foreword

Writing this master thesis was possible just due to my supervisor Sylvi Vigmo therefore I express my grateful thanks for her special contribution and guidance while writing my master thesis at the University of Gothenburg. Many thanks to my husband Göran for his constant encouragement and belief in me.

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## 1. INTRODUCTION

### 1.1. Background

Social media open new possibilities with regards to communication, collaboration, networking, and knowledge sharing (Gaál, Szabó, Obermayer-Kovács \& Csepregi, 2015). Studies about social media, specifically Facebook, have increased in the last couple decades. Due to the presence of Facebook in everyday life in today's society, it has also been increasingly seen as an arena for knowledge sharing (Pi, Chou, \& Liao, 2013). A first research using as a key word "Facebook" on Scopus, an abstract and citation database, rendered 17491 results as an indication of its prevalence in research and literature. Facebook features make it possible to create and organize Facebook groups based on common interest for different topics and, furthermore, share knowledge about this topic and interact through the different features. By exchanging information and interacting Facebook members are involved in a process of communication and sharing experiences, insights, and facts, to give a few examples. This is similar to the process of sharing information about results from EU-funded projects, so-called dissemination process. This master thesis aims to explore dissemination and knowledge sharing in EU-funded projects, in particular the Lifelong Programme and Erasmus+, on Facebook groups. Dissemination is seen by the funding European Commission as very important, in particular, because the wider public in the European community should benefit socio-economically from these projects' results as indirect financiers through the European Union (EU) budget. The dissemination in EU-funded projects is a relatively new subject of research, mainly connected to the increased impact of EU-funded projects and the enlargement of the European Union. Dissemination is the vocabulary adopted by the European Commission, while the focus on this master thesis will draw on knowledge sharing as a part of dissemination and investigate other potential dimensions. Dissemination provides information about project results, and supports exploitation of results to stakeholders and the wider public. Multiple tools as media and social media mediate the dissemination process during and after project lifetime. Moreover, the dissemination process is complex due to the diversity of participants from many countries and the specificity of project results.

### 1.2 The European Commission agenda for project funding

The new European programme, Erasmus+, or E+, launched in 2014, supports and funds education, training, youth and sport in Europe based on a total budget of $€ 14.7$ billion providing strategic partnerships, exchange project and development opportunities for over 4 million Europeans (European Commission, 2017a). Erasmus+ integrates the previous Lifelong Learning Programme, the Youth in Action Programme, Erasmus Mundus Programme, Tempus, Alfa, Edulink and the programmes of cooperation with industrialised countries in the field of higher education. In the Erasmus+ approach, some new programme features have been added. Taking into consideration that the new programme Erasmus+ is based on the previous programmes previously mentioned, the Lifelong Learning Programme in particular is considered important as having integrated the lessons learnt in the previous programmes through dissemination of examples of good practice and what the European Commission calls success stories. Related EUfunded projects are coordinated based on the common objectives under the different EU Programmes. In the present case under Erasmus+ and Lifelong Learning Programme (replaced by the development of Erasmus+) different types of EU-funded projects have been implemented. According to the European Commission all funded projects are justified through their benefit brought back to the community. Accessing European funds can be a difficult process where many issues have the potential to contribute to what is referred to as success story from the perspective
of the European Commission. One of this is dissemination as the way from a project proposal to a project implementation, is conditioned by dissemination.

A short view on Erasmus+ own results' database points to Facebook groups as an environment that has the potential to enable support for project implementation, and, to some extent, indirectly manage project resources and project teams, and mediate knowledge sharing at different levels on a large geographical base. The term indirect is used here to separate the management of project resources that need to be disseminated on the required E+ programme database, from the projects' own decisions to apply Facebook. Moreover, sharing examples of good practice and what the European Commission commonly refer to as success stories to the wider public are facilitated by Facebook groups used as a dissemination tool in EU-funded projects. Related to the dissemination in EU-funded projects connection with knowledge sharing in communities of interest will be done by investigating some projects as cases. Results and facts collected on the platforms provided by the European Commission for presenting the project results are required to be used during the dissemination process.

As the present master thesis has as a research target dissemination in EU-funded projects, the figure below (Fig.1) can illustrate how the previous Lifelong Learning Programme has developed into Erasmus+ and what is being focused at present, the bottom line in the figure, mainly the three Key Actions, 1-2-3.


Figure 1. The transition from the Lifelong Learning Programme to the Erasmus+ Programme (adapted from Sinclair, 2014, p.6)

### 1.3. Defining dissemination from a European Commission perspective

The general definition of "dissemination" provided in the Erasmus+ Programme Guide (European Commission, 2017b) is "Dissemination is a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available". This definition of dissemination in Erasmus+ is similar with that one specified in the Lifelong Learning Program that emphasized "the quality, relevance and effectiveness of the results" (European Commission, 2013a, p.56).

Dissemination and exploitation of results are crucial areas of the Erasmus+ project lifecycle. They give participating organisations the opportunity to communicate and share
outcomes and deliverables, thus extending the impact of their projects, improving their sustainability and justifying the European added value of Erasmus+." (European Commission, 2017b, p. 7)

It is important to specify that the distinction between communication and dissemination of project results can be difficult to achieve since communication includes information and promotion activities that support the process of dissemination of the project results (European Commission, 2017b). Nevertheless, dissemination is focused on project results while communication is generally focused on project as a whole, which the public also could benefit from. The distinction becomes evident when communication about project meetings and dissemination in media are compared.

In comparison with the previous Lifelong Learning Programme, the Erasmus+ Programme has introduced new application forms demanding more detailed information about the project implementation where dissemination and project impact have a higher priority (European Commission, 2013a, 2017b). A project proposal can be successful, from an E+ programme perspective, only with a well-developed and precise dissemination plan, as the scores awarded for dissemination in a proposal assessment are a high percentage of the total scores given. The common European quality assessment form linked to the Lifelong Learning Programme was followed by the development of a list of scores for awarded criteria in Erasmus+ after assessment upon project completion. Dissemination assessed in connection with project impact was scored with 20 to 30 from 100 points in Erasmus+ while in the Lifelong Learning Programme projects could be given a total of 18 points out of 100 (European Commission, 2013b, 2017c). The importance of dissemination has been given increased importance in the Erasmus+ Guide for Experts (2017) in the chapter about "Quality Assessment" where it is specified that applications have to "score at least 60 points in total and score at least half of the maximum points for each award criterion" (European Commission, 2017c, p.8). These assessment criteria support the general view of the importance of dissemination in the project as a whole and more relevant based on the fact that a financed project should have around 80 points out of the maximum 100 . The importance of dissemination is also emphasized by the two e-platforms where project results are presented, European Shared Treasure for Lifelong Learning Programme (see in Appendix 3 a preview of the European Shared Treasure platform) and the Erasmus+ Project Results platform (see in Appendix 4 a preview of Erasmus+ Project Results platform) previously known as VALOR for Erasmus+. Erasmus+ Project Results platform is the new platform for dissemination and exploitation of results offering an overview of projects implemented under Erasmus+ together with a selection of projects from the previous Lifelong Learning Programme.

Goals of dissemination aim at double impact: on the one side spreading the project results and on the other side contributing to the implementation of and influencing national and European policies and systems from a European Commission perspective. Erasmus+ Programme Guide (European Commission, 2017b) advises beneficiaries to be realistic in planning dissemination that should fit the project type and objectives as well as the capacity of implementation of the participating organisations. Spreading project results can be seen as knowledge sharing since project results can be assimilated to diverse forms of knowledge and spreading and sharing have basically same meaning. As most of the projects in E+ are run in a multinational partnership, a balanced distribution of dissemination activities should be planned for and carried out according to the organisation's resources and capacity of implementation at local, national and European level. A realistic budget brings attention to the financial possibilities of a project correlated with the available human resources but also to the importance of the budget in the small scale as well as large scale projects. One low-budget solution for dissemination is brought by social media, specifically Facebook groups that also have a large-geographical cover fitting to multinational teams involved in EU-funded projects. These Facebook groups are communities connected through the shared interest of dissemination having a common task, a diverse background,
cultural, educational and originated in different professional domains. Their characteristics are similar to communities of interest as described by Fischer (2006). Moreover, dissemination as a process of spreading the information related to the results achieved in EU-funded projects, is connected with knowledge sharing. Knowledge sharing in this framework is based on sharing information, competence and collaboration at the individual as well as the collective level (Wang \& Noe, 2010).

### 1.4. Aims of the thesis

Choosing the topic for this master thesis was grounded in my personal experience gained from previous participation in EU-funded projects, specifically in the Lifelong Learning Programme and the Socrates Programme. It was a rewarding experience to gain knowledge about project management and implementing projects in a multicultural environment all over Europe. These previous experiences inspired me to investigate dissemination in EU-funded projects, and, in particular, when knowledge sharing of experiences and results are mediated in a social media context.

The overarching objective of this master thesis is to gain understanding of using Facebook groups as a tool for dissemination in EU-funded projects, in general, and in projects from Lifelong Learning Programme and Erasmus, in specific. Therefore, the aim is to explore knowledge sharing in communities of interest, in dissemination in EU-funded projects when social media is applied.

### 1.5. Research questions

The data collected in nine Facebook groups used by EU-funded projects, serve as cases in an exploratory study. An embedded design based on a quantitative research approach will make use of the analytical tool sociograph.io and a qualitative research approach together with a thematic analysis, to address the following research questions:

1. What distinguishes knowledge sharing in dissemination processes in EU-funded projects when Facebook is applied?
2. What activities were found in Facebook that were linked to knowledge sharing in dissemination processes?
3. Which Facebook features were exploited for knowledge sharing in specific dissemination project activities?

### 1.6. Significance of the study

All European funded projects have a required and important team activity that is dissemination that runs throughout the project lifetime, to ensure that new insights made are communicated to a wider audience, the public. Increasingly social media, and Facebook in particular has become part of dissemination. There are, however, few studies that explore the dissemination processes when social media is applied, in general, and in particular in European funded projects. The present study aims to contribute to addressing these dissemination processes by investigating knowledge sharing as part of dissemination, and what features and activities are part of these project processes in social media. The findings from the study can add to our understanding of similar dissemination processes in other contexts when social media is applied

### 1.7. Structure of the master thesis

Section 1 introduces the background of this master thesis that aims to support the understanding the topic of the master thesis. This is followed by describing the European Commission agenda for project funding. The role of dissemination is described from a European Commission perspective. Section 2 develops a summary of the dissemination process in EU-funded projects from different points of view, both as a detailed process with theoretical references from the European documents and project management and as topic in the research literature. Section 3 identifies the theoretical background for developing the present research based on the concepts of knowledge sharing in the framework of social media but also on the common characteristics of communities of interest similar with those of Facebook groups. Section 4 presents the research design. An embedded design with a quantitative research followed by a qualitative one was chosen based on the exploratory purpose of this master thesis. Furthermore, the section describes the tools used for the collection of data, European dissemination databases and the analytic tool Sociograph.io. The qualitative research used thematic analysis of 24 posts selected sequentially based on the highest number of comments, reactions and shares. Section 5 presents the results after analysing the data gathered from 9 Facebook groups, as nine cases. In Section 6 the collected results familiarize the reader with the interpretation of the results in relation to previous research in the field of dissemination in European funded projects. Section 7 present the main conclusions and limitations of the study, as well as possible further development of research. Appendix A presents outputs and outcomes from all the studied projects. Appendix B presents the raw data gathered in the research process with Sociograph.io. Appendix C presents Pearsons' coefficient.

## 2. LITERATURE REVIEW

### 2.1. Dissemination in European funded projects

In order to identify current empirical articles studying dissemination in EU-funded projects, specifically Lifelong Learning Programme and Erasmus+, a systematic search was conducted. The scope was to systematically review the literature from the last 10 years about the dissemination in EU-funded projects, from 2008 till 2017, examine evidence about dissemination using different methodological tools, and finding support for establishing connection and meaning (Bruce, 2001) in relation to the present research.

A primary search was conducted on Scopus, ERIC and Education Research Complete about the dissemination in European funded projects, followed by a manual search using Google. The first search with different keywords was run on Scopus. The search using "dissemination in European projects" and "dissemination in EU projects" led to no studies. The following search using "dissemination" AND "European projects" led to 97 studies. The results were refined using "Lifelong Learning Programme" that led to 2 studies. The abstracts revealed that the published articles had no connection with the Lifelong Learning Programme or Erasmus+. Further search on ERIC and Education Research Complete did not bring any other studies focused on dissemination in Facebook groups. In this circumstance the main reflection and conclusion is that dissemination itself was not studied in connection with EU-funded projects. A manual search using Google drove to an article that studied dissemination in a European project, specifically "From Science to Policy and Society: Enhancing the Effectiveness of Communication" (Mea., Newton., Uyarra., Alonso, \& Borja, 2016). This article had specifically as a study, the topic of dissemination process in a European-funded project in the 7th Framework Programme of the European Commission in the period 2012-2016. A second search on the European Commission website led to additional documents published by the European Commission in order to support the implementation of Lifelong Learning Programme and Erasmus+ Programme. The documents published by the European Commission have been seen as relevant for the present research and further presented, since they establish a specific framework for dissemination. The articles identified in the previous search studying dissemination in its specific aspects, as dissemination activities, tools, and methodology, are rather rare. For a synthesized view of dissemination, in the beginning a short description of dissemination in the documents of European Commission is presented, followed by the main issues connected with dissemination from the article "From Science to Policy and Society: Enhancing the Effectiveness of Communication" (Mea et al., 2016).

The search conducted on Scopus, ERIC and Education Research Complete identified a gap in literature when search words included combinations of dissemination and EU-funded projects. A manual search led to one article in which the process of dissemination in EU-funded projects was studied in particular "From Science to Policy and Society: Enhancing the Effectiveness of Communication" (Mea et al., 2016). The search results can be seen as controversial but that can be confirmed by the fact that authors themselves indicate the lack of attention given to dissemination. The lack of studies that focus on the dissemination process itself does not prove that there are no such studies. What it can indicate though, is that there is a stronger focus on the process as activities in the project description, as work that is performed and the results are then disseminated in different ways. The focus is on dissemination as such and not on dissemination as a process in need of investigation. Mea et al. (2016) studied the effectiveness of dissemination in a European-funded project in the light of experience gathered during 4 years, from 2012 till 2016. They examined thoroughly the dissemination approaches through communication strategies and dissemination plans. Based on SWOT (Strengths, Weaknesses, Opportunities and Threats) Mea et al. (2016) analysed the dissemination strategy for assisting the dissemination team in being
successful in the phase of proposal and during the project lifetime. A description of the process of planning the dissemination strategy pointed to the importance of stakeholders, specific targeted messages, mechanisms of communication and a balanced timetable of activities. The main focus in the article was on the effectiveness of specific tools used during the dissemination, both what is considered as traditional (website, workshops and conferences, documentaries, training activities, newsletters and e-mail campaigns, scientific publication, press releases) and other digital resources that allowed for other kinds of participation and interaction (social media: for example, LinkedIn, Twitter, LinkedIn and mobile apps). However, other issues for designing an effective dissemination strategy were taken into consideration: clear objectives, a good planning before the project start, well-established target groups, and specific methods and tools. The project impact was quantified in supplying information and transfer knowledge to stakeholders and a wider audience. The tools of dissemination were individually assessed with pros and cons and their potentially attained impact. The usefulness and cost-benefit relation were assessed for all the tools used for dissemination. Facebook can lead to a superficial interaction between users in contrast to the advantage of being "established juggernaut in the social media world" (p.15). The metaphor used for Facebook as "juggernaut" underlines the assumed powerful force of Facebook in social media. However, the impact of Facebook was measured just quantitatively through the number of friends and likes. In the assessment of the dissemination tools used in project implementation, Twitter was seen as very useful followed by LinkedIn, Facebook and smartphone apps. The dissemination process was referred to as sharing new knowledge.

The impact of a successful project dissemination may result in the reassessment and enhancement of the effectiveness of relevant policies, the use of the project results by stakeholders and decision makers, and the creation of business opportunity, as well as sharing new science-based knowledge. (Mea et al., 2016, p. 13)

The analysis of the dissemination strategy concluded on the usefulness of different media tools as well as on the difficulties in engaging stakeholders and the wider public. The innovative digital tools were seen as opening new opportunities but only as complement to the traditional tools. An innovative element in designing dissemination tools was the use of artistic elements that could stimulate the interest of the public. In spite of privacy issues Facebook could be considered as useful tools for dissemination by reaching audiences familiar with these media. The age of the targeted audience was important to identify the most effective tools, indicating that digital tools were more used by a younger generation, and more traditional media seemed to address an older generation (Mea et al., 2016).

Dissemination, as a required part of any EU-funded project, takes diverse forms, according to what was formulated in the project application. The activity of disseminating and sharing knowledge is thus performed through communicating and visualizing project outcomes, and not a project activity focused on development, reflection, investigation or critical research. This can contribute to the picture that emerged during the search, that there were very few studies dedicated to examining dissemination in EU-funded projects. The process of dissemination, as mentioned before, is a required activity, projects describe and perform accordingly. The scope of dissemination when linked to EU projects, in search in Google Scholar resulted in no studies with "dissemination in European projects" while with "dissemination" AND "European projects" AND "Lifelong Learning Programme" resulted in 217 findings that mainly represented actual dissemination products, such as written reports (called deliverables in the Lifelong Learning Programme) about project achievements, and the shared results, insights and best-practice.

Köchy (2013) described the dissemination strategy in an EU-funded project from the Joint Programming Initiative in a report about the strategy for the dissemination of outputs. Even though this project was implemented in a different EU Programme than those of interest in the present master thesis, the report describes dissemination in detail, and can thus serve as a concrete
example. As the project topic was connected to agriculture, food security, and climate change, a diverse group of agri-businesses, funding agencies, politicians, scientists and the wider public were targeted in the dissemination process. The tools used for dissemination were diverse; publications, reports, presentations, flyers, workshops, websites and social media as Twitter and Facebook. The dissemination channels were specifically designed to the level of dissemination (regional, national, and European) the target group and tools used for dissemination. Moreover, the project itself was branded through its visual identity. The visual identity of the project was ensured through the branding of the project at corporate level through corporate style, corporate logo and language. Each dissemination tool was individually presented in a descriptive way according to the assigned role in the dissemination strategy, target group and possible impact. The website was seen as having the central role in dissemination process due to communication and the documentation of the project progress. The tools provided by social media were valued through their role for researchers but also to reach a wider audience. Facebook and Twitter were regarded as complementary to the RSS feed mechanism available on the website, while having an impact on publishing news about the project, events, important results or even job offers. The tools of social media were assessed as valuable for the project visibility. Beside the importance of dissemination tools in a project implementation, this report brings our attention to an important issue, the legal framework of dissemination that is the dissemination and sharing of new knowledge - results, aggregated data and methods -against the background of confidentiality and dissemination and exploitation of results.

Giordano, Meletiou, Covrig, Mengolini, Ardelean, Fulli, Jiménez, and Filiou (2013) focused on the implementation of an EU-funded project in the field of energy by the project team. The analysis of different issues connected to the project - investment, geographical distribution, cooperation, diversity, private investment, applications, consumers, obstacles, and data collection and dissemination - pointed to the lessons learned in their complexity. Data collection and dissemination were seen as "crucial" for sharing project information. As a tool of dissemination an open platform was used to support the process of tracking project results. Moreover, Giordano et al (2013) appreciated that the visual format of this dissemination platform encouraged voluntary knowledge sharing. The revision of the database with project results contributed to a periodically update of the project results. Still many barriers were identified in the Smart Grid project, for example, the lack of dedicated websites of partners and the use of national languages that did not support a transnational communication. Giordano et al. (2013) stressed the contribution of EUfunded projects to knowledge sharing by providing both detailed and accessible information.

In connection with the different cultural backgrounds in voluntary knowledge sharing specific factors were highlighted: norms, attitudes, intentions and commitment by Wei, Stankosky, Calabrese and Lu (2008). The same factors were identified by Siakas, Georgiadou and Balstrup (2010) that underlined the necessity of a strategy for knowledge sharing that incorporates cultural values in transnational project teams. In their collaboration the members of the project teams involved in Lifelong Learning Programme, they faced cultural issues, especially as they were geographically spread all over the Europe. A strong support in knowledge sharing was added by the use of Web 2.0., and the cultural awareness. Web 2.0. facilitated knowledge sharing through the support of communication using an e-platform. Cultural awareness contributed to the avoidance of misunderstanding and misinterpretation during the process of knowledge sharing. Beyond the ICT support in knowledge sharing at different levels through its features (fast, cheap and supporting the virtual collaboration, an important role in facilitating knowledge sharing in the project teams was assigned to the individual contribution of members with different cultural background. The project teams were seen as communities of practice and characterized by the lack of hierarchical control that favoured the individual control on the generated content (knowledge). Moreover, the communities of practice facilitated the knowledge sharing by supporting the innovative potential and analytical competence of the members of the community of practice. The use of Web 2.0. facilitated the communication between project members adding
a sense of community and supported knowledge sharing. Even if the cultural differences both at national, organizational and professional level could be seen as an obstacle, a proper management of cultural diversity could transform to a competitive advantage in connection with knowledge sharing supported by Web 2.0. (Siakas et al., 2010).

Based on the increased accessibility to online cultural content, Koukopoulos, Tsolis and Heliades (2016) underlined the opportunities offered by a web-based application in the digitisation, management and dissemination of Ionian Islands folk musical cultural heritage. An EU-funded project was the framework of the development of an informatics system providing not only tools for the digitisation of musical content but also web services, databases and specific tools for multimedia management and dissemination. Furthermore, the project addressed the target groups - the curators, the administrators and the wider public - according to their role in digitisation and dissemination. Both digitization and dissemination were approached in an integrative way based on the development of the web-based application. Designing a system for digitisation and dissemination of the musical cultural heritage was practically based on multiple elements that were interconnected in the system interface: characteristics of multimedia database, use of best practice in digitisation and valuable solutions in long-term preservation. As musical content was the main issue in the project, special attention was given to the security of the digital musical content ensured by watermarking. Security of content and large access by the wider public were prioritized in the services offered by the system: access to multimedia database, audio archive and general information.

Finnish Workplace Development Programme (TYKES) aimed at "sustainable productivity growth "as well as the promotion of the "dissemination of project results and expertise on workplace development" (Arnkil, 2008, p.42). A presentation of the TYKES programme structure presented the levels of organisations inside the programme at workplace level, generative level, programme level and policy level. The generative level was associated with the transfer of results to a wider context. Workshops were the basic form for developing dissemination activities but the websites, publications and forums were seen as possible solutions to different types of projects organised: workplace development projects, method development projects and learning networks. The development of different types of projects was supported by dissemination activities involving companies and organisations but also by scientists and consultants. The quality and learning spaces - in extension, examples of good practice at programme level - could be often disadvantaged by the "dissemination gap" so the author pointed to the limits of the organisations involved in the programme and the low rate of dissemination within and between the municipalities while the publications and websites produced during the projects, sometimes not easily accessible for the wider public. Arnkil (2008) underlined that evidence of good practice in disseminations are more influenced by the "commodity-to-be-disseminated" than by the "practice-to-be disseminated" (p.59). On the whole the experiences gained in a Finnish work reform programme in disseminating good practice stresses the importance of good practice in project implementation and the potentially missing links in the chain of dissemination.

Koussouris, Charalibidis and Askounis (2011) made use of the dissemination strategy for connecting citizens with decision makers and for supporting citizens' involvement in democratic procedures. 20 EU-funded pilot projects from eParticipation Preparatory Action, were the subject of study by mapping, assessing and evaluating them underlining the lessons learned. The communication with citizens was facilitated by direct contact but the online and offline marketing was a valuable tool in reaching citizens through internet-based advertisement, brochures, and posters. Moreover, websites and email announcements were identified as reliable solutions to reach users. A personalization of dissemination strategy included online debates and discussions developed on selected topics according to the specific needs of target groups.

A communication gap in the reaching out to citizens was identified by Karantzeni and Gouscos (2013). The main reason was the mismatch between the means used in the projects and the
preferences of target groups. As the visibility and penetration of social media was higher in the group of young citizens, social media's potential should be used for increasing the impact of eParticipation programme. A special effort was put on the format and design that could increase the impact of social media on the young citizens. Social media was an efficient tool in building sustainable interactive relationships based on the increased possibilities of communication associated with the low cost. Associated with other tools of dissemination, social media supported the process of communication and contribute to a better connection between European institutions, policy makers and the common citizens.

The present master thesis is focused on dissemination in EU-funded projects. Still it is worthwhile to consider that dissemination is an important topic outside European countries involving institutions from different domains. The higher education institutions involved in teaching and learning projects show a specific interest for the development of dissemination in new forms than the more traditional ones: courses, seminars, workshops, articles in journals and scholarly publications, websites, examples of good practice (Southwell, Gannaway, Orrell, Chalmers \& Abraham, 2010). Southwell et al. (2010) examined the connection between innovations and their dissemination. Five conditions for a successful dissemination were identified by the authors: effective leadership and management, climate of readiness for change, availability of resources, comprehensive systems in institutions and funding bodies and a funding design based on a series of mechanisms and tools as a condition for success. Project leaders and managers, an institutional culture that supported the changes in the perspective of future, the recognition of the need for change associated with educational quality and practice, adequate financial and human resources and a variety of funding projects were able to support the development of a successful innovation and a dissemination system. Furthermore, the support given by experts in educational innovation and evaluation to the beneficiaries of teaching and learning process could make the difference in growing efficiency of dissemination.

The use of social networking tools and sites was in the attention of Taylor-Smith and Lindner (2009) for promoting EU-funded projects from eParticipation Actions. The reasons for using social networking tools in European projects were based on the capacity of reaching other people than those ones from the target groups, the facilitation of the project marketing, the regular information of the people interested in eParticipation by building computer-mediated relationships. Even more, the social networking tools afforded a continuous updating of content sent to the users increasing communication and collaboration.

### 2.2. Summarizing key findings

Based on the previous articles focused on dissemination in EU-funded projects some conclusions are to be drawn. The existing studies about the dissemination using Facebook groups are very few. This does not necessarily means that Facebook groups are a less interesting solution of dissemination as Mea et al. (2016) underlined.

Facebook is at present one of the solutions more commonly chosen for dissemination in EUfunded projects, in some cases as a complementary tool. Efficiency of dissemination is strongly correlated with other elements of project management: clear objectives, established target groups, and a precise project methodology. Social media can be an important tool for dissemination processes in EU-funded project as previously presented. Social media is a assumed to be a powerful tool for dissemination, and a cultural adaptation is needed for multinational participants (Mea et al., 2016). Use of social media can encourage voluntary knowledge sharing and a visual format for dissemination is needed for supporting dissemination (Giordano et al., 2013). Social media have a potential to reach a wider audience, importance of visual identity and the legal framework are significant issues in dissemination (Köchy, 2013). Dissemination and digitization are integrative today, multiple elements are interconnected (Koukopulos, Tsolis \& Heliades,
2014). Good practice is important in project as it can identify the potentially missing link in the chain of dissemination (Arnkil, 2008). A personalized format and design support the dissemination processes (Koussouris et al., 2011). There may be a mismatch between means used in the projects and the preferences of the target groups, social media has a strong impact on young citizens, and support a better connection between actors and participants (Karantzeni \& Gouscos, 2013). Successful dissemination needs effective leadership and management and readiness for change (Southwell et al., 2010). Social media enables continuous updates communicated to users, potentially increased communication and collaboration, efficiency of dissemination is linked to other elements (Taylor-Smith \& Lindner, 2009. A strategy for knowledge sharing is necessary, web 2.0. can be a strong support for knowledge sharing, and individual contribution of members with different cultural background is important in knowledge sharing. In Communities of Practice the members of the community have a sense of lack of hierarchy (Siakas et al., 2010). As follows, the use of Facebook groups for dissemination in EU-funded projects cannot be neglected even if they can be seen as a complementary tool to the project implementation (Mea et al., 2016).

In conclusion, the relevance of Facebook groups as a tool in the dissemination of EU-funded projects can result in a reassessment of possibilities accessible through Facebook features for sharing knowledge in communities of interest, and in particular with a multicultural and multilingual basis as one of the targeted areas on the European Commission agenda, and thus also present in all the funded projects.

### 2.3. Dissemination defined in EU documents

From a general view of dissemination related to the research and evaluation process of a project, Dahlberg and McCaig (2010) point to the aspects that should be combined in order to get a successful dissemination are as follows: content, audience and delivery, reflecting what to disseminate, to whom and how. In the case of EU-funded projects "what to disseminate" targets project results or outcomes as they are called in E+, "to whom" reflects the target groups and stakeholders and "how to disseminate" the planning of dissemination including concrete activities as well as tools and methods of dissemination. This is how the EU commission defines and describes the process.

### 2.3.1. Project lifetime from a European commission perspective

Dissemination is an important part of a project that is designed in the phase of proposal and implemented during the project lifetime. As follows, the presentation of stages in a project cycle is seen as relevant in connection with dissemination from proposal phase to practice. With each EU Funding Call for Proposals, a programme guide is developed and published for that specific call. This specifies the main rules to be followed in writing the project proposal but also concerning the implementation and dissemination of successfully assessed proposals. As follows the real value of dissemination cannot be separated by an EU-funded project cycle.

As the dissemination is grounded in and assessed on the basis of a project plan and implemented during the whole project lifetime, the dissemination plan is an important issue for this master thesis. Designing a dissemination plan is an elaborated process that includes specific activities to be expressed in very explicit terms, and a time schedule for implementing these activities organized according to project objectives, project outcomes in E+, both specific and horizontal, expected results, target group, stakeholders and specifying concrete tools for organising these activities. All these dimensions are part of the European Commission discourse, and thus always linked to any project description as a requirement. The dissemination process is explicitly stated by the European Commission documents and is seen as raising the quality of Erasmus+ Programme (European Commission, 2013a, European Commission, 2017b).

A good quality dissemination and exploitation plan should include measurable and realistic objectives, a detailed timetable and provide a resource planning for the activities to be undertaken. Involving target groups in activities will also help to maximise the use of the project's results. (European Commission, 2017b, p. 311)

A programme is a group of related projects coordinated based on common organizational and technical objectives while a project is limited as time period, the final of the project signifying the acquirement of the acquirement of proposed objectives (Ward, 2008). A better understanding of these two concepts are provided in the figure below.


Figure 2. Programme versus project
Yearly or quarterly calls are launched by the European Commission complemented by a Programme Guide containing information about programme, actions, projects, applicants, forms, financial rules, dissemination and exploitation of results.

Applicant is a
participating organisation or informal group that submits grant application. Applicants may apply either individually or on behalf of another organisations involved in the project. In the latter case, the applicant is also defined as coordinator". (European Commission, 2017b, p. 315)

A call for proposal is
an invitation published by or on behalf of the Commission to present, within a given deadline, a proposal for action that corresponds to the objectives pursued and fulfils the required conditions. Calls for proposals are published in the Official Journal of the European Union (C series) and/or at relevant websites of the Commission, National or Executive Agency. (Erasmus+ Guide, European Commission, 2017b, p. 316).

| Stage | Activities |
| :--- | :--- |
| Submission of proposals | Project proposals are submitted to the National Agencies |
| Assessment of proposals | Proposals are evaluated formally and qualitatively by National <br> Agencies experts according to the criteria specified in each Call <br> for Proposals |
| Selection of results | Results of proposals assessment are published, both successful <br> and unsuccessful proposals. Individual notifications are sent, for <br> the successful proposals about the contractualization details, for <br> the unsuccessful proposals with feedback including weaknesses in <br> their applications. |


| Contractualization | Grant Agreements including Financial Rules are signed by <br> successful applicants. Payments are made according to the <br> financial rules corresponding to the project type and duration, the <br> most part in the beginning of project implementation. |
| :--- | :--- |
| Project lifetime | Project activities are implemented during the project lifetime <br> called eligibility period in the project proposals. Dissemination <br> and exploitation of results are compulsory during the project and <br> it is advisable to continue beyond project lifetime. Monitoring and <br> evaluation can be internal undertaken by the project team and <br> external by the National Agencies through thematic monitoring or <br> in situ project visits. |
| Mid-term reporting | Progress report is sent to the National Agencies at the mid-point <br> of project lifetime concerning information on project <br> implementation. |
| Submitting of <br> project report | final |
| must be sent to the National Agencies. |  |
| mithin days after the end date of the project the final report |  |
| Final report with information about project implementation, |  |
| results and expenditures incurred is assessed and supports the |  |
| project evaluation and consequently project rating. |  |$|$| National Agencies can carry out an audit within 5 years of the |
| :--- |
| approval of final report. |

Table 1. EU-funded project cycle (adapted after the overview Project Life Cycle from Project Handbook from Lifelong Learning Programme, Call 2013, European Commission, 2013e)

The National Agencies are coordinated by the Education, Audiovisual and Culture Executive Agency (EACEA) (European Commission, 2017e). They are directly involved in supporting the implementation of Erasmus+ Program and they had the same structure during the Lifelong Learning Programme. Their main role is connected with the Erasmus+ Programme by providing information, selecting, monitoring and evaluating projects, supporting applicants and participants but also cooperating with other National Agencies for promoting Erasmus+ by sharing best practices (European Commission, 2017d). As is seen in the Table 1 above, "dissemination and exploitation of results are compulsory during the project", and an activity that is encouraged to express continuation of after completion of the project.

### 2.3.2. Planning for dissemination - sharing knowledge in EU-funded projects

Planning dissemination is a process including more criteria when requested in a project proposal. Dissemination should be directly connected with project objectives, expected results, target group, stakeholders and lingua franca during and beyond the project lifetime (European Commission, 2013e). A dissemination plan specifies activities, methods, tools during and beyond the project lifetime. In designing the dissemination plan and implementing it some issues are essential for being successful from the EU Commission perspective, and according to the criteria against which the project results are assessed upon project completion. In the proposal phase the dissemination plan is designed involving the project team, led by a project manager, while when the proposal becomes a project dissemination responsibility, should be implemented by the entire project team and often coordinated by a project partner. It is stressed though that all contribute to dissemination exploiting all channels available. Increasingly, social media, in particular Facebook represents a space for knowledge sharing and disseminating European Commission-funded project results.

The activities proposed for dissemination in Erasmus+ Guide (European Commission, 2017b) are just indicative. Some of them are public activities with direct participation such as workshops,
seminars, information sessions, demonstrations, and public events; the "classical" ones involve media such as articles in press and press releases, printed flyers not seldom accompanied by digital technologies; creation of websites and apps, broadcasting podcasts, branding projects and using audio-visual media and social media. As previously specified, a dissemination plan, providing project activities, schedules, tools/methods of disseminations following the project objectives and results, is compulsory in any EU-funded project proposal as leading to approval of a project proposal. The members of the project team, target group/s and stakeholders are all significant in the dissemination process, and are expected to engage in knowledge sharing. As follows, the dissemination should be organised on different levels: local, national and European, so the activities provided in the dissemination plan should be organised consequently.

Dissemination is planned along and after the project lifetime from the perspective of exploitation after the project completion. Planning project activities is a process that demands accurate and detailed plans. The dissemination is gradually developed following the achievement of project results according to the time frame. A common way of planning dissemination is the use of a Gantt chart. A Gantt chart supports organisation and implementation of the dissemination plan in agreement with project objectives and expected results. This can simplify the organisation of dissemination activities but also synchronize project results with dissemination activities in order to increase the project impact (Kuster et al, 2015). The term "work packages" is used for describing complex activities implemented in the project, in E+ the term has been changed to Intellectual Outcomes/Outputs (IO).


Figure 3. List of activities and Gantt chart (Kuster et al., 2015, p.136)
A Gantt chart is presented in figure 4, showing the concordance between the activities/measures/events, who is responsible and duration of the activity. The Gantt chart is used mainly for scheduling dissemination activities when project results are available. Application and selection procedures for multilateral projects, networks, and accompanying measures used in the Call for proposals 2013 (European Commission, 2012), proposed Gantt chart for beneficiaries to be used for outlining and ordering the main groups of activities.

### 2.3.3. Project results related to dissemination

As dissemination is strongly connected with project results, a synthesized description of what "results" entails from an EU-funded project perspective will follow. During an EU-funded project implementation of diverse activities or so-called products (E+) are achieved. All the project results are specified in the project application and the dissemination process follows progress according to a distinct time frame, since the results will be gradually accomplished during the project period. Results can be direct results and indirect results, so called programme-level results. Direct results can be products, methods and experiences while indirect results are policy lessons and issues connected with European collaboration (European Commission, 2013e). Different terms are used for defining the project results according to their tangible characteristics and whether they can be quantified or not. Project results, can be tangible products commonly called outputs or intangible products called outcomes. Outputs can be materials, reports, studies, curricula or websites. Outcomes are defined through their intangible added value. Trainings or methodologies are examples of outcomes but they are sometimes rather abstract, for example increased awareness or skills as well as knowledge and experience gained by the project team, target groups, and stakeholders. (European Commission, 2017b).

For a better understanding of the solutions for implementing the dissemination plan some specific activities are suggested in the guide for beneficiaries: designing websites, organizing workshops, seminars, information sessions, demonstrations, publishing articles in press and press releases, leaflets and brochures, producing and broadcasting podcasts, producing apps, organizing public events, branding projects, audio-visual media and social media (European Commission, 2017b). The dissemination in the EU-funded projects is evaluated through its expected impact (European Commission, 2017b). The assessment activities have a preventive and corrective aim in connection with project objectives and results are to be organised during the project implementation for identifying both the achievements and necessary improvements. Annex II Dissemination and exploitation of results from Erasmus+ Guide (European Commission, 2017b) proposes the use of qualitative and quantitative indicators and a list of possible tools for an efficient assessment: questionnaires, interviews, observations and assessments (European Commission, 2017b) that can be completed by beneficiaries according to the project dissemination plan.

### 2.3.4. Bridging multiculturality in dissemination process

As the institutions involved in EU-funded projects originate from different countries the project teams are characterised by a cultural diversity. In a certain situation language is an important issue in the communication process. The project language can be one of the common communication languages even if more foreign languages can be used during the project implementation. Still the project joint results are expected to use the same language for dissemination. The project language is already established on a common ground in the moment of writing the project proposal. English is most commonly used as a lingua franca but French and German can also be used. During the Lifelong Learning Programme, bilateral partnerships were used for promoting "small" languages (European Commission, 2013b), that is languages less used in the European Union. The project language is seen as a tool for dissemination at different levels in connection with the project target group and potential coverage: local, national, regional and/or European as long as the project language facilitates public access to the results, in the diverse communicative modes applied in each project. According to Ardichvili, Maurer, Li, Wentling and Stuedemann (2006), communication in online settings can be influenced by cultural factors: level of formality, individualism and group orientation. Having said that, it is obvious that a shared communication language is an issue that facilitates common understanding and facilitate dissemination processes.

## 3. THEORETICAL FRAMEWORK

The dissemination in EU-funded projects is a relatively new subject of research, mainly connected to the increased impact of EU-funded projects and the enlargement of the European Union. A theoretical framework for dissemination in EU-funded projects can be discussed in connection to dissemination in other contexts. Exchange and the spread of information of project results is the basis of dissemination similar to that of knowledge sharing, perhaps indicating the former more applied in formal contexts. The concept knowledge sharing is introduced below and then discussed in connection to social media as an arena for knowledge sharing due to their characteristics. A community of interest as a specific form of community of practice can address complex tasks and involve people from different domains with various knowledge backgrounds, like in an EU-funded project, to reach a common goal.

### 3.1. Knowledge sharing

Knowledge can be understood as a combined form of ideas, rules, procedures and information (as cited in Schwartz, 2006, p. 229) represented in different forms as "capabilities, skills, and experiences, including cognitive, perceptual, emotional, and tactile resources" (Tuan, 2012, p.460). Knowledge can be created at individual level but also at collective level through the interaction of individuals (Ipe, 2003). Individuals, teams and organisation can benefit from the process of knowledge sharing in various ways according to the types of knowledge. A taxonomy of knowledge types in a hierarchical model can be discussed in connection with the different contexts where knowledge sharing can occur (Schwartz, 2006). Knowledge is shared in different types according to the level of explicitness, intended reach, abstraction and propositionality.

The explicitness of knowledge points to the tacit knowledge that cannot be verbalized or transmitted opposite to the explicit knowledge that can be articulated, verbalized and even stored in different forms. Knowledge can be easily identified at the individual level for one person and at the collective level, a group, an organisation and at inter-organizational level. Moreover, specific knowledge is very precise when linked to a domain while general knowledge can be very broad from multiple domains. The procedural knowledge is about the procedure in doing something while the declarative knowledge refers to the facts that are declared and descriptional (Schwartz, 2006). Through exchange or transfer these various types of knowledge are specifically shared between the sender and receiver of knowledge, adjusted and assessed for further use in a process of knowledge sharing (as cited in Schwartz, 2006, p. 229).

Knowledge sharing is influenced at individual and organisational level by the nature of knowledge, motivation to share, opportunities to share and the culture of the work environment, and practices. Explicit knowledge is easier to communicate and disseminate between and among individuals and reasonable to be shared inside an organisation. In the case of knowledge sharing among the individuals belonging to a team an important issue is the collective aim (Schwartz, 2006). The value of knowledge is an issue connected with the ownership of knowledge and can be questioned at organisational level during the process of sharing. It can be influenced by the individual's status and reputation and connected in some situations with commercial value or copyright (Ipe, 2003). Knowledge can be shared in a goal-oriented way especially in teams oriented to develop mutual knowledge based on a common ground and shared by the teams through their experience and know-how (Schwartz, 2006). Formal and informal opportunities to share knowledge can be facilitated by the availability of different channels for communication. Values, norms and practices in an organisation can influence knowledge sharing by norms used by individuals in organisations (Ipe, 2003).

Effectiveness of knowledge sharing can be influenced by different factors, at individual, interpersonal or collective level. While at individual level an important role is played by the
motivation and individual characteristics, at collective level cultural background and organisational climate and culture can be crucial in the process of knowledge sharing (Wang \& Noe, 2010). An active involvement in knowledge sharing can contribute to the development of an organisation mainly based on collaboration and support offered by experts and managers. Furthermore, Wang and Noe (2010) imply there are perceived benefits, trust and justice and knowledge ownerships that can have a positive effect on the knowledge sharing. Cultural characteristics are to be taken into consideration for promoting knowledge sharing in multinational organisation.

As Paulin and Suneson (2012) underline, knowledge transfer is an element that can differentiate knowledge sharing through the orientated goals that are influenced by specific circumstances in the process of transfer, even if knowledge sharing and knowledge transfer are seen as rather similar in some contexts. A comparison between knowledge sharing and knowledge transfer points out that transfer of knowledge is clearly focused, unidirectional, and denies the possibility of sharing knowledge while knowledge sharing is multidirectional, focused or unfocused and is mainly contextual based on participants' experience and knowledge (Paulin \& Suneson, 2012). The two concepts, however, sharing or transfer may signal different positions, points of departure or understandings of the process.

### 3.2. Social media in knowledge sharing

Knowledge sharing requires specific channels for its effective facilitation. Based on this assumption, social media can be seen as a favourable environment for knowledge sharing (Ipe, 2003). Moreover, social media brings new opportunities in the process of knowledge sharing through completion by adding and filtering information and contributing to combinations of content through tools of mixing and matching content (Gaál et al., 2015). Communication in social media is enhanced by its features of sharing, storing and publishing content. Limits established by space and time constraints are diminished by social media that support the sharing of knowledge through the facility of enabling creation of collective content. Jalonen (2014) considers that some characteristics of social media can add relevance to the context where social media is used for knowledge sharing at the organisational level (Jalonen, 2014).

| Features <br> -openness <br> -participatory <br> -user-driven <br> -interactiveness <br> -uncontrollability <br> -velocity <br> -real-timeness | Content -texts <br> -graphs <br> -photos <br> -podcasts <br> -videocasts <br> cial medi | Means <br> -social networking <br> -discussion forums <br> -shared workspaces <br> -mediasharing <br> -wikis <br> -blogs <br> -microblogging <br> -mash-ups <br> -social bookmarking |
| :---: | :---: | :---: |
| People <br> -leaders, workers, customers and stakeholders within and across the organisation's boundaries | Purpose <br> -communication <br> -collaboration <br> -connecting <br> -completing <br> -combining |  |

Figure 4. Social media - people, purpose, means, content, and features (adapted from Jalonen, 2014, p.1372)

Comments, private messaging, sharing photos and videos, blogging, and instant messaging are concrete examples of the way people are connected and interact with each other. It must specified that visual data are bearers of rich cultural data providing users with interesting observations (Emmison, Smith \& Mayall, 2012). The individual user can play an important role in the process of information dissemination (Luarn, Yang \& Chiu, 2014). Social networking sites promote a sharing culture characterized by fairness, identification, and openness. Facebook as an open environment can facilitate exchange of knowledge between participants ( Pi et al., 2013). Publicity, visibility, and accessibility to other people are some opportunities offered by Facebook that can influence the way information is disseminated on different channels, even though they are profit or non-profit oriented. Facebook groups through their different features can support the process of sharing knowledge in certain communities. Facebook posts using photos, videos, text and links but also other features enable the sharing between Facebook members, for example "friend-of-a-friend" feature, can contribute to sharing on an individual level but also to larger groups or communities. Connection between Facebook users, both unidirectional and bidirectional, enables users to develop large social networks offering new opportunities in knowledge sharing (Luarn et al., 2014). Statistics for the mean number of FB friends showed a value of 338 , and 200 for the median number of friends (Pew Research Centre's Internet Project Survey, 2013). As follows, through friend-of-a-friend feature Facebook members had their individual possibility of multiplying the information in the dissemination process.

Kim and Vender (2014) point to the potential of Facebook in knowledge sharing, appreciating Facebook as "accessible, interactive, and inexpensive tool for knowledge dissemination" (p. 344). These characteristics are quantified in access to knowledge as well as in the support of building communities made of specialists in the targeted subject as well as the large public. Still a steady interest during a longer period may be difficult to keep in a Facebook group as it is dependent on participants' needs and interest, which can be affected over time by personal or professional issues. Two relevant issues in maintaining FB users' interest suggested by Kim and Vender (2014) are posting period and content related to the user's profile. As Facebook groups are taken into consideration, the number of members cannot be neglected. In this context Tulin, Pollet and Lehmann-Willenbrock (2018) surveyed Facebook's group size. Their study led to the conclusion that cohesion is perceived as linked to the number of members in social networks, namely smaller groups are more cohesive.

### 3.3. Community of Practice - Community of Interest

Communities of Practice are brought to attention based on their characteristics in comparison with those of Communities of Interest. Fisher (2006) presents a synthesized view of Community of Practice ( CoP ) and Community of Interest ( CoI ) and suggests that a bigger diversity in a Community of Interest can support creativity and mutual learning in a less formal environment (Fischer, 2006). Benefits for bringing people with the same interest together and sharing knowledge with each other are offered by virtual communities of interest, especially on the background of an increased development of Internet apps and social networks (Maret \& Calmet, 2009).

Concerning the topics used in communities of practice, legal and ethical issues can be barriers in facilitating knowledge sharing. From a cultural point of view, the use of different languages and working practices can be obstacles that influence the effectivity of virtual research environments. In connection with the digital environment, a special attention was given to the reliability of technology and the lack of technical support. A gap between the needs of community of practice and features of virtual research environment were also noticed as having a big influence. Moreover, an important issue in communities of practice was to identify efficient solutions in engaging broader communities of practice, possible solutions in raising awareness, and support
through trainings for the representatives of community of practice (Candela, Castelli \& Pagano, 2013).

Based on the common interest for a certain domain, people can interact sharing their experience and organizing common resources that can lead to knowledge and social exchange in communities of practice. The development of modern technology facilitates this kind of interaction. Furthermore, the improved possibilities of communication supported by the digital technologies enhance the exchange of knowledge from the field of expertise of community members and the creation of common resources as a basis for further development. In this process an important role in the realization of common activities is the commitment and mutual support between and among members of a community of practice (Miniaoui \& Halaweh, 2011). Both the common interest and the improvement of knowledge and competence acquired during regular interactions are specific for people grouped in communities of practice. Sharing and exchange knowledge but also formalizing and improving certain practices that lead to the increase of interest in some communities - for example, in companies, education, and organisations - is specific for Community of Practice (as cited in Miniaoui \& Halaweh, 2011, p.107). The main activities performed within a Community of Practice are: interacting across time and space, debate, discuss comment, answer and brainstorm, publishing, produce, share, and organize resources, tending, follow up and participate in the development of roles, structure, objectives, interest and needs of the Community of Practice (as cited in Miniaoui \& Halaweh, 2011). Through specific activities such as discussions, debates, brainstorming, organisation of resources by producing, sharing and publishing them, people interact inside a Community of Practice and contribute to the development of the internal structure of the community concerning the objectives, interest, role and needs (as cited in Miniaoui \& Halaweh, 2011).

A community of interest is seen as a particular form of community of practice (Cantador \& Castells, 2010; Herranz, Díez, Díaz \& Hiltz, 2012). Based on their common goal of finding solutions for specific problems, communities of practice can be brought together in communities of interest (Fischer, 2001, p.1). Members of a Community of Interest, exchange ideas and thoughts about the shared interest according to the individual motivations and preferences. "Users may share preferences, items, knowledge, and benefit from each other's experience in focused or specialized conceptual areas, even if they have very different profiles as a whole" (Cantador \& Castells, 2010, p.132). Their interaction is rather complex and connected with their common goal, by exchanging information, obtaining answers to questions or problems, improving understanding of a subject, and sharing common passions (Henri \& Pudelko, 2003). Obtaining answers to questions and understanding the subjects is a bidirectional process an issue pointed out by Paulin and Suneson (2012) in their research about communities of interest. The level of formality is lower in a Community of Interest, stimulating creativity and innovation where access and exchange of information is not restricted by levels of formality (Herranz et al., 2012). Members of Communities of Interest are connected by the same interest so they tend to keep contact as they want to be informed.

There are some specific characteristics of those two types of community, Community of Practice and Community of Interest: the purpose of community, the way that members' interactions are regulated, and the ability of production. Herranz et al. (2012) compare these elements drawing a pragmatic image for differentiating them. In Community of Interest the sharing of understanding about a specific topic that interest the community members is prioritized while in Community of Practice the learning aspects and sharing best practices is meaningful, while developing the individual's competence and skills. Multiple domains are targeted through the common interest in Community of Interest while a Community of Practice is focused on a specific domain of knowledge. The store of knowledge is compulsory in Community of Practice while in Community of Interest it is optional. Expertise of members in a certain domain is not compulsory in a Community of Interest and the reason for community membership is the interest for the shared
topic. Communities of Interests are heterogeneous communities where members originated from different domains in a dynamic evolution based on direct participation while Communities of Practice are homogeneous. A lifetime span is reduced in the case of Community of Interest, since if the interest for the subject decreases, the community can close (Herranz et al., 2012). Based on the idea of homogeneity, Community of Practice and Community of Interest can be differentiated through attention given to a restricted field. Community of Practice is a homogenous community while Community of Interest is heterogeneous according to their declared goal (Fischer, 2001). Other authors, for example, Candela et al. (2013), mention some common characteristics of Community of Practice and Community of Interest, that can be identified in Facebook communities: legal and ethical issues, cultural and linguistic diversity, communities' characteristics, support in engaging broader communities and training for community leaders (Candela et al., 2013).

## 4. RESEARCH METHODOLOGY

The primary objective of this master thesis is to gain understanding of using Facebook groups as a tool for dissemination and knowledge sharing in EU-funded projects. The data collected in nine Facebook groups from EU-funded projects will be explored according to the goals of the research in an exploratory quantitative research approach. While investigating dissemination in the projects from Erasmus+ and Lifelong Learning Programmes on Facebook groups, a special focus was shown to dissemination processes through project results and project activities but also other aspects of dissemination related to the project teams seen as community of interest and Facebook features. Analytically, the master thesis will draw on knowledge sharing while taking into account the discourse linked to project funded by the European Commission that has a focus on dissemination.

1. What distinguishes knowledge sharing in dissemination processes in EU-funded projects when Facebook is applied?
2. What activities were found in Facebook that were linked to knowledge sharing in dissemination processes?
3. Which Facebook features were exploited for knowledge sharing in specific dissemination project activities?

### 4.1. Research design

The aim of the present research is to explore dissemination in EU-funded projects, which is a less studied phenomena. Stebbins (2001) and Marshall and Rossman (1999) underlined that an exploratory research could be generally used when information about a process was previously less studied and, furthermore, could lead to new ideas. Moreover, as Stebbins (2001) pointed out, an exploratory research supports both description and understanding of a process or phenomenon.

According to the open-ended research questions stated above and the theoretical framework a mixed methods design was chosen for complementarity in the analytical process with the data.

Concurrent mixed methods procedures are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. (Creswell, 2009, p. 14-15)

In the first stage, a quantitative approach using statistical analysis was conducted. The quantitative analysis aimed to identify Facebook features exploited for knowledge sharing, to quantify different members' activity linked to community of interest and, furthermore, as a selection instrument for the qualitative analysis. The independent and dependent variables were chosen to address the research questions, and were based on the theoretical framework and Facebook features related to dissemination processes in previous EU-funded projects. The project descriptions and results were collected from two European platforms, European Shared Treasure and Erasmus+ project results. Moreover, using an analytical tool, Sociograph.io, quantitative data were gathered from 9 Facebook groups used in the studied projects. They were organised based on the chosen variables and integrated in Excel tables. In order to find if there is a relation between variables, Pearson's coefficient (Upton \& Cook, 2008) was calculated. Calculating Pearson's correlation coefficient supported the identification of possible relations from variables to be further studied. Pearson's correlation coefficient, also called sample correlation coefficient, is an
indicator of the variation of variables (Hoy, 2010). Pearson's correlation coefficient was calculated for groups of 2 variables in order to identify possible correlation. These two variables were chosen 2 by 2 from the following 3 groups of variables based on summative results from all the Facebook groups. The first group of variables took into consideration the number of members, administrators, posts, authors, commenters and reactors. The second group of variables took into consideration the number of members, posts, reactions, shares, and comments. The third groups of variables took into consideration the number of members and posts type.

Secondly, a qualitative content analysis of selected threads from 2 Facebook groups, Facebook group 6 (P6) and Facebook group 7 (P7), was carried out. These 2 Facebook groups were chosen based on the highest activity reflected in the biggest number of posts related to the number of members. 24 posts were thematically analysed in relation to the research questions. These posts will be presented and further elaborated in section 5 . A different sampling in the quantitative and qualitative stages was used as follows, a random sampling in the quantitative research and a sequential sampling in the qualitative research using the same source from the quantitative stage.


Figure 5. Synthesized view of the embedded research design used in the present research (adapted after Creswell, 2009)

## Stage 1. Quantitative research

In defining variables for the present research, three issues were taken into consideration: the research objects, their properties and the values of their properties (Hoy, 2010).

A variable is a property that takes on different values as circumstances and situations change; the value is a number that represents either the magnitude of the variable (e.g., an individual's height) or a category of the variable (e.g., male or female). (Hoy, 2010, p.31)

In the quantitative stage, independent and dependent variables were identified based on the research questions and linked to the theoretical framework. The independent variables that were selected were products, content, participation and formality in Facebook. The dependent variables were projects results for products, post format - photo, video, link, status - content, authors/commenters/reactors/reactions/shares/comments for participation and administrators/leaders for aspects of formality. An author was defined as a member that posts under different forms. A commenter was defined as a member of a Facebook group that posts a message to comment another member's post. A reactor was defined as a member of a Facebook group that reacts with emoticons to another member's post. The difference between a commenter
and a reactor was quantified through a more active presence related to other members, since writing a comment demanded an active attitude in comparison with the passive attitude or response from a reactor. Facebook features made possible different actions of users: reacting, commenting under form of text/photo/link, and sharing a post. Different roles available due to the Facebook features were taken also into consideration from the perspective of an administrator's "rights" as specified in section 4.2.1. The maximum number of posts throughout the whole Facebook groups' lifetime was taken into consideration to differentiate the group members. The members having more posts than the administrators of the groups were called "leaders" and considered as more influential in the group due to their activity in the analytical process.

In the first phase the theoretical background was linked to dissemination processes and Facebook features.


Figure 6. A visual model used in the analytical process
Based on the theoretical framework background, Facebook features and dissemination activities, the main variables were chosen. The type of knowledge was evaluated valued through the type of products acquired during the project lifetime. The knowledge sharing at individual and collective level was quantified through participation in the Facebook groups. The participation in the Fb groups was reflected against the members' contribution at the individual level and described by the number of authors, commenters and reactors. The participation inside the Fb groups at collective level was described and analysed by the number of reactions, shares and comments. The Facebook features used in the Fb groups were quantified through the main types of posts for all the Fb groups. The Fb members' preferences for a specific type of posting were analysed by the posts content in different formats, photos, videos, links, status and events. The Fb groups’ characteristics related to communities of interest were described through the level of formality through administrators' and leaders' activity. The main variables used for answering the research questions were chosen:

- products for quantifying the type of explicit knowledge relevant for the project results acquired in dissemination processes,
- content (photo, video, links, text) for quantifying Facebook features used in dissemination processes,
- participation for quantifying individual activity through authors, reactors and commenters and collective activity through reactions, shares and comments,
- level of formality inside the Facebook groups for quantifying the activity of administrators and leaders in each group, relevant in connection with the characteristics of communities of interest were.


Figure 7. The main concepts and the interlink between the research questions and theoretical framework

## Stage 2. Qualitative research

The embedded research design was chosen to address the research questions in search of potential evidence to support or contradict the results acquired in the quantitative research process. The qualitative research took into consideration the variables from the quantitative stage from the perspective of dissemination processes. As follows, products, contents, participation and formality, specialisation and creativity were linked with dissemination and communication but also with products and activities acquired during the project implementation.

Data analysed in the qualitative stage were collected in two of 9 Facebook groups. These 2 Fb groups were chosen based on the results from the quantitative stage. P6 and P7 were characterised by the biggest number of posts related to the number of Fb members. From these 2 Fb groups having 24 posts were selected for further analysis: 12 post from each group, 4 posts with the most comments, 4 posts with the most reactions and 4 posts with the most shares from each group. In P6 the same two posts had many shares and reactions while in P7 one post had the most comments and many reactions. As follow a number of 24 posts were analysed. These posts presenting different activities were linked to the dissemination processes.

Based on the process of thematic analysis (Braun \& Clarke, 2006) a random analysis of posts contents was carried out and initial codes were generated that guided a set of themes grounded in the theoretical framework and linked to the EU-projects' background, and knowledge sharing in dissemination processes. According to Braun and Clarke (2006) a good thematic analysis should follow some phases: "familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes; producing the report" (p.87).

After familiarizing with data from the 24 posts previously selected, the initial codes were generated based on an analysis of each post related to dissemination processes.
The initial codes were:

- dissemination,
- activities,
- products,
- communication,
- cooperation.

These initial codes were collated in order to identify the main themes. The first code was identified after a thorough analysis of posts. The second analysis refined the first codes and generated the new codes. The third code refined the second code and generated the main themes. An example is presented below in table X .

| Comment | First code | Second code | Third code |
| :---: | :---: | :---: | :---: |
| Hello! Can you please write what "friendship" is, in your language in the comments below? <br> C1: In norwegian: "Vennskap" C2: Hi! Friendship in Greek is: $\varphi \lambda \lambda i ́ \alpha$ and pronounced: filia. The stress mark is on the second $i$. Take care,hope to see you in Poland! <br> C3: Фı $\lambda i ́ \alpha$ in Greek <br> C4: Arkadaşlık in Turkish <br> C5: Thank you, M and TC <br> )Yes I am going to Poland so I'll see you soon! Take care till then! :-) <br> C6: <br> C6: <br> C7: Hello!!!! AMISTAD in spanish <br> C8: Draugystė <br> C9: przyjaźń $\because$ :) see you soon! | Communication | Cooperation | Transnational team work |

Table 2. A post coded with three codes
Taking into consideration that the distinction between communication and dissemination and exploitation of project results can be difficult to achieve since communication includes information and promotion activities that support the process of dissemination and exploitation of the project results (European Commission, 2017b), a review of themes was made. Further cooperation and use of results in the wider lifelong learning community was taken into consideration as being reflected in dissemination and exploitation of the results according to the application form (European Commission, 2013c) and Project Handbook (European Commission, 2013e). These themes were defined and followed by examples.

A review of these themes supported the definition and names for the main themes, as follows:

- communication linked to project meetings;
- dissemination in media;
- dissemination of project results;
- communication about project activities/results;
- communication with cultural background;
- further cooperation;
- transnational team work.

A description of the codes identified in the thematic analysis are presented in the table X below followed by examples.

| Code | Description of coding | Example |
| :---: | :---: | :---: |
| Communication linked to project meetings | Communication with social function linked to project meetings. Project meetings are milestones during the project implementation and as such important for monitoring and evaluation | Photos with activities during the project meetings |
| Dissemination in media | Dissemination in media - TV, radio, newspaper - sustains project visibility for a wider public | Photos with newspapers articles about the project |
| Dissemination of project results | Dissemination of project results to the transnational project teams | Video that was specified as project result in project application |
| Communication about project activities/results | Communication of project  <br> activities/products presents <br> project activities or results <br> during the project <br> implementation  | Photos, films, text about the project activities or results |
| Communication with cultural background | Communicationnational values,about <br> traditions,places reflect the nationalidentity to supportunderstanding in amulticultural environment | Description/photos with the cities where participants institutions are originated |
| Further cooperation | Further cooperation involves communication or activities for developing new projects in the EU framework. They are relevant for European added value and possible use of results for the current project. | Discussion about further cooperation in EU-funded projects |
| Transnational team work | Activities for the project <br> products in transnational <br> teams. | Cooperation to achieve project results |

Table 3. Codes, descriptions and examples of codes
The final thematic analysis of the 24 selected posts based on the previous codes described above.

### 4.2. Data collection

The data about the project summary and project results were collected from the European Shared Treasure platform and Erasmus+ Project Results platform. Both platforms are spaces used for dissemination and required by the EU Commission in the process of evaluation before and after project implementation. Concerning the reliability and validity of these data collected from the European Shared Treasure, it must be clarified that these data are uploaded by the project managers or members of project team according to the project proposal and the activities
implemented during the project development, and the results presented by the projects are not part of this research study. The required EU disclaimer for all activities made public, specifies on both platforms that "The European Commission is not responsible for any uploaded or submitted content. Such content expresses the views of its author(s) only" (European Commission, 2017d).

After a random sampling with key words "Erasmus+", "Erasmus plus" and "Lifelong Learning" 9 Facebook groups were chosen for the present research. Using Sociograph.io different data were collected in format cvs (comma-separated value), converted in format xls (spreadsheet) and grouped in 4 tables in connection with the theoretical framework and Facebook features. Data collected with Sociograph.io: id, url, createdTime, likesCount, commentsCount, sharesCount, authorId, authorName, type.

A sequential sampling was used for the second stage where the same data were qualitatively analysed using a content analysis method. All the posts have been chosen from 2 Facebook groups having an increased activity expressed in the biggest number of posts in relation to the number of members, P6 and P7. As previously specified 24 posts were chosen based on the most comments, reactions, and shares in total from the 2 Facebook groups.

### 4.2.1. Facebook features

In order to collect the data for the present master thesis, Facebook groups' features were investigated. Facebook Help Centre (2017a) was used for getting an accurate description of the available features: creating a group, editing group settings concerning membership, and joining a Facebook group. These features were connected in a heuristic approach with the roles and tasks that members of a project team have. The person responsible for dissemination linked to the role of administration of a Facebook group will have to adapt dissemination activities to the available Facebook features, which may involve limitations.

Creating a group is possible by any Facebook user. A user can create a group, selecting the name of the group and a group image/photo/logo having the role of administrator. The administrator can add members in the group or edit the group settings as membership approval can be done only by administrator or moderator.

Joining a Facebook group can be done by an administrator or a member according to the group settings. A person can be added or invited to join a group by the administrator or a member but also can request her/himself to join the group.

The difference between administrator and moderator points to the different rights inside the group. According to their role in the group, an administrator has rights to manage the group settings as group title, group logo or image or privacy setting. Regarding the other features both administrator and moderator has the same rights. They can approve, remove and deny memberships and posts, remove posts and comments in the group, pin a post, block people from the group. Moderation tasks include in certain situations, according to the group settings, approval of a post, deletion of a post or blocking a post or a member according to the rules established for the group function. There is also a possibility to report a post as an abuse.

Interaction in a Facebook group is facilitated by features such as publishing a post, uploading photos or videos to a group, adding files to a group, creating polls, creating events and inviting the other members to an event, and chatting together with the other members of the group. Chatting can be restricted to the level group if the chat participants are not friends in Facebook. Posting on Facebook groups is possible in different formats: text, photos, videos, links, events, or even documents. The use of each of this type of posts reflects to the expected response from the followers according to the user motivation and goals. Response is facilitated by the emoticons used as a reaction on Facebook posts.

### 4.2.2. Sociograph.io

Collecting raw data was supported by analytical tools, in our case Sociograph.io. Since the number of Facebook users has gradually increased in the last few years a number of analytic tools for scraping Facebook has been developed. According to the goal of this research sociography.io, one of the available free tools, was selected taking into consideration the capture of data. All the data were collected in an Excel file in csv format, then converted into xls format for further research. Specific issues from the Facebook groups' activities were connected with data gathered on Sociograph for addressing the research questions.

Sociograph.io is an analytic tool that shows interaction between members on a Facebook Group or Page. The posts of group members are shown in a chronological order and statistics about postings and members are provided. The information about types of posts and authors, statistics about shares, comments and likes supported by content preview are made available for users of this analytical tool. The level of activity is shown making it possible to identify the most popular posts according to the number of comments and likes. Still a number of characteristics, for example exporting data in format cvs are available just for Premium members for a monthly fee, which was not applied in this master thesis. Active members are rated according to their contribution submitted to the community/group through number of posts, reactions and comments but also rated through the attention received from the community: number of shares, comments, reactions and likes. All the data gathered with Sociograph.io in the 9 Facebook groups are presented in the Appendix B.

### 4.2.3. Selection of EU-funded projects with Facebook groups for knowledge sharing

In the present master thesis, a broader image about what distinguishes knowledge sharing as dissemination in Erasmus+ and Lifelong Learning Programme is supported by the diversity of the Facebook groups used in different European programme actions. As follows in our sampling process, different Facebook groups used in different programmes were identified for analytical purposes: two Facebook groups used for dissemination in Lifelong Learning Programme (Comenius subprogramme), four Facebook groups used for dissemination in the Lifelong Learning Programme (Grundtvig subprogramme), two Facebook groups used for dissemination (in Erasmus+, KA2) and one Facebook group for Grundtvig Partnership Networks from Lifelong Learning Programme.

The sampling was based on identified target groups of projects in which Facebook groups were used. The Comenius subprogramme targets school institutions mainly from the educational system while Grundtvig subprogramme involves adult education institutions. Participation in Comenius and Grundtvig multilateral partnerships are not conditioned by previous experience in the field of the project topic, while Grundtvig Partnership Networks are strictly built on previous experiences in a specific domain (European Commission, 2013f). Besides being created in the projects implemented in the Lifelong Learning Programme and the Erasmus+ Programme, other criteria were taken into consideration in selecting Facebook groups: the period of implementation and ethical considerations. As dissemination is connected with the project lifetime all the selected groups were used in project that were finished and evaluated upon their completion by the National Agencies in each country. Choosing 7 projects from the Lifelong Learning Programme and just two from Erasmus+ was justified by the period of implementation of these two programmes, as the last projects from Lifelong Learning Programme were financed in 2013 for a period of 2 years and Erasmus+ started in 2014. As most of the projects have an implementation period of 2 years, more Facebook groups created in these types of projects were identified. The period when Facebook groups were created, is connected with the project implementation and started in 2011. For ethical considerations all the groups that were selected were "public".

The Facebook groups were randomized through a search on Facebook with the specification "Public groups". The search was conducted in two stages. In the first stage a search was led using specific keywords linked to "public" among the Facebook groups, specifically together with the name of programme and sub-programme. The search using keywords "Comenius" and "Grundtvig" followed by "Lifelong Learning Programme" and "Erasmus+", "Erasmusplus" led to a small number of groups so the attention was drawn to the e-platforms, as a requirement from the European Commission, where projects are presented upon completion through their summary and results. In the second stage a search was led using word "Facebook" on the e-platforms, European Shared Treasure platform and Erasmus+ Project Results Platform.

The projects' summaries are presented with the aim of supporting the understanding the project complexity and the contribution that each project aims to disseminate to the public.

Project no.1. (P1) Comenius Multilateral Partnership "Music matters", Project Reference: 2011-1-RO1-COM06-14702. Partners from Romania, Belgium, Switzerland, Lithuania, Spain, Turkey and Belgium, Facebook group URL: https://www.facebook.com/groups/226873467376162/

Project joint results: Teaching through Music Resource Book, Project Web page, Project Magazine, online survey on illegal downloading, Europe Day Quiz, Mini-dictionary, Facebook group: Comenius Project 2011-2013.

Project no. 1 started in 2011 and it had an implementation period of 2 years. The coordinator was a Romanian institution. 7 participant institutions have been involved in the project "Music matters". This FB group activity started in October 2011 and finished in April 2015 but after October 2013 the activities was rather random. There are 6 periods of intensive activity and 5 periods with more messages than usual. These are quantified in a large number of published messages in connection with project meetings and dissemination activities. The group has 121 members. The FB group is specified as a joint result and used for dissemination of activities and products.

Project no.2. (P2) Comenius Multilateral Partnership "Understanding equalities through the use of mass media", Project Reference: 2013-1-GB1-COM06-24644. Partners from the United Kingdom, Belgium, Slovakia, Poland, and Cyprus, Facebook group URL: https://www.facebook.com/groups/492261690881568/

Project joint results: Magazine Edition, Comenius Equalities Conference, Project logo competition, Website of the project, Conference Equalities and the Risk of Social Exclusion , Representation of news in the media: Written version of lecture and PowerPoint presentation of lecture, Teaching Pack: Belgium: Its communities and its media, Film clips Brussels, Presentation on 'the impact of poverty as a risk factor for social exclusion and employability, Questionnaire on 'the impact of poverty as a risk factor for social exclusion and employability in your country', The results of the poverty survey (Cypriot participants), a video on volunteering and social inclusion and on combating poverty, Workshop using recyclable materials - mobility in Cyprus, Presentation on 'minority groups living in Cyprus and the way they are presented in mass media'.

Project no. 2 started in 2013 and it had an implementation period of 2 years. The coordinator was a British institution. Institutions from 5 countries were involved in this project. The FB group activity started in October 2013 and finished in February 2015. The group activities were equally balanced in the first year. The second year was characterized by a low number of messages. It is rather unusual to finish the communication in February, especially since the implementation period finishes in July. The group has a low number of posts and authors, with 52 members.

Project no. 3 (P3) Grundtvig Learning Partnerships, ACCESS - Training manual on social integration, Project Reference: 2011-1-IT2-GRU06-23064, Participant countries are from Italy,

Romania, Turkey, Lithuania, and Germania, Spain, Denmark, Poland, Sweden, Facebook group URL: https://www.facebook.com/groups/183026631784359/

Project Joint results: promotional materials, video 4th transnational meeting of the project, ACCESS Manual, launching of the ACCESS manual, ACCESS Facebook group, Access Facebook page, publications regarding the refugees' day. Project no. 3 started in 2011 and it had an implementation period of 2 years. The coordinator was an Italian institution. 9 participant institutions have been involved in this project, and the group has 25 members. The FB group activity started in October 2011 and finished in October 2013. The group activity was rather balanced during the implementation period with low activity during the summer of 2012 and after the New Year 2013 that can be connected to school holidays.

Project No.4. (P4) Grundtvig Learning Partnership "Conflict mediation to optimize communication in educational, social \& cultural environment", Project Reference: 2013-1-RO1-GRU06-29489, partners are from Romania, Slovenia, Italy, Spain, Turkey, and Bulgaria, Facebook group URL: https://www.facebook.com/groups/404920879641133/

Project joint results: intervention plan/project, newsletters, Support Course for Mediators, Promotional video, Project website, project Poster, Leaflet/Flyer "Conflict Mediation", questionnaire about conflict mediation, Logo, Mediation Techniques Handbook. Project Dissemination Strategy \& Report, Project Internal Evaluation Procedures \& Report. Project no. 4 started in 2013 and it had an implementation period of 2 years. The coordinator was a Romanian institution. 6 participant institutions have been involved in this project. The group has 84 members. The FB group activity started in December 2013 and continued until April 2016, that means almost one year longer than implementation period. This group activity was rather balanced during the project implementation with a pause in the summer of 2014 and 5 peaks of activity concretized in increased reactions to posts.

Project No.5. (P5) Grundtvig Learning Partnership "Volunteering Validation Highway", Project reference: 2013-1-FI1-GRU06-12792, partners from Finland, United Kingdom, Spain, Italy, Portugal, Romania, Germany, Turkey; Facebook group url: https://www.facebook.com/groups/694979990531230

Project joint results: The Dissemination Strategy, Power Point template of the project, Partner Meetings, What is validation in a volunteering context? Web tools for validation, What is volunteering?, Social media in volunteering, Video on project meeting in Valencia, Final seminar, Facebook group, Facebook page, Study of volunteers' learning experiences, motivation and needs for validation, VVH Open badge, leaflet, How to validate volunteers' competencies? A practical guideline, Template for a recommendation letter for a volunteer, website. Project no. 5 started in 2013 and it had an implementation period of 2 years. The coordinator was a Finish institution. 6 participant institutions have been involved in this project with 124 members. The FB group activity started in November 2013 and continued till July 2015 that means almost one year longer than the implementation period. This group activity was balanced during the project implementation and 6 peaks of activity concretized in increased reactions to the participants' posts.

Project No.6. (P6) Grundtvig Learning Partnership BE TOGETHER - Improving Perception of European Treasure, Project Reference: 2013-1-PT1-GRU06-16317, partners from Netherlands, Turkey, Poland, Norway, Czech Republic, Facebook group URL: https://www.facebook.com/groups/317855278352263/

Project joint results: project website, Facebook Ateneo, Be together - Improving Perception of European Treasure movie, Be 2Gether Facebook Group, Norway and Turkey Traditional Music - European Traditional Music Library, Traditional Music from participant countries - European

Traditional Music Library. Project no. 6 started in 2013 and it had an implementation period of 2 years. The coordinator was an institution from the Netherlands. 5 participant institutions have been involved in this project, together with 91 members. The FB group activity started in November 2013 and continued till July 2015, that means almost one year longer than implementation period. This group activity was balanced during the project implementation and showed 3 peaks of activity in the last semester of implementation. A bigger number of posts than in the other FB groups is an important characteristic in this group aside of 2 extra-years of the group activity after the implementation period.

Project no.7. (P7) Programme: Erasmus+, Key Action 2: Cooperation for innovation and the exchange of good practices, Action Type: Strategic Partnerships for school education, We Are Equal, We Have The Same Rights, project reference: 2014-1-PL01-KA201-002796, participants from: Poland, Norway, Lithuania, Bulgaria, Spain, Italy, Turkey, Greece, Facebook group URL: https://www.facebook.com/groups/1520400251538310/

Project Joint Results: International blog, Leaflets, A script of a school play concerning the rights of children, International day of children's rights - photos and films, Presentation on famous people propagating children's rights, Lesson plans. Project no. 7 started in 2014 and it had an implementation period of 2 years. The coordinator was a Polish institution. 8 participant institutions have been involved in this project, and with 98 members. The FB group activity started in November 2014 and continued till April 2017 that means almost one year longer than the implementation period. This group activity was balanced during the project implementation and with 3 peaks of activity in the last semester of the implementation. The main characteristics of this group are the big number of active participants and a balanced activity during the project implementation with a pause during the summer holiday. After a lack of activity few months after the project implementation messages started again in the end of 2016 most probably for further cooperation.

Project no. 8. (P8) Programme: Erasmus+, Key Action: Cooperation for innovation and the exchange of good practices, Action Type: Strategic Partnerships for school education TERRES D'EUROPE, TERRES D'AVENIR, Project Reference: 2014-1-FR01-KA201-002462, Partners from France, Lithuania, Spain, Poland, Italy, and Portugal, Facebook url: https://www.facebook.com/groups/615450915243798/

Project Joint Results: Espace projet eTwinning, les productions finales de la première année, les productions finales de la deuxième année, La PAC, Les chemins de l'eau, Un calendrier utile, Les filières agricoles en Europe, Agrotourisme en Europe (panorama sur l'agrotourisme en Europe). Project no. 8 started in 2014 and it had an implementation period of 2 years. The coordinator was a French institution. 6 participant institutions have been involved in this project, with a low number of members, 36. The FB group activity of an Erasmus+ project started in June 2014 and continued till July 2016 when the project finished. A low number of posts and only 3 peaks of activity are the main characteristics beside the lack of activity during the summer holiday.

Project no. 9. (P9) Grundtvig Networks "SensAge - Lifelong Learning Needs for Ageing People with Sensory Disabilities", Project reference, 517916-LLP-1-2011-1-FR-GRUNDTVIG-GNW /, Participant countries from France, Great Britain, Ireland, Iceland, Turkey, Netherland, Norway, Belgium, Croatia, Spain, and Canada, Facebook group url: https://www.facebook.com/groups/310711015620676/

Project no. 9 started in 2011 and it had an implementation period of 3 years. The coordinator was a French institution. 11 participant institutions have been involved in this project, with a high number of members, 225. Project joint results: Published reports on the situation for visually impaired refugees/immigrants, +60 years and persons with acquired deaf blindness in each country, developed three two day modules for further education of professionals, a two day course
for colleagues at each Institute, Developed didactic guidelines for the modules, evaluation of the courses and cooperation with participants, the projects National Advisory Committees and partners, a final Conference in Copenhagen. A project implemented during 3 years with a FB group activity starting in April 2011 and finishing in the end of 2015. To begin communication before the project starts is rather unusual but can be linked to the period of writing project application. A good communication balanced throughout the project with only three peaks can reflect the previous experiences of the participants in this Grundtvig partnerships.

In Appendix A all the outcomes and outputs from the European projects selected for analysis in this master thesis are presented.

### 4.3.Data analysis

In the quantitative stage the raw data were gathered in Excel worksheets, initially in format cvs, then converted into format xls. Any individual post provided information about: Facebook post ID, url, created time, likes, comments shares, author ID, author name, post types. Some posts were filtered for further analysis about the post format used in Facebook groups: video, photo, link, status as they are limited by Facebook features. This analysis was necessary for answering the research questions based on data gathered from Facebook groups. Author names were also filtered for identifying the project members with the most posts. Data types - video, photo, text and link - are to be studied in the quantitative stage for identifying specificity of knowledge sharing in Facebook groups and Facebook features used in dissemination processes. The collected numerical data were first examined for each Facebook group and then analysed in order to identify possible patterns in their values and potential interrelations as previously described in the research design. The qualitative research focuses on the posts with the most comments, shares and reaction and their analysis in connection to the activities linked to dissemination.

All the projects used in the present master thesis are introduced below. The url of the Facebook groups are presented accompanied by the project joint results (as stated by each project). The project results are produced with the contribution of all the project teams from different countries using the main language of the project, so called joint results, but can also be produced just by one project team, most probably using the national language of the origin country. The presentation of project results is seen as important for understanding the goals of the project in connection with what the project has achieved. Another issue for presenting the project results was the fact that a Facebook group is sometimes considered as part of a project result. As the EU projects have both joint and individual project results only the joint ones are to be presented as connected with the dissemination at the European level. Facebook groups' activities from a temporal perspective were used for gathering information about show the active involvement of members in knowledge sharing during project implementation. The classification of project results for each project as being connected with the knowledge type disseminated in the Facebook groups presented in Appendix A was seen as relevant in relation to knowledge sharing.

A special attention was shown to some challenging issues: diverse number of members in different Facebook groups, group management in terms of dissemination according to formal roles (many administrators in one group), and posts content linked to dissemination.

The raw data gathered with Sociograph.io was selected and summarized for gathering information about each Facebook group: number of members, administrators/moderators, authors, commenters, reactors, as well as reactions, shares, comments and inactive users (Table 5), post types: photos, videos, links, status and events (Table 6), leaders' and administrators' activity at individual level (Table 7), at collective level (Table 8). The raw data gathered from the European platforms were juxtaposed for having information about the type of knowledge used in the dissemination processes (Table 5). The European platforms provided data about project results
that were used for analysis in connection with knowledge type. Pearson's coefficient found in Appendix C was used for identifying possible correlation between the variables.

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Table 4. Number of members, authors, administrators/moderators, commenters, reactors, reactions, shares and comments

Facebook features enabled postings in different formats: photos, videos, links, status and events. As follows the data gathered with sociograph.io were filtered according to these elements.

| Project ID | Number <br> members | of | Posts | Photos | Videos | Links | Status |
| :---: | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| Events |  |  |  |  |  |  |  |
| P1 | 122 | 107 | 11 | 19 | 14 | 63 | 0 |
| P2 | 53 | 49 | 17 | 4 | 8 | 20 | 0 |
| P3 | 25 | 76 | 7 | 6 | 18 | 45 | 0 |
| P4 | 86 | 165 | 80 | 10 | 24 | 51 | 0 |
| P5 | 125 | 139 | 74 | 3 | 32 | 29 | 1 |
| P6 | 94 | 387 | 208 | 84 | 27 | 78 | 0 |
| P7 | 100 | 397 | 227 | 51 | 65 | 54 | 0 |
| P8 | 36 | 97 | 35 | 13 | 17 | 32 | 0 |


| Project ID | Number <br> members | off Posts | Photos | Videos | Links | Status | Events |
| :---: | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| P9 | 230 | 695 | 89 | 30 | 407 | 166 | 0 |

Table 5. Type of posts
The Facebook members' activities were analysed linked to their formal role in the project teams, administrators or leaders.

| Project <br> ID | Administrator/Leader | Number <br> posts | Photos | Videos | Links | Status |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| P1 | Administrator 1a | 7 | 1 | 1 | 0 | 5 |
| P1 | Administrator 1b | 17 | 0 | 2 | 0 | 12 |
| P1 | Leader 1 | 19 | 2 | 8 | 0 | 2 |
| P2 | Administrator 2 | 38 | 15 | 2 | 7 | 14 |
| P2 | Leader 2 | 0 | 0 | 0 | 0 | 0 |
| P3 | Administrator 3a | 12 | 0 | 0 | 6 | 6 |
| P3 | Administrator 3b | 22 | 0 | 0 | 0 | 22 |
| P3 | Leader 3 | 0 | 0 | 0 | 0 | 0 |
| P4 | Administrator 4 | 60 | 27 | 4 | 10 | 19 |
| P4 | Leader 4 | 0 | 0 | 0 | 0 | 0 |
| P5 | Administrator 5a | 16 | 6 | 1 | 4 | 5 |
| P5 | Administrator 5b | 10 | 3 | 0 | 4 | 3 |
| P5 | Administrator 5c | 12 | 0 | 0 | 10 | 2 |
| P5 | Administrator 5d | 0 | 0 | 0 | 0 | 0 |
| P5 | Administrator 5e | 2 | 0 | 0 | 2 | 0 |
| P5 | Administrator 5f | 27 | 17 | 1 | 5 | 4 |
| P5 | Administrator 5g | 7 | 0 | 0 | 0 | 7 |
| P5 | Administrator 5h | 0 | 0 | 0 | 0 | 0 |
| P6 | Administrator 5i | 24 | 9 | 3 | 3 | 9 |
| P6 | Leader 6a | 192 | 114 | 65 | 1 | 12 |
| P6 | Leader 6b | 66 | 38 | 12 | 5 | 11 |
| P6 | Leader 6c | 79 | 33 | 3 | 9 | 34 |
|  |  | 7 | 0 | 0 |  |  |


| Project <br> ID | Administrator/Leader | Number <br> posts | Photos | Videos | Links | Status |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| P7 | Administrator 7 | 14 | 1 | 6 | 2 | 5 |
| P7 | Leader 7a | 98 | 75 | 5 | 5 | 13 |
| P7 | Leader 7b | 40 | 25 | 8 | 3 | 4 |
| P7 | Leader 7c | 36 | 25 | 6 | 1 | 4 |
| P7 | Leader 7d | 32 | 2 | 10 | 19 | 1 |
| P7 | Leader 7e | 29 | 24 | 2 | 0 | 3 |
| P7 | Leader 7f | 22 | 9 | 3 | 7 | 3 |
| P8 | Leader 7g | 25 | 4 | 0 | 16 | 5 |
| P8 | Administrator 8 | 41 | 20 | 3 | 8 | 10 |
| P8 | Leader 8 | 0 | 0 | 0 | 0 | 0 |
| P9 | Administrator 9 | 400 | 67 | 12 | 216 | 104 |
| P9 | Leader 9 | 0 | 0 | 0 | 0 | 0 |

Table 6. Administrators' and leaders' activity for each Facebook group

|  | Total posts | photos | video | link | status |
| :--- | ---: | ---: | :--- | :--- | :--- |
| administrators | 709 | 166 | 35 | 277 | 227 |
| leaders | 638 | 351 | 122 | 66 | 92 |

Table 7. Administrators' and leaders' activity for all the Facebook groups
Data analysed in the qualitative stage was collected in two of the 9 Facebook groups chosen, based on the results from the quantitative stage in a sequential sampling, which in turn was based on the posts with the biggest number of comments, reactions and shares. The posts were coded according to the Fb group - P6 and P7 - as well as for the biggest number of comments - C, reaction $R$ and shares $S$.

### 4.4. Ethical considerations

Ethical consideration were important for our research and tool into consideration the overarching objective of this master thesis, that one to gain understanding of using Facebook groups as a tool for dissemination in EU-funded projects, in general, and in projects from Lifelong Learning Programme and Erasmus+, in specific. This topic was seen as valuable since the funds provided by European Commission are substantial ( $€ 14.7$ billion in 2014), and because the wider public in the European community should benefit socio-economically from these projects' results as indirect financiers through the EU budget. The present research has not a commercial scope and the results have a scientific aim. In order to develop this research public sources available in eformat were used. The author of the present master thesis bears the responsibility for scientifically and ethically issues according to the recommendations of Swedish Research Council (2017). Avoiding causing harm to participants, infringing privacy, breaking the law and harming a community were ethical issues important in developing the present research (Thomas, 2013). The research method was chosen in order to avoid possible errors that can influence the reliability of results. Even if the results are available for researchers and wider public, the source data are coded but available for further development and application of research. All the information used in the present research are under public access as being of public interest based on the Public Access to Information and Secrecy Act.

The data sources were public as long as the two e-platforms - European Shared Treasure and Erasmus+ project results - are public databases used for dissemination of all the projects from Lifelong Learning Programme and Erasmus+ and the publication of data about project results is a contractual obligation for beneficiaries to present their results on these platforms. As Facebook groups were a part of this research, special measures were applied. For avoiding ethical dilemmas, the Facebook groups have all been chosen by the criteria of "open group". At the date when this research was developed all these Facebook groups chosen as research subject were open groups. As the privacy on Facebook can be established in the Privacy Checkup (Facebook, 2017) and sets the category of people having access to the published content on the group, both Facebook members and the wider public, there were no doubts about the public status of content published in these Facebook groups. Even if the information about the EU-funded projects and Facebook groups were public, the information about users participating in these Facebook groups were not made public in order to protect their identity. The participants' age in EU-funded projects, as it is our case, is rather diverse, and a part of participants are minors so anonymisation was an important issue.

The material collected during the present research took into consideration four aspects: secrecy, professional secrecy, anonymising and confidentiality (Swedish Research Council, 2017). Anonymising was taken into consideration for avoiding to reveal information about Facebook users' identity. The posts url used in the quantitative research were coded in order to conceal the participants' identity. The Facebook posts analysed in the qualitative research were presented as print screens covering people's faces and user's ID in order to protect their identity. Posts ID were used instead of url link in the qualitative research. Multiple precaution were taken into consideration for protecting user's privacy and further impact of this research on their integrity. Sociograph.io was an analytical tool that facilitated gathering information used in the quantitative research. According to their privacy policy they do not sell or transfer personally identifiable information, and they implement security measures in order to ensure the safety of personal information. Even more, sociography.io respects United States privacy law and information security (Sociograph, 2016). Their privacy policy was an important aspect in using this analytic tool in our research.

Privacy and anonymisation are essential while research on social media is developed but there is in the researcher' professionalism and ethics to insure them. Using Facebook as a data source can
be challenging in relation to privacy and anonymisation (Zimmer, 2010). In our case data the publication of results was possible only after coding data, and Facebook users' privacy was insured. Furthermore, no personal information about Facebook users was made public.

It must not be forgotten that collecting all the information used in this research was possible due to the EU-funded projects so the position of European Commission in this matter is of interest (2015). Under Erasmus+ Programme data stored in eForms (project application forms) are necessary for managing selection procedures, developing statistics about participants, projects and organisations, following evaluation and reports and disseminate the project results till 2030 when the evaluation of Erasmus+ Programme will be fulfilled (European Commission, 2017f). Data collection led by European Commission is limited to the purposes stated in the official documents included in Specific privacy statement (European Commission, 2015).

## 5. FINDINGS

In this chapter the findings acquired in the quantitative and qualitative research are to be presented in relation to the research questions:

What distinguishes knowledge sharing in dissemination processes in EU-funded projects when Facebook is applied?

What activities were found in Facebook that were linked to knowledge sharing in dissemination processes?

## Which Facebook features were exploited for knowledge sharing in specific dissemination project activities?

As presented in the Methodology section a quantitative research approach was followed by qualitative research in an embedded design. In the quantitative research stage the main themes products, content, participation and formality - were chosen in relation to the theoretical background. In the qualitative research 24 posts were chosen based on the highest number of comments, likes and shares, and thematically analysed in connection with dissemination processes.

According to project results published on European Shared Treasure platform and Erasmus+ Project Results platform and presented in Appendix A, a preference for the tangible products was obvious in all the studied projects. However, in the posts qualitatively analysed intangible products were preferred.

In terms of photos, videos, links and shares, certain differences were registered in the Facebook groups. A big difference was noticed between the group P 3 with the smallest number of members and the other groups concerning the type of posts used, P3 using more status. In P6 and P7 with the highest activity a big number of photos were used while in the group P9 with the biggest number of members a preference for links was displayed. Even if a sum of all posts for all groups shows that the photos were the most used at individual level, the priority for one type or another of posts was different. 7 groups from 9 posted less video than other types of media. Photos were preferred by 5 groups, the status by 3 groups while the links was preferred just by the group P9 having the biggest number of members. Just one event has been shared in the group P5. High values of Pearson's coefficient between the number of posts and photos, videos, links and status pointed out to a correlation between these. However the number of members had a big value in connection with the number of links and status. Pearson's coefficient presented in Appendix C supported some correlations between different variables. In all the Facebook groups the correlation between the number of members and posts was obvious. The correlation between the number of post and photos, videos, links and status was over 0.5 in all the cases. An analysis of number of photos and status in every group showed that all types of posts were used. It was noticed that the number of authors were proportional with the number of comments. Pearson's coefficient with values over 0.5 showed a correlation between the number of members and number of posts. While more authors were registered, more comments and reactors followed. According to Pearson's coefficient a connection between the number of members and number of administrators cannot be established. A connection between the number of posts and authors cannot be certain since the Pearson's coefficient was under 0.5 . Reactions, shares and comments cannot be linked to the number of posts according to Pearson's coefficient. However, more authors led to more reactions in the Facebook groups. The Facebook group P9 was characterized by the highest number of posts per author but also by the smallest number of reactors and commenters. A maximum value of reactions was registered in the groups with around 100 members, specifically in P6 and P7. P6 and P7 have no other issues in common. It was obvious that

Facebook features were differently used in different Facebook groups. Still the connection between the number of members and posts so the number of members was seen as relevant in connection with group activity. Furthermore, a connection between the number of members was also registered with a Pearson's coefficient bigger than 0.5 .

Formality was quantified in the activity of administrators and leaders. The Facebook group P5 with the largest number of administrators was characterized through a low number of authors but a big number of reactors. An analysis of the number of moderators showed that no group had a moderator. A preference for photos and videos was shown by leaders while administrators preferred links and status.

According to the thematic analysis of 24 posts from P6 and P7, the Facebook groups with the most posts reported to the number of members, activities found in Facebook groups were connected with: dissemination related to project meetings, dissemination in media, dissemination of project activities/products, communication with cultural background, further cooperation and transnational team work. As described in sections 1 and 2, dissemination is a complex process developed on the basis of European Commission's documents.

The Facebook members involved in EU-funded projects showed a preference for dissemination of project activities/products having 6 posts from 24 , followed by dissemination related to project meetings, communication with cultural background, dissemination in media, transnational team work, and further cooperation. A special case was identified in group P7 were 2 posts were not available for public. These 2 posts benefited to a bigger number of shares available just for the Facebook group members in an intermediary phase of the projects. Regarding the post type a preference for using photos was obvious in the analysed posts. The published text associated to photos was rather short. The most number of comments were found for the posts about further cooperation ( 13 comments) and transnational work team ( 12 comments). 2 posts in P6 had many shares and reactions in the same time and 1 posts in P7 had many comments and reactions. Due to these common characteristics just 21 posts were analysed since 3 posts shared a big number of shares and reactions as well as comments and reaction.

Based on the high activity reflected in the big number of comments, shares and reactions from Facebook groups P6 and P7, 24 posts have been chosen for further analysis in the qualitative research. A high activity in the Facebook groups reflected the interest for achieving the project goals, including dissemination processes. Below they are presented organised according to the number of comments, shares and reactions. These posts are to be further analysed in connection with the research questions, specifically the activities were found in Facebook that were linked to knowledge sharing in dissemination processes. The Facebook posts are coded with project ID P6, P7 - and number of comments - C1, C2, C3, C4 - beg the biggest number of comments below, number of reactions - R1, R2, R3, R4 - beginning with the biggest number of reactions, and number of shares - S2, S2, S3, S4 beginning with the biggest number of shares.

In the table below the Facebook posts are presented, shortly described, and the post type is identified. Based on the thematic analysis, the Facebook posts were associated with the activity linked to dissemination. As previously specified, even if the Facebook groups were chosen as open groups, names and faces were covered for members' protection from ethical reasons.

The Facebook posts associated with the theme Communication linked to project meetings are presented below.

| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P6 } \\ & \text { C4 } \end{aligned}$ | $B e$ Together-Improving Perception of $\cdots$ <br> European Tre Future Europ <br> Heading for Tromse 1 - with $\square$ $\square$ $\square$ We look forward to moet you again, athough its not bsautful summerwesther here. 3y. Lise | Information about a new project meeting | Photo, text |
| $\begin{array}{\|l\|} \hline \text { P6 } \\ \text { R1 } \end{array}$ | $\square$ be Together - Improving Perception Of European Treasure in Future Europ <br> June 7, $2015 \cdot$ - <br> Last Be together evening is encredible! | Participant comments about a transnational project meeting | Photo, text |


| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P7 } \\ & \text { R1 } \end{aligned}$ |  | Information about a transnational project meeting | Photo, text |
| $\begin{aligned} & \hline \text { P7 } \\ & \text { S4 } \end{aligned}$ |  | Information about a transnational project meeting | Photo, text |


| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P7 } \\ & \text { R3 } \end{aligned}$ |  | Information about transnational project meeting | Photo, text |
| $\begin{aligned} & \hline \text { P6 - } \\ & \text { C3 } \end{aligned}$ | D. Be Together- Improving Perception of <br> European Trea June 4, $2015-$ Q re in Future Europ <br> Wish all of you my best.I am sure you are going to have wonderful times And I am envious of you .Enjoy yourself And have a great time.. <br> $0^{\circ}$ | Communication about a project coordinator missing in a transnational project meeting | text |

\begin{tabular}{|c|c|c|c|}
\hline Post code \& Facebook post \& Post description \& Post type <br>
\hline \[
$$
\begin{aligned}
& \hline \text { P6 } \\
& \text { S4 }
\end{aligned}
$$

\] \& \begin{tabular}{l}

$\qquad$ e Together - Improving Perception Of European Treasure in Future Europ June 7, 2015 - © <br>
Last Be together evening is encredible!
$\square$
\end{tabular} \& Participant comments about a transnational project meeting \& Photo, text <br>

\hline
\end{tabular}

The Facebook posts associated with the theme Dissemination in media are presented below.

| Post code | Facebook post | Post description | Post <br> type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P6 } \\ & \text { C2 } \end{aligned}$ | June 10, 2015 - © <br> - Kom sammen med oss | A copy of an article in the newspaper "Kultur", June 2, 2015, about the project activities and results used for dissemination in media | Photo, text |


| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{array}{ll} \hline \text { P6 } \\ \text { R4 } \end{array}$ | $\square$ Be Together - Improving Perception O e in Future Europ From Nordlys today See Translation | A copy of an article in the newspaper "Nordlys", June 10, 2015, about the project activities and results used for dissemination in media | Photo, text |

The Facebook posts associated with the theme Dissemination of project results are presented below.

| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { P7 } \\ & \text { C1 } \end{aligned}$ | equal, we have the same rights" the group: Erasmus + "We are <br> March 18, 2015 - © <br> Our project's song "Children's Planet" | A video about the project results, a project song "Our children's planet". | Video, text |

The Facebook posts associated with the theme Communication about project activities are presented below.

| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { P7 } \\ & \text { C4 } \end{aligned}$ | $\bigcirc$ <br> rights" <br> Erasmus + "We are equal, we have the sa June 17, 2015 - © <br> We are the champions, my friend!!!!! <br> First place in football games between kindergartens from Kazanlak!! | Information about activities from a partner institution | Photo, text |
| $\begin{aligned} & \text { P7 - } \\ & \text { R4 } \end{aligned}$ |  | Information about activities in a partner school | Photo, text |


| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{array}{ll} \hline \text { P6 } & - \\ \text { S1 } \end{array}$ | Together - Improving Perception Of European Treasure in Future Europ <br> June 11, 2015 - © <br> Be2gether Choirs 1 | Video about project activities project activities | Video, text |
| $\begin{array}{ll} \hline \text { P7 } & - \\ \text { S3 } \end{array}$ | Erasmus + "We are equal, we have the same *. December 12, 2015 - © | Video about project activities | Video, text |
| $\begin{array}{ll} \hline \text { P6 } & - \\ \text { S2 } \end{array}$ | $\square$ Be Together - Improving Perception Of European Treasure in Future Europ <br> Always Be Together | Film about project activities | Video, text |

The Facebook posts associated with the theme Communication with cultural background are presented below.

| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{array}{ll} \mathrm{P} 7 \\ \text { C3 } \end{array}$ |  | Post about a previous project meeting, feedback got from other participants | Photo, text |
| $\begin{aligned} & \hline \text { P6 } \\ & \text { R2 } \end{aligned}$ | Of European Treasure in Future Europ <br> Be Together - Improving Perception ... April 20,2015 . $Q$ <br> Amasra! A taste of summer $\because$ | Post about the city of a participant institution, a photo is used for underlining the participant' opinion | Photo, text |


| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P6 } \\ & \text { R3 } \end{aligned}$ |  | Christmas greetings | Photo, text |

The Facebook posts associated with the theme Further cooperation are presented below.

| Post code | Facebook post | Post description | Post type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { P6 } \\ & \text { C1 } \end{aligned}$ | $\square$ <br> Be Together - Improving Perception of European Treasure in Future Europ August 4,2014 - 6 <br> Dear friends, hope you remember me from the meeting in Birmingham. I'm participates with you in the music project. <br> I'm looking forward to a group or groups of young people who would like to participate in the Youth programme in Erasmus+. <br> Our younger son $\square$ is a frontman of a punk rock band and we would like to create a project for young people who are interested in music but who don 't have to work in any band necessarily. The main theme is youth and music. Outilines of the programme are here: <br> http://ec.europa.eu/././prog. ./mobilityyouth_people_en.htm Opportunities for Young People - European Commission <br> Find attaching application. I will work as a coordinator and prepare everything. Now I need to know just your interest and if you have any group of candidates, drop me a line as a message. At best we could cooperate with another music rock band and we could prepare common rock concerts in the Czech Republic or in another country too. If the group would like to participate and they are not a band, it is possible too - as the main topic will remain music and it will be completed with other activities. <br> I'm sending a common e-mail to everybody who participates with Next week I and my son $\square$ will travel to our national agency to coordinate our ideas and proposals. So I need to know your interests. Thank you for reading and hope we'll find common ground. | Further cooperation in Erasmus+ | Text, link |

The Facebook posts associated with the theme Transnational team work are presented below.

\begin{tabular}{|c|c|c|c|}
\hline Post code \& Facebook post \& Post description \& Post type <br>
\hline \[
$$
\begin{array}{ll}
\mathrm{P} 7 \\
\text { C2 }
\end{array}
$$

\] \& \begin{tabular}{l}

$\qquad$ Erasmus + "We are equal, we ... have the same rights" January $5,2015 \cdot$ - <br>
Hello! Can you please write what "friendship" is, in your language in the comments below? <br>
2 <br>
View 2 more comments

$\square$ n norwegian: "Vennskap" <br>
3y Like - See Translation

$\square$ Hi Stine! Friendship in Greek is:甲iNía and pronounced: filia. The stress mark is on the second i . Take care,hope to see you in Poland! <br>
$3 y$ - Like
\end{tabular} \& Discussion between participants about a project task that demands translation in all the participants' languages \& text <br>

\hline
\end{tabular}

The Facebook posts with the most number of sharing from P7 but not available for the public are presented below. They are associated with a possible dissemination of project results in an intermediary phase or work in progress.

| Post code | Facebook post | Post description | Post <br> type |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { P7 - } \\ & \text { S1 } \end{aligned}$ | © Sorry, this content isn't available right now <br> The link you followed may have expired, or the page may only be visible to an audience you're not in. <br> Go back to the previous page - Go to News Feed - Visit our Help Center | No content available probably restricted for the project members | Content is not available for public |
| $\begin{aligned} & \mathrm{P} 7- \\ & \text { S2 } \end{aligned}$ | © Sorry, this content isn't available right now <br> The link you followed may have expired, or the page may only be visible to an audience you're not in. <br> Go back to the previous page - Go to News Feed - Visit our Help Center | No content available probably restricted for the project members | Content is not available |

## 6. DISCUSSION

According to the aim of this master thesis of exploring the use of Facebook groups as a tool for dissemination in EU-funded projects, in general, and in projects from Lifelong Learning Programme and Erasmus, in special, an embedded design based on a quantitative and qualitative research was developed focusing on these research questions:

1. What distinguishes knowledge sharing in dissemination processes in EU-funded projects when Facebook is applied?
2. What activities were found in Facebook that were linked to knowledge sharing in dissemination processes?

## 3. Which Facebook features were exploited for knowledge sharing in specific dissemination project activities?

Knowledge sharing in dissemination processes in EU-funded projects when Facebook is applied has its own specificity. As follows, a reflection about knowledge type is made. As previously presented in Chapter 4, knowledge was linked to project products in EU-funded projects. Following the knowledge classification specified by Schwartz (2006) project products were differentiated according to their specificity as tangible, for example in P7 a leaflet, or intangible, for example training modules for professionals in P9. The Facebook posts analysed in the qualitative research showed a distribution between dissemination and communication. The Facebook posts linked to dissemination in media and dissemination of project results are not sufficient for identifying a preference for a knowledge type in dissemination process in Facebook groups.

None of the 9 Facebook group published a copyright disclaimer on its page even though according to EU documents (European Commission, 2013e) it is compulsory to publish disclaimers on all the published project materials. Either participants counted on the public aspect of dissemination, either relied on Facebook policies. The copyright and other issues connected with the intellectual property are taken into consideration by EU evaluators in the evaluation phase according to the project application, so the nature of knowledge and ethical issues in EU-funded projects are not to be questioned. Taking into consideration the position of the European Commission concerning the EU-funded project results of being public seems to be the main reason for the lack of copyright disclaimer. It can be concluded that knowledge in the EU-funded projects is seen as a public good that should be available to all members of a community even if they do not contribute directly to the creation of knowledge. According to Facebook privacy policies users have control over their settings so users can limit public access to the published content (Facebook, 2017). Related to visual identity none of the studied Facebook groups used a project logo, contrary to the research led by Köchy (2013) and Giordano et al. (2013) that pointed out the importance of visual identity. This does not necessary lead to the conclusion that other products produced during the project implementation had not benefit by a project logo that supported the visual identity.

The results from the quantitative research pointed out to a connection between the number of Facebook members and Facebook activity for dissemination. A specific number of users that favoured interaction between team members and facilitate knowledge sharing was identified. The collected data pointed out to a number of approximately 100 members that favoured interaction inside Facebook groups. This could be related with a strong sense of community that leads to an increased communication between users as Siakas et al. (2010) specified.

The qualitative research of 24 posts with the biggest number of shares, reactions and comments from P6 and P7, Facebook groups with the biggest activity brought into attention two important issues related to dissemination. The activities during the project meetings could be seen as mile
stones during the project implementation and the dissemination in media, in our case newspapers, is relevant for project evaluation. The unavailable posts could not be analysed, just connected with a possible intermediary phase of a project product or work in progress that was an internal issues, and not a public one. The activities found in Facebook linked to knowledge sharing in dissemination processes showed a preference for using photos, in particular for the dissemination of project activities/results. A special role had communication with cultural background that reflected the multiculturality inside the EU-funded projects. Mea et al. underlined the necessity of a cultural adaption since the project teams are multicultural communities that could put in value cultural heritage according to Koukopulos et al. (2016). Dissemination in media was rather important and analysed as shared and common ground since it is a requirement in dissemination plan. Dissemination of project meetings pointed out to the importance showed to the project meetings in project implementation and indirectly to the multiculturality of transnational teams. Nevertheless, the Facebook posts analysed in the qualitative research indicated a preference for dissemination in media and dissemination of project results as well as for communication linked to project meetings having a social function, communication about project activities, communication with cultural background, further cooperation and transnational team work. These issues underlined the participants' interest to the social and cultural function in a multicultural environment.

According to the characteristics of the concept of Community of Interest - lower level of formality (Herranz et al., 2012), creativity in a less formal environment (Fischer, 2006), big diversity (Fischer, 2006) and members' expertise (Miniaoui \& Halaweh, 2011) - the studied Facebook groups was analysed by means of the concept of Communities of Interest. The collected data pointed out to a low level of formality expressed in the big number of leaders and the creativity expressed in the variety of posts according to the characteristics of communities of interest. The low level of formality was reflected by the lack of moderators, the small number of administrators and the existence of group leaders. The lack of moderators and the small number of administrators with one exception, brought into attention the reduced degree of formality from communities of interest. A strong relationship between the number of members, authors and posts can be the result of a balanced involvement of project members. The same issue of lack of hierarchy was specified by Siakas et al. (2010). A big number of leaders was registered in P6 and P7, the Facebook groups with a higher activity. A rearrangement of roles inside the community must be also specified in connection with the formal and informal roles in Facebook groups. Low formality is expressed in the roles assumed and not distributed as Miniaoui and Halaweh (2011) specified. Linked to a successful dissemination an effective leadership and management are needed (Southwell et al., 2010). However, in P6 and P7 cases leadership and management did not exclude each other when the number of leaders and administrators were taken into consideration. Group P9 with members having a high degree of specialisation was characterised by a balanced activity during the project lifetime, beginning group activity before project start. This pointed out to the fact that social media, respective Facebook groups, could encourage voluntary sharing, results that supports the findings of Giordano et al. (2013). The existence of members without formal role inside the group (leaders) that contributed more actively in Facebook groups than members with formal role (administrators) underlined a mixture between formal and informal inside the Facebook groups as communities of interest. Even if the roles inside the group were initially formally chosen, during the project implementation informal leaders had a more active contribution inside the Facebook groups. By posting in various ways and providing knowledge for other participants and stakeholders the Facebook members could developed interpersonal and collective relations while they contributed to the project dissemination. As Siakas et al. (2010) underlined, individual contribution of members with different cultural background is important in knowledge sharing.

The members of Facebook groups posted actively during all the eligibility period and after according to the dissemination plan. In the most Facebook groups activity started mainly in November of the first project year - as identified in Facebook groups' activity - that can be
appreciated as predictable in connection with the financing period of EU-funded projects and the dissemination of project results. This result can be connected with the studies of Taylor-Smith and Lindner (2009) and Giordano et al. (2013) about the necessity of a continuous update of databases during the project lifetime. Some peaks of the Facebook activity pointed to an increased interaction in some periods that can be connected with the deadlines for dissemination and project meetings. Just P9 group began the activity before the beginning of project and continued after the end of the project. This could be connected to previous experience in EU-funded projects involving an efficient management and good practice, in agreement with Ankil's (2008) research. Even more, P9 group activity pointed out to a strategy for dissemination and implicit of knowledge sharing in agreement with the findings of Siakas et al. (2010) regarding the development of an innovative potential and analytical competence of the Facebook group members. The lack of activity can be linked with a lack of communication in certain periods of project implementation. A lack of communication between partners has been linked to an excessive use of national language instead of project language according to Giordano et al. (2013). This is not the case in our study since all the Facebook groups used English. A similar pattern was noticed in all the 9 Facebook groups since just English was used as lingua franca. The use of same language for communication suggested a cultural awareness of Facebook members in agreement with EU documents (European Commission, 2013b). In certain situations, the excessive use of national language could lead to an obstacle in communication as Giordano et al. (2013) specified but this was not the case in the studied Facebook groups.

The large number of administrators in P5 could be justified by the fact that project teams originated in different countries had an own managerial structure so they chose their own administrator for the Facebook group. However, in this group it was no leader, issue that could be linked to a balanced distribution of tasks inside the transnational teams, according to the project application.

Facebook features facilitated posting in different forms: photos, videos, links, status as well as sharing and reacting to other members' posting. The in-depth analysis showed a preference for using photos and links at group level. However, this preference was not noticed at individual level in each Facebook groups. Koukopoulos et al. (2016) showed that multiple elements are interconnected when social media is used while dissemination and digitisation are integrative nowadays. Facebook features made possible dissemination processes even thought a preference for project meetings, project activities, dissemination in media, communication with cultural background were prioritised by Facebook members. As European added value and use of results are an advantage in project evaluation, communication for further cooperation in the framework of an EU-funded project (European Commission, 2013c, 2013e) was seen as linked to project sustainability. A general preference for using photos rather than videos related to the number of members and posts was registered. This preference for using photos can be justified by the fact that visual data are bearers of rich cultural data providing users with interesting observations (Emmison et al., 2012). Moreover, these results can be related to Karanzeni and Gouscos' (2013) study that associated the format and design of posts with an increased impact of social media. An increased activity quantified by the large number of comments could be related to the perceived cohesion in smaller groups (Tulin et al., 2018). Another aspect noticed linked to activity in all the Facebook groups is the lack of activity in certain periods. As the interest inside the project teams cannot be questioned, the lack of activity can be translated in an issue of trust in Facebook policy. However, in line with the research led by Arnkil (2008) and Southwell et al. (2010) the lack of activity could be a proof of a disturbance in communication.

It must be specified that a big number of shares pointed to the advantages presented by the Facebook features, specifically the feature Friend-of-a-Friend. Still the present research did not find proofs in this direction as the maximum number of shares was 10 in P5. With regard to the Friend-Of-A-Friend ontology (Cantador \& Castells, 2010) sharing and using information in
different forms, transferring information and merging and reusing it had its importance in this context. Statistics from 2013 when the most of the studied FB groups started their activity showed a value of 338 for the mean number of FB friends, and 200 for the median number of friends (Pew Research Centre's Internet Project Survey, 2013). As follows Facebook members had their individual possibility of multiplying the information in the dissemination process.

According to Facebook Help Center (2017b) creating an event presents several advantages in terms of time, participation and organisation: invitation can be previously sent before the event to all the members of a group, a public event specifies specific details as: date, time, scope of the event, organisers, guests can be invited, photos can be posted, posts can be shared, hosts of the event are visible and can be of interest for a certain audience, a common message can be sent to all the members. However, just one Facebook group used this Facebook feature. This can be justified by the lack of information about FB features but there is no proof that demonstrates this.

## 7. CONCLUSIONS

### 7.1. Conclusions

Exploring the use of Facebook groups as a tool for dissemination in EU-funded projects, in general, and in projects from Lifelong Learning Programme and Erasmus, in particular, can be a complex process since many issues influence the impact of dissemination. For example, number of Facebook members, degree of formality and specialisation, Facebook features, and multiculturality can influence the impact of dissemination. According to the open-ended research questions stated above and the theoretical framework a mixed methods design was chosen for complementarity in the analytical processes with the data. In the first stage, a quantitative approach using statistical analysis was conducted. The independent and dependent variables were chosen to address the research questions, and were based on the theoretical framework and Facebook features related to dissemination processes in previous studied projects. Secondly, a qualitative content analysis of selected threads from 2 Facebook groups with higher activity was carried out. A different sampling in the quantitative and qualitative stages has been used as follows, a random sampling in the quantitative research and a sequential sampling in the qualitative research using the same source from the quantitative stage.

Results from the analysis of 9 EU-funded projects indicated that knowledge sharing in dissemination processes in Facebook is characterized by a low level of formality reflected in the activities of members with no formal task in the dissemination while specialisation degree was linked to a balanced distribution of dissemination activity. A diverse type of posts pointed out to the creativity inside the Facebook groups. None of the nine groups displayed any copyright disclaimer, which could indicate that Facebook was regarded as a public and open space. A preference for tangible products as project results was registered in contrast to a preference for dissemination of intangible products in Facebook groups. The Facebook posts with cultural background suggested that multiculturality was an important issue for cultural adaption inside the Facebook groups and implicit in project teams. The results pointed out that a number of 100 members in a Facebook group can support interaction and knowledge sharing, aspect reflected by an increased activity in these Facebook groups. The number of posts increased proportionally with the number of members in Facebook groups. In the Facebook with higher activity photos were preferred as main type of posts while in the Facebook group with high degree of specialisation, links were the first choice. A different preference in using Facebook features was recorded in the groups of administrators and leaders: links by administrators and photos by leaders.

### 7.2. Limitations

The main target of this master thesis was the dissemination processes in EU-funded projects, the characteristics of knowledge sharing when Facebook is applied, the Facebook features exploited for knowledge sharing as well as the activities found in Facebook that are linked to knowledge sharing in dissemination processes. Nevertheless some limitations were identified: the limited sampling of EU-funded projects, the age of participants, influence of multiple channels of dissemination, a limited literature strictly targeting dissemination in Lifelong Learning Programme and Erasmus+, the project topic, as well as specific issues connected with dissemination and the objectivity of researcher.

Lack of attention for dissemination in EU-funded projects was also specified by Mea et al. (2016) in connection with the importance of dissemination in increasing the impact of a project. Moreover, there are many issues that can be more in-depth investigated and analysed to bring further contribution for increasing the project impacts in terms of European added value, when
social media, such as Facebook, is adopted. The sampling was mainly made up from small scale projects so a generalization of the results to large-scale projects cannot be made. A larger sampling of EU-funded projects using Facebook groups for dissemination can lead to different results than presented in this study. As organisation size is important in quantifying the participants' involvement at organisational level and indirectly the impact of the project, quantifying these aspects was not possible. The period of implementation was rather similar so the use of social media during a longer period can be rather controversial in connection with the lifetime of a community of interest. As Herranz et al. (2012) pointed out, the interest of CoIs members for the subject could decrease during the lifetime leading to the end of community. The project topic is an issue that can influence the success of dissemination since the project topic can be an obstacle in attracting public interest for a specialized topic, as Mea et al. (2016) underlined. According to the European Commission in Annex II from the practical guide for beneficiaries (European Commission, 2017b), the distinction between communication and dissemination and exploitation of project results can be difficult to be achieve as long as communication includes information and promotion activities, that support the process of dissemination and exploitation of the project results. It is possible that this distinction can influence the results of a research in Facebook groups if multiculturality is taken into consideration.

It cannot be ignored that researching the activity of Facebook groups can have both advantages and disadvantages, similar to those one involved by the use of Internet. A reduction of resources in terms of money and time, a wider area of visible activities, a continuous update of big data were important advantages in terms of research, according to Emmison et al. (2012). Nevertheless, disadvantages as an excess of information, lack of skills in effectively use Internet and a fluctuation between the real and fake aspects can lead to difficulties during a research process (Emmison et al, 2012). Based on these advantages and disadvantages, research about Facebook includes a certain subjectivity of the researcher that we aimed to overcome.

### 7.3. Further research

Further research of dissemination in EU-funded projects is seen of interest since the wide community in EU-funded project contributes to financing a big number of participants with expertise in different domains as well as financial resources for different subjects with interest for the wider public. Large scale projects could bring in attention to new tools of social media that can be developed in order to increase the impact of dissemination at national and European level. It should not be ignored the contribution that Facebook groups as a social networking service can bring in the area of knowledge sharing.

This master thesis points to the EU-funded projects and the possible ways to increase the impact of dissemination but also to some challenges with using Facebook groups. It is little known about methods that can increase the impact of dissemination in EU-funded projects using Facebook groups. Even more, other types of projects could be also studied for improving dissemination processes by using Facebook groups as a tool for disseminating "knowledge". Knowledge sharing in communities of interest connected with the process of dissemination can be of interest for researchers but also for the EU policy makers. Updating the official documentation of EU-funded projects based on further research focusing dissemination processes can facilitate access of wide public to project results. A special attention is needed in the field of dissemination EU policy makers can show a special attention to research in dissemination area since dissemination is connected with the impact of EU projects on wide public. Furthermore, researchers in social science can find a subject of interest dissemination as a process of knowledge in different environments based on the new possibilities opened by social media.

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## APPENDIX

Appendix A. Projects outputs and outcomes

| $\begin{array}{\|l} \hline \text { Project } \\ \text { ID } \\ \hline \end{array}$ | Type of project/ Title | Outputs (tangible products) | Outcomes (intangible products) |
| :---: | :---: | :---: | :---: |
| P1 | Comenius <br> Multilateral <br> Partnership "Music matters" | Teaching through Music Resource Book, Project Web page, Project Magazine, online survey on illegal downloading, Europe Day Quiz, Mini-dictionary, Facebook group |  |
| P2 | Comenius <br> Multilateral <br> Partnership <br> "Understanding equalities through the use of mass media" | Magazine Edition, Project logo competition, Website of the project, Representation of news in the media: Written version of lecture and PowerPoint presentation of lecture, Teaching Pack: Belgium: Its communities and its media, Film clips Brussels, Presentation on 'the impact of poverty as a risk factor for social exclusion and employability, Questionnaire on 'the impact of poverty as a risk factor for social exclusion and employability in your country', The results of the poverty survey (Cypriot participants), a video on volunteering and social inclusion and on combating poverty, Presentation on 'minority groups living in Cyprus and the way they are presented in mass media'. | Comenius Equalities Conference, Conference <br> "Equalities and the Risk of Social Exclusion, Workshop using recyclable materials - mobility in Cyprus |
| P3 | Grundtvig Learning Partnerships, <br> ACCESS - Training manual on social integration | Promotional materials, video 4th transnational meeting of the project, ACCESS Manual, launching of the ACCESS manual, ACCESS Facebook group, Access Facebook page, publications regarding the refugees' day. |  |
| P4 | Grundtvig Learning Partnership "Conflict mediation optimize communication in educational, social \& cultural environment" | Intervention plan/project, newsletters, Support Course for Mediators, Promotional video, Project website, project Poster, Leaflet/Flyer "Conflict Mediation", questionnaire about conflict mediation, Logo, Mediation Techniques Handbook. Project Dissemination Strategy \& Report, Project Internal Evaluation Procedures \& Report. |  |


| $\begin{array}{\|l} \hline \text { Project } \\ \text { ID } \\ \hline \end{array}$ | Type of project/ Title | Outputs (tangible products) | Outcomes (intangible products) |
| :---: | :---: | :---: | :---: |
| P5 | Grundtvig Learning Partnership <br> "Volunteering <br> Validation Highway" | The Dissemination Strategy, Power Point template of the project, Partner Meetings, What is validation in a volunteering context?, Web tools for validation, What is volunteering?, Social media in volunteering, Video on project meeting in Valencia, Final seminar, Facebook group, Facebook page, Study of volunteers' learning experiences, motivation and needs for validation, VVH Open badge, leaflet, How to validate volunteers' competencies? A practical guideline, Template for a recommendation letter for a volunteer, website. |  |
| P6 | Grundtvig Learning <br> Partnership BE <br> TOGETHER - <br> Improving  <br> Perception of <br> European Treasure  | Project website, Facebook Ateneo, Be together - Improving Perception of European Treasure movie, Be 2Gether Facebook Group, Norway and Turkey Traditional Music European Traditional Music Library, Traditional Music from participant countries |  |
| P7 | Programme:  <br> Erasmus+, Key <br> Action 2 : <br> Cooperation for <br> innovation and the  <br> exchange of good or <br> practices, Action <br> Type: Strategic <br> Partnerships for  <br> school education, We  <br> Are Equal, We Have  <br> The Same Rights  | International blog, Leaflets, A script of a school play concerning the rights of children, International day of children's rights - photos and films, Presentation on famous people propagating children's rights, Lesson plans. |  |
| P8 | Programme: <br> Erasmus+, Key Action: Cooperation for innovation and the exchange of good practices, Action Type: Strategic Partnerships for school education TERRES D'EUROPE, | Espace projet eTwinning, les productions finales de la première année, les productions finales de la deuxième année, La PAC, Les chemins de l'eau, Un calendrier utile, Les filières agricoles en Europe, Agrotourisme en Europe (panorama sur l'agrotourisme en Europe). |  |


| Project <br> ID | Type of project/ Title | Outputs (tangible products) | Outcomes (intangible products) |
| :---: | :---: | :---: | :---: |
|  | TERRES D'AVENIR |  |  |
| P9 | Grundtvig Networks "SensAge - Lifelong Learning Needs for Ageing People with Sensory Disabilities" | Published reports on the situation for visually impaired refugees/immigrants, +60 years and persons with acquired deaf blindness in each country, Developed didactic guidelines for the modules, evaluation of the courses and cooperation with participants, the projects National Advisory Committees and partners | Three two-day  <br> modules for further  <br> education of  <br> professionals, a two  <br> day course for  <br> colleagues at each  <br> Institute, a final  <br> Conference in  <br> Copenhagen   |

## Appendix B. Data collected with Sociograph.io in the Facebook groups

## Project no. 1 - P1

| url | Created Time | Likes Count | comments <br> Count | shares <br> Count | authorId | type |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/897907650272737 | 2015-04-27 | 8 | 3 | 0 | 1,58513E+15 | video |
| https://www.facebook.com/226873467376162/733398760056961 | 2014-06-29 | 9 | 0 | 0 | 1,58513E+15 | photo |
| https://www.facebook.com/226873467376162/658237184239786 | 2014-02-04 | 25 | 1 | 0 | 1,61087E+15 | photo |
| https://www.facebook.com/226873467376162/584745118255660 | 2013-09-19 | 13 | 4 | 0 | 1,61087E+15 | photo |
| https://www.facebook.com/226873467376162/568769773186528 | 2013-08-15 | 2 | 1 | 0 | $1,61087 \mathrm{E}+15$ | status |
| https://www.facebook.com/226873467376162/513974628666043 | 2013-04-19 | 2 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/518008601595979 | 2013-04-29 | 11 | 4 | 0 | 1,37453E+15 | video |
| https://www.facebook.com/226873467376162/518004014929771 | 2013-04-29 | 6 | 0 | 0 | 1,01546E+16 | photo |
| https://www.facebook.com/226873467376162/517881491608690 | 2013-04-29 | 10 | 0 | 0 | 1,02111E+16 | status |
| https://www.facebook.com/226873467376162/517659901630849 | 2013-04-28 | 18 | 1 | 0 | 1,50509E+15 | status |
| https://www.facebook.com/226873467376162/517478298315676 | 2013-04-28 | 15 | 0 | 0 | 1,23788E+15 | link |
| https://www.facebook.com/226873467376162/517475454982627 | 2013-04-28 | 8 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/514405711956268 | 2013-04-20 | 9 | 1 | 0 | 1,01546E+16 | status |
| https://www.facebook.com/226873467376162/514268501969989 | 2013-04-20 | 8 | 0 | 0 | 1,01546E+16 | photo |


| https://www.facebook.com/226873467376162/513339892062850 | 2013-04-17 | 0 | 0 | 0 | 1,01546E+16 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/513300288733477 | 2013-04-17 | 1 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/513054305424742 | 2013-04-17 | 1 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/512361522160687 | 2013-04-15 | 3 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/510784562318383 | 2013-04-11 | 1 | 1 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/509551202441719 | 2013-04-08 | 2 | 0 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/509297559133750 | 2013-04-07 | 2 | 0 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/509297985800374 | 2013-04-07 | 7 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/508955805834592 | 2013-04-06 | 12 | 0 | 1 | 1,00784E+15 | photo |
| https://www.facebook.com/226873467376162/504915569571949 | 2013-03-28 | 4 | 6 | 0 | 1,06578E+15 | status |
| https://www.facebook.com/226873467376162/500091846720988 | 2013-03-18 | 4 | 1 | 0 | 1,02077E+16 | video |
| https://www.facebook.com/226873467376162/499772773419562 | 2013-03-17 | 7 | 2 | 0 | 1,02077E+16 | video |
| https://www.facebook.com/226873467376162/500216223375217 | 2013-03-18 | 4 | 0 | 0 | 1,02077E+16 | link |
| https://www.facebook.com/226873467376162/500215996708573 | 2013-03-18 | 8 | 0 | 0 | 1,02077E+16 | link |
| https://www.facebook.com/226873467376162/499833000080206 | 2013-03-17 | 4 | 1 | 0 | 1,02077E+16 | video |
| https://www.facebook.com/226873467376162/499468413449998 | 2013-03-16 | 16 | 0 | 0 | 1,02125E+16 | status |
| https://www.facebook.com/226873467376162/499370606793112 | 2013-03-16 | 21 | 0 | 0 | 1,0213E+16 | status |
| https://www.facebook.com/226873467376162/499069603489879 | 2013-03-15 | 16 | 0 | 0 | 1,21764E+15 | status |


| https://www.facebook.com/226873467376162/470498329680340 | 2013-01-21 | 7 | 2 | 0 | 1,02098E+16 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/461604290569744 | 2013-01-01 | 9 | 0 | 0 | 1,55913E+15 | status |
| https://www.facebook.com/226873467376162/457690424294464 | 2012-12-24 | 6 | 1 | 0 | 1,38658E+15 | link |
| https://www.facebook.com/226873467376162/457693344294172 | 2012-12-24 | 2 | 0 | 0 | 1,38658E+15 | video |
| https://www.facebook.com/226873467376162/457665244296982 | 2012-12-24 | 21 | 0 | 0 | 1,13531E+15 | status |
| https://www.facebook.com/226873467376162/436695769727263 | 2012-11-05 | 4 | 1 | 0 | 1,01546E+16 | status |
| https://www.facebook.com/226873467376162/433798776683629 | 2012-10-29 | 14 | 4 | 0 | $1,236 \mathrm{E}+15$ | photo |
| https://www.facebook.com/226873467376162/430417573688416 | 2012-10-21 | 24 | 1 | 0 | $1,01546 \mathrm{E}+16$ | video |
| https://www.facebook.com/226873467376162/430923053637868 | 2012-10-22 | 0 | 0 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/430899543640219 | 2012-10-22 | 2 | 0 | 0 | 1,236E+15 | status |
| https://www.facebook.com/226873467376162/430479413682232 | 2012-10-21 | 11 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/430358640360976 | 2012-10-21 | 17 | 0 | 0 | 1,01546E+16 | video |
| https://www.facebook.com/226873467376162/430060507057456 | 2012-10-20 | 12 | 0 | 0 | 9,83785E+14 | video |
| https://www.facebook.com/226873467376162/426727927390714 | 2012-10-12 | 9 | 0 | 0 | 1,0206E+16 | video |
| https://www.facebook.com/226873467376162/425594167504090 | 2012-10-09 | 3 | 7 | 0 | 1,02077E+16 | status |
| https://www.facebook.com/226873467376162/422850261111814 | 2012-10-02 | 1 | 2 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/420142598049247 | 2012-09-25 | 5 | 0 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/416565435073630 | 2012-09-16 | 14 | 3 | 0 | 1,0206E+16 | status |


| https://www.facebook.com/226873467376162/410047779058729 | 2012-09-01 | 8 | 3 | 0 | 1,59722E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/410186315711542 | 2012-09-01 | 1 | 1 | 0 | 1,01546E+16 | status |
| https://www.facebook.com/226873467376162/409908765739297 | 2012-08-31 | 3 | 4 | 0 | 1,02078E+16 | status |
| https://www.facebook.com/226873467376162/375592709170903 | 2012-06-10 | 5 | 9 | 0 | 1,02078E+16 | status |
| https://www.facebook.com/226873467376162/363885340341640 | 2012-05-22 | 6 | 1 | 0 | 1,01546E+16 | link |
| https://www.facebook.com/226873467376162/351616174901890 | 2012-05-03 | 0 | 0 | 0 | 1,59722E+15 | photo |
| https://www.facebook.com/226873467376162/341613675902140 | 2012-04-20 | 11 | 0 | 0 | 1,59722E+15 | photo |
| https://www.facebook.com/226873467376162/328955457167962 | 2012-04-03 | 6 | 1 | 0 | 1,02078E+16 | status |
| https://www.facebook.com/226873467376162/305767239486784 | 2012-02-27 | 3 | 2 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/319466341450207 | 2012-03-19 | 14 | 0 | 0 | 1,0213E+16 | photo |
| https://www.facebook.com/226873467376162/319255928137915 | 2012-03-19 | 7 | 3 | 0 | 1,01594E+16 | link |
| https://www.facebook.com/226873467376162/319250004805174 | 2012-03-19 | 11 | 0 | 0 | 1,58513E+15 | status |
| https://www.facebook.com/226873467376162/318784204851754 | 2012-03-18 | 7 | 0 | 0 | 1,64263E+15 | status |
| https://www.facebook.com/226873467376162/318727761524065 | 2012-03-18 | 6 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/318719328191575 | 2012-03-18 | 4 | 0 | 0 | 1,59722E+15 | status |
| https://www.facebook.com/226873467376162/318644928199015 | 2012-03-18 | 9 | 0 | 0 | 1,55913E+15 | status |
| https://www.facebook.com/226873467376162/318643491532492 | 2012-03-18 | 9 | 0 | 0 | 1,0213E+16 | status |
| https://www.facebook.com/226873467376162/318579424872232 | 2012-03-18 | 15 | 0 | 0 | 1,02119E+16 | status |


| https://www.facebook.com/226873467376162/318459111550930 | 2012-03-18 | 10 | 1 | 0 | 1,08624E+15 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/318521691544672 | 2012-03-18 | 12 | 1 | 0 | 1,02125E+16 | status |
| https://www.facebook.com/226873467376162/318061138257394 | 2012-03-17 | 12 | 2 | 0 | 1,23788E+15 | status |
| https://www.facebook.com/226873467376162/317764181620423 | 2012-03-17 | 0 | 0 | 0 | 1,58513E+15 | status |
| https://www.facebook.com/226873467376162/317764184953756 | 2012-03-17 | 9 | 0 | 0 | 1,58513E+15 | status |
| https://www.facebook.com/226873467376162/312060265524148 | 2012-03-08 | 6 | 0 | 0 | 1,58513E+15 | status |
| https://www.facebook.com/226873467376162/274355339294641 | 2012-01-14 | 2 | 0 | 0 | 1,58513E+15 | status |
| https://www.facebook.com/226873467376162/267953083268200 | 2012-01-04 | 0 | 0 | 0 | 1,0154E+16 | status |
| https://www.facebook.com/226873467376162/267575423305966 | 2012-01-03 | 0 | 0 | 0 | 1,0154E+16 | status |
| https://www.facebook.com/226873467376162/267571789972996 | 2012-01-03 | 0 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/265657913497717 | 2011-12-31 | 5 | 1 | 0 | 1,08624E+15 | status |
| https://www.facebook.com/226873467376162/262589133804595 | 2011-12-26 | 0 | 0 | 0 | 1,08624E+15 | status |
| https://www.facebook.com/226873467376162/262018653861643 | 2011-12-25 | 3 | 0 | 0 | 1,02085E+16 | status |
| https://www.facebook.com/226873467376162/262018077195034 | 2011-12-25 | 2 | 0 | 0 | 1,38658E+15 | status |
| https://www.facebook.com/226873467376162/261976973865811 | 2011-12-25 | 5 | 0 | 0 | 1,51853E+15 | status |
| https://www.facebook.com/226873467376162/259763227420519 | 2011-12-21 | 0 | 0 | 0 | 9,83785E+14 | link |
| https://www.facebook.com/226873467376162/246693462060829 | 2011-11-30 | 0 | 1 | 0 | 1,38658E+15 | link |
| https://www.facebook.com/226873467376162/233659340030908 | 2011-11-06 | 0 | 8 | 0 | 1,02078E+16 | status |


| https://www.facebook.com/226873467376162/230392477024261 | 2011-10-30 | 14 | 2 | 0 | 1,0206E+16 | video |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/226873467376162/230452263684949 | 2011-10-30 | 0 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/229970420399800 | 2011-10-29 | 1 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/227657010631141 | 2011-10-24 | 0 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/227615243968651 | 2011-10-24 | 7 | 0 | 0 | 1,08624E+15 | status |
| https://www.facebook.com/226873467376162/227246050672237 | 2011-10-23 | 1 | 3 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/227295160667326 | 2011-10-23 | 9 | 4 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/227120124018163 | 2011-10-23 | 15 | 2 | 0 | 1,02102E+16 | video |
| https://www.facebook.com/226873467376162/227291714001004 | 2011-10-23 | 5 | 0 | 0 | 1,02102E+16 | video |
| https://www.facebook.com/226873467376162/227267560670086 | 2011-10-23 | 0 | 4 | 0 | 1,02102E+16 | status |
| https://www.facebook.com/226873467376162/227264584003717 | 2011-10-23 | 2 | 0 | 0 | 1,02102E+16 | status |
| https://www.facebook.com/226873467376162/227248187338690 | 2011-10-23 | 0 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/227247674005408 | 2011-10-23 | 0 | 0 | 0 | 1,0206E+16 | status |
| https://www.facebook.com/226873467376162/226920104038165 | 2011-10-23 | 10 | 1 | 0 | 1,42009E+15 | status |
| https://www.facebook.com/226873467376162/227126974017478 | 2011-10-23 | 0 | 0 | 0 | 1,02102E+16 | status |
| https://www.facebook.com/226873467376162/227124944017681 | 2011-10-23 | 3 | 0 | 0 | 1,02078E+16 | status |
| https://www.facebook.com/226873467376162/227107594019416 | 2011-10-23 | 12 | 2 | 0 | 1,02125E+16 | status |
| https://www.facebook.com/226873467376162/227091560687686 | 2011-10-23 | 0 | 0 | 0 | 9,83785E+14 | status |


| https://www.facebook.com/226873467376162/227091487354360 | $2011-10-23$ | 9 | 0 | 0 | $9,83785 \mathrm{E}+14$ | status |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| https://www.facebook.com/226873467376162/226873484042827 | $2011-10-22$ | 0 |  | 0 | 0 | $1,0206 \mathrm{E}+16$ |
| status |  |  |  |  |  |  |
| https://www.facebook.com/226873467376162/226873470709495 | $2011-10-22$ | 9 |  | 0 | 0 | $1,0206 \mathrm{E}+16$ |

## Project no. 2 - P2

| url | Created Time | Likes Count | comments <br> Count | shares Count | authorId | type |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/492261690881568/721297797977955 | 2015-02-05 | 1 | 0 | 0 | $1,01557 \mathrm{E}+16$ | status |
| https://www.facebook.com/492261690881568/721297401311328 | 2015-02-05 | 2 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/721297151311353 | 2015-02-05 | 1 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/709420439165691 | 2015-01-11 | 16 | 0 | 0 | 1,01556E+16 | status |
| https://www.facebook.com/492261690881568/702000766574325 | 2015-01-01 | 15 | 0 | 0 | 1,02099E+16 | status |
| https://www.facebook.com/492261690881568/649281275179608 | 2014-09-23 | 14 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/647914461982956 | 2014-09-20 | 5 | 2 | 0 | 1,01557E+16 | link |
| https://www.facebook.com/492261690881568/642592882515114 | 2014-09-09 | 2 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/642592779181791 | 2014-09-09 | 3 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/607351506039252 | 2014-07-10 | 2 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/579891755451894 | 2014-05-16 | 1 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/577780318996371 | 2014-05-12 | 6 | 2 | 0 | $9,29729 \mathrm{E}+14$ | link |


| https://www.facebook.com/492261690881568/561555030618900 | 2014-04-09 | 7 | 0 | 0 | 1,01557E+16 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/492261690881568/548705975237139 | 2014-03-13 | 0 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/546770532097350 | 2014-03-09 | 4 | 0 | 0 | $1,01557 \mathrm{E}+16$ | photo |
| https://www.facebook.com/492261690881568/545822325525504 | 2014-03-07 | 6 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/545084232265980 | 2014-03-05 | 9 | 3 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/538152076292529 | 2014-02-18 | 0 | 1 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/537853279655742 | 2014-02-17 | 9 | 2 | 0 | 1,08798E+15 | video |
| https://www.facebook.com/492261690881568/537908556316881 | 2014-02-17 | 2 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/537903149650755 | 2014-02-17 | 0 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/537899982984405 | 2014-02-17 | 3 | 0 | 0 | 1,01557E+16 | video |
| https://www.facebook.com/492261690881568/535142413260162 | 2014-02-12 | 7 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/527385190702551 | 2014-01-28 | 0 | 2 | 0 | 1,01557E+16 | link |
| https://www.facebook.com/492261690881568/548284965279240 | 2014-03-12 | 28 | 4 | 0 | 1,08798E+15 | video |
| https://www.facebook.com/492261690881568/527004524073951 | 2014-01-27 | 5 | 0 | 0 | 1,01557E+16 | link |
| https://www.facebook.com/492261690881568/521409867966750 | 2014-01-17 | 4 | 1 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/521408134633590 | 2014-01-17 | 5 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/520924034682000 | 2014-01-17 | 5 | 0 | 0 | $1,01557 \mathrm{E}+16$ | photo |
| https://www.facebook.com/492261690881568/520786981362372 | 2014-01-16 | 1 | 0 | 0 | 1,02048E+16 | status |


| https://www.facebook.com/492261690881568/520780464696357 | 2014-01-16 | 6 | 0 | 0 | 1,01557E+16 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/492261690881568/520780271363043 | 2014-01-16 | 11 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/516152965159107 | 2014-01-06 | 3 | 1 | 0 | $1,01557 \mathrm{E}+16$ | photo |
| https://www.facebook.com/492261690881568/520173208090416 | 2014-01-15 | 4 | 1 | 0 | 1,5007E+15 | photo |
| https://www.facebook.com/492261690881568/519188204855583 | 2014-01-13 | 1 | 3 | 0 | 1,02048E+16 | status |
| https://www.facebook.com/492261690881568/519674174806986 | 2014-01-14 | 0 | 0 | 0 | 1,01557E+16 | link |
| https://www.facebook.com/492261690881568/519673924807011 | 2014-01-14 | 0 | 0 | 0 | $1,01557 \mathrm{E}+16$ | link |
| https://www.facebook.com/492261690881568/513847285389675 | 2014-01-01 | 2 | 0 | 0 | 1,5007E+15 | photo |
| https://www.facebook.com/492261690881568/507464666027937 | 2013-12-20 | 1 | 1 | 0 | 1,02099E+16 | status |
| https://www.facebook.com/492261690881568/513109082130162 | 2013-12-31 | 0 | 0 | 0 | 1,01557E+16 | link |
| https://www.facebook.com/492261690881568/506469562794114 | 2013-12-18 | 7 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/493380410769696 | 2013-11-20 | 0 | 2 | 0 | 1,01557E+16 | video |
| https://www.facebook.com/492261690881568/500605896713814 | 2013-12-06 | 2 | 0 | 0 | 1,02099E+16 | status |
| https://www.facebook.com/492261690881568/492674720840265 | 2013-11-19 | 0 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/492267767547627 | 2013-11-18 | 1 | 0 | 0 | 1,01557E+16 | photo |
| https://www.facebook.com/492261690881568/492267547547649 | 2013-11-18 | 1 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/492267437547660 | 2013-11-18 | 0 | 0 | 0 | 1,01557E+16 | status |
| https://www.facebook.com/492261690881568/492264754214595 | 2013-11-18 | 0 | 0 | 0 | 1,01557E+16 | status |


| https://www.facebook.com/492261690881568/492261694214901 | 2013-11-18 | 0 | 0 | 0 | 1,01557E+16 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |

## Project no.3-P3

| url | Created <br> Time | Likes Count | comments <br> Count | shares <br> Count | authorId | type |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/183026631784359/522126054541080 | 2013-09-20 | 0 | 0 | 0 | 1,01536E+16 | status |
| https://www.facebook.com/183026631784359/488203931266626 | 2013-07-10 | 0 | 0 | 0 | 1,63123E+15 | link |
| https://www.facebook.com/183026631784359/472308619522824 | 2013-06-06 | 0 | 0 | 0 | 1,85881E+15 | link |
| https://www.facebook.com/183026631784359/472307932856226 | 2013-06-06 | 0 | 0 | 0 | 1,85881E+15 | video |
| https://www.facebook.com/183026631784359/459787120774974 | 2013-05-09 | 0 | 0 | 0 | 1,85881E+15 | status |
| https://www.facebook.com/183026631784359/456729387747414 | 2013-05-02 | 2 | 1 | 0 | 1,85881E+15 | link |
| https://www.facebook.com/183026631784359/456728347747518 | 2013-05-02 | 0 | 0 | 0 | 1,01548E+16 | link |
| https://www.facebook.com/183026631784359/445516472202039 | 2013-04-07 | 0 | 0 | 0 | 1,85881E+15 | status |
| https://www.facebook.com/183026631784359/445487085538311 | 2013-04-07 | 0 | 0 | 0 | 1,01556E+16 | status |
| https://www.facebook.com/183026631784359/436903709729982 | 2013-03-17 | 3 | 0 | 0 | 1,01548E+16 | link |
| https://www.facebook.com/183026631784359/434907576596262 | 2013-03-13 | 4 | 0 | 0 | 1,01548E+16 | photo |
| https://www.facebook.com/183026631784359/380298655390488 | 2012-11-19 | 0 | 10 | 0 | 1,85881E+15 | status |
| https://www.facebook.com/183026631784359/380246155395738 | 2012-11-19 | 0 | 0 | 0 | 1,02076E+16 | status |
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## Project no. 4 - P4

## url

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| Created <br> Time | Likes <br> Count | comments <br> Count | shares <br> Count | authorId | type |
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| $2016-03-29$ | 1 | 0 | 0 | $6,47976 \mathrm{E}+14$ | link |
| $2016-02-13$ | 10 | 0 | 0 | $6,47976 \mathrm{E}+14$ | link |
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| $2015-05-13$ | 12 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
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| $2015-05-13$ | 9 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
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| $2015-04-03$ | 8 | 1 | 0 | $6,47976 \mathrm{E}+14$ | link |
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| $2015-03-29$ | 4 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2015-03-27$ | 14 | 2 | 0 | $1,02123 \mathrm{E}+16$ | photo |
| $2015-03-17$ | 6 | 0 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2015-03-13$ | 5 | 0 | 0 | $1,02124 \mathrm{E}+16$ | link |
| $2015-03-08$ | 10 | 4 | 0 | $1,01556 \mathrm{E}+16$ | photo |
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| $2015-01-27$ | 1 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |

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| $2014-12-06$ | 8 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-11-28$ | 10 | 1 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-11-28$ | 4 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-11-24$ | 6 | 0 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2014-11-15$ | 5 | 0 | 0 | $1,01556 \mathrm{E}+16$ | video |
| $2014-11-07$ | 6 | 1 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2014-11-05$ | 2 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-11-05$ | 1 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-11-05$ | 3 | 1 | 0 | $1,48258 \mathrm{E}+15$ | photo |
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| $2014-11-05$ | 8 | 0 | 0 | $1,48258 \mathrm{E}+15$ | photo |
| $2014-11-05$ | 0 | 0 | 0 | $1,48258 \mathrm{E}+15$ | status |
| $2014-11-05$ | 6 | 0 | 0 | $1,48258 \mathrm{E}+15$ | photo |
| $2014-11-04$ | 3 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-10-26$ | 7 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |

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| $2014-10-26$ | 9 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-10-26$ | 13 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-10-26$ | 4 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-10-26$ | 2 | 0 | 0 | $1,66011 \mathrm{E}+15$ | video |
| $2014-09-25$ | 7 | 0 | 0 | $1,09359 \mathrm{E}+15$ | photo |
| $2014-06-21$ | 1 | 1 | 0 | $1,02123 \mathrm{E}+16$ | status |
| $2014-06-20$ | 5 | 3 | 0 | $1,02124 \mathrm{E}+16$ | video |
| $2014-06-19$ | 6 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-06-18$ | 1 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-06-12$ | 9 | 1 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-06-11$ | 10 | 3 | 3 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-06-09$ | 14 | 1 | 1 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-06-11$ | 14 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-06-09$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-06-09$ | 13 | 6 | 0 | $1,02124 \mathrm{E}+16$ | photo |

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| $2014-06-09$ | 7 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| :---: | :---: | :---: | :---: | :---: | :--- |
| $2014-06-09$ | 11 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-06-07$ | 20 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-06-07$ | 16 | 1 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-06-05$ | 9 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-06-04$ | 15 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-06-04$ | 18 | 1 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-06-01$ | 7 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-05-20$ | 9 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-05-20$ | 1 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-05-19$ | 3 | 0 | 0 | $1,02124 \mathrm{E}+16$ | link |
| $2014-05-18$ | 8 | 0 | 4 | $1,02123 \mathrm{E}+16$ | video |
| $2014-05-16$ | 6 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-05-15$ | 5 | 2 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-04-04$ | 15 | 19 | 0 | $1,02123 \mathrm{E}+16$ | photo |
| $2014-05-13$ | 2 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-05-13$ | 3 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-05-13$ | 6 | 0 | 3 | $1,02124 \mathrm{E}+16$ | photo |

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| $2014-05-12$ | 0 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| :--- | ---: | ---: | :--- | :--- | :--- |
| $2014-06-11$ | 30 | 1 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-05-12$ | 2 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-05-10$ | 9 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-04-30$ | 3 | 0 | 0 | $1,48258 \mathrm{E}+15$ | status |
| $2014-04-30$ | 4 | 1 | 0 | $1,48258 \mathrm{E}+15$ | status |
| $2014-04-03$ | 9 | 1 | 0 | $1,01556 \mathrm{E}+16$ | video |
| $2014-04-02$ | 7 | 0 | 1 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-04-02$ | 3 | 0 | 0 | $1,02124 \mathrm{E}+16$ | photo |
| $2014-03-24$ | 20 | 0 | 0 | $1,48258 \mathrm{E}+15$ | photo |
| $2014-03-14$ | 10 | 3 | 1 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-15$ | 16 | 0 | 2 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-14$ | 9 | 0 | 0 | $1,01554 \mathrm{E}+16$ | status |
| $2014-03-14$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2014-03-14$ | 9 | 1 | 0 | $1,01554 \mathrm{E}+16$ | status |
| $2014-03-14$ | 6 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-14$ | 6 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-14$ | 6 | 0 | 1 | $1,01554 \mathrm{E}+16$ | photo |

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| $2014-03-14$ | 9 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| :--- | ---: | ---: | :--- | ---: | :--- |
| $2014-03-14$ | 8 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-14$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-03-13$ | 23 | 0 | 3 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-13$ | 8 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-13$ | 7 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-13$ | 13 | 0 | 0 | $1,01554 \mathrm{E}+16$ | photo |
| $2014-03-05$ | 10 | 0 | 0 | $1,48258 \mathrm{E}+15$ | photo |
| $2014-03-04$ | 4 | 1 | 0 | $1,48258 \mathrm{E}+15$ | status |
| $2014-02-19$ | 2 | 0 | 0 | $1,01554 \mathrm{E}+16$ | status |
| $2014-02-17$ | 2 | 1 | 0 | $1,02061 \mathrm{E}+16$ | link |
| $2014-02-04$ | 1 | 1 | 0 | $9,35737 \mathrm{E}+14$ | status |
| $2014-02-04$ | 1 | 2 | 0 | $1,21618 \mathrm{E}+15$ | status |
| $2014-02-03$ | 1 | 2 | 0 | $9,2921 \mathrm{E}+14$ | status |
| $2014-02-03$ | 8 | 0 | 0 | $1,02061 \mathrm{E}+16$ | photo |
| $2014-02-03$ | 10 | 0 | 1 | $1,02061 \mathrm{E}+16$ | status |
| $2014-02-03$ | 12 | 0 | 0 | $1,02061 \mathrm{E}+16$ | photo |
| $2014-01-26$ | 6 | 0 | 3 | $1,01556 \mathrm{E}+16$ | photo |

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| $2014-01-25$ | 1 | 0 | 0 | $1,02123 \mathrm{E}+16$ | status |
| :--- | :---: | :---: | :--- | :--- | :--- |
| $2014-01-25$ | 9 | 0 | 7 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-01-25$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | video |
| $2014-01-25$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | video |
| $2014-01-25$ | 0 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-01-25$ | 3 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-01-25$ | 0 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-01-25$ | 8 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-01-24$ | 6 | 3 | 0 | $1,09359 \mathrm{E}+15$ | video |
| $2014-01-22$ | 0 | 1 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2014-01-20$ | 3 | 7 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2014-01-20$ | 1 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-01-20$ | 5 | 1 | 0 | $1,66011 \mathrm{E}+15$ | photo |
| $2014-01-17$ | 4 | 1 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-01-13$ | 14 | 2 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2014-01-15$ | 2 | 0 | 0 | $1,02124 \mathrm{E}+16$ | status |
| $2014-01-14$ | 24 | 3 | 0 | $1,48258 \mathrm{E}+15$ | photo |
| $2014-01-15$ | 11 | 0 | $1,01556 \mathrm{E}+16$ | photo |  |

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| $2014-01-10$ | 11 | 0 | 2 | $1,01556 \mathrm{E}+16$ | photo |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $2014-01-02$ | 3 | 0 | 0 | $1,01556 \mathrm{E}+16$ | photo |
| $2014-01-02$ | 0 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2013-12-23$ | 7 | 0 | 0 | $1,01556 \mathrm{E}+16$ | link |
| $2013-12-22$ | 2 | 0 | 0 | $1,02123 \mathrm{E}+16$ | link |
| $2013-12-21$ | 3 | 0 | 0 | $1,02123 \mathrm{E}+16$ | photo |
| $2013-12-21$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2013-12-21$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2013-12-21$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |
| $2013-12-21$ | 4 | 0 | 1 | $1,01556 \mathrm{E}+16$ | photo |
| $2013-12-21$ | 5 | 0 | 1 | $1,01556 \mathrm{E}+16$ | photo |
| $2013-12-21$ | 5 | 0 | 1 | $1,01556 \mathrm{E}+16$ | photo |
| $2013-12-21$ | 2 | 0 | 0 | $1,01556 \mathrm{E}+16$ | status |

## Project no. 5-P5

| url | Created Time | Likes Count | Comments Count | shares <br> Count | authorId | type |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/694979990531230/1539780439384510 | 2017-02-16 | 10 | 0 | 0 | 3,82243E+14 | photo |
| https://www.facebook.com/694979990531230/1461688810527007 | 2016-12-10 | 6 | 3 | 0 | 3,82243E+14 | photo |
| https://www.facebook.com/694979990531230/1445161158846439 | 2016-11-30 | 5 | 0 | 0 | 1,01569E+16 | photo |


| https://www.facebook.com/694979990531230/826171617412066 | 2014-05-24 | 26 | 6 | 2 | 1,1732E+15 | photo |
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| https://www.facebook.com/694979990531230/1444559948906560 | 2016-11-30 | 6 | 0 | 0 | 1,22353E+15 | event |
| https://www.facebook.com/694979990531230/1068934413135784 | 2015-07-07 | 2 | 0 | 0 | 1,51984E+15 | status |
| https://www.facebook.com/694979990531230/1054815314547694 | 2015-06-11 | 7 | 0 | 0 | 1,0998E+15 | photo |
| https://www.facebook.com/694979990531230/1054773767885182 | 2015-06-11 | 2 | 0 | 0 | 1,01555E+16 | link |
| https://www.facebook.com/694979990531230/1054771244552101 | 2015-06-11 | 15 | 2 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/1043837192312173 | 2015-05-20 | 8 | 2 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/1054763807886178 | 2015-06-11 | 12 | 0 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/1054754357887123 | 2015-06-11 | 14 | 0 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/1048491815180044 | 2015-05-29 | 4 | 0 | 0 | 1,01544E+16 | link |
| https://www.facebook.com/694979990531230/1043046519057907 | 2015-05-18 | 5 | 0 | 0 | 1,01544E+16 | status |
| https://www.facebook.com/694979990531230/1024648450897714 | 2015-04-22 | 14 | 3 | 0 | 1,02096E+16 | photo |
| https://www.facebook.com/694979990531230/1008646512497908 | 2015-03-27 | 12 | 0 | 0 | 1,01569E+16 | photo |
| https://www.facebook.com/694979990531230/1003590299670196 | 2015-03-18 | 5 | 0 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/1001836406512252 | 2015-03-15 | 13 | 1 | 0 | 1,01555E+16 | photo |
| https://www.facebook.com/694979990531230/1001836363178923 | 2015-03-15 | 14 | 0 | 0 | 1,01555E+16 | photo |
| https://www.facebook.com/694979990531230/999984626697430 | 2015-03-12 | 7 | 0 | 0 | 1,02096E+16 | link |
| https://www.facebook.com/694979990531230/999849073377652 | 2015-03-12 | 17 | 0 | 2 | 1,02096E+16 | photo |


| https://www.facebook.com/694979990531230/998952300133996 | 2015-03-11 | 12 | 3 | 0 | 1,01555E+16 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/694979990531230/998860026809890 | 2015-03-11 | 4 | 2 | 0 | 1,51984E+15 | status |
| https://www.facebook.com/694979990531230/998860673476492 | 2015-03-11 | 12 | 0 | 1 | 1,8054E+15 | photo |
| https://www.facebook.com/694979990531230/992792950749931 | 2015-03-01 | 6 | 0 | 0 | 1,01555E+16 | photo |
| https://www.facebook.com/694979990531230/989840964378463 | 2015-02-24 | 10 | 7 | 0 | 1,02096E+16 | link |
| https://www.facebook.com/694979990531230/973129569382936 | 2015-01-27 | 14 | 1 | 0 | 1,01547E+16 | link |
| https://www.facebook.com/694979990531230/966347996727760 | 2015-01-15 | 6 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/941058682590025 | 2014-12-12 | 4 | 2 | 0 | 1,01537E+16 | status |
| https://www.facebook.com/694979990531230/959909040704989 | 2015-01-06 | 13 | 0 | 2 | 1,01555E+16 | photo |
| https://www.facebook.com/694979990531230/936747916354435 | 2014-12-05 | 4 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/936358919726668 | 2014-12-04 | 13 | 1 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/934693076559919 | 2014-12-01 | 7 | 0 | 0 | $1,01537 \mathrm{E}+16$ | link |
| https://www.facebook.com/694979990531230/930610440301516 | 2014-11-24 | 5 | 2 | 0 | 1,01569E+16 | link |
| https://www.facebook.com/694979990531230/930608463635047 | 2014-11-24 | 4 | 0 | 0 | 1,01569E+16 | link |
| https://www.facebook.com/694979990531230/930603000302260 | 2014-11-24 | 4 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/927118943983999 | 2014-11-18 | 11 | 1 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/926364120726148 | 2014-11-17 | 6 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/926060530756507 | 2014-11-16 | 9 | 3 | 0 | 1,01544E+16 | photo |


| https://www.facebook.com/694979990531230/926059460756614 | 2014-11-16 | 13 | 0 | 0 | 1,01544E+16 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/694979990531230/924521560910404 | 2014-11-14 | 4 | 0 | 0 | 6,51868E+14 | status |
| https://www.facebook.com/694979990531230/924261157603111 | 2014-11-13 | 13 | 0 | 1 | 1,02081E+16 | photo |
| https://www.facebook.com/694979990531230/924161934279700 | 2014-11-13 | 17 | 0 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/923574894338404 | 2014-11-12 | 12 | 0 | 0 | 1,51984E+15 | photo |
| https://www.facebook.com/694979990531230/923568461005714 | 2014-11-12 | 8 | 0 | 0 | 1,02081E+16 | photo |
| https://www.facebook.com/694979990531230/921107197918507 | 2014-11-08 | 3 | 0 | 0 | 1,02096E+16 | status |
| https://www.facebook.com/694979990531230/921106871251873 | 2014-11-08 | 10 | 0 | 0 | 1,02096E+16 | link |
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| https://www.facebook.com/694979990531230/918814171481143 | 2014-11-04 | 8 | 1 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/918814078147819 | 2014-11-04 | 16 | 0 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/918774344818459 | 2014-11-04 | 9 | 0 | 0 | 1,02096E+16 | photo |
| https://www.facebook.com/694979990531230/914593811903179 | 2014-10-28 | 9 | 2 | 0 | 1,02096E+16 | status |
| https://www.facebook.com/694979990531230/908834339145793 | 2014-10-18 | 10 | 0 | 0 | 1,01555E+16 | status |
| https://www.facebook.com/694979990531230/887386147957279 | 2014-09-11 | 10 | 0 | 10 | 1,01569E+16 | photo |
| https://www.facebook.com/694979990531230/872775599418334 | 2014-08-15 | 0 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/872722786090282 | 2014-08-15 | 8 | 0 | 0 | $1,01537 \mathrm{E}+16$ | link |
| https://www.facebook.com/694979990531230/859717984057429 | 2014-07-22 | 10 | 1 | 0 | $1,01544 \mathrm{E}+16$ | link |


| https://www.facebook.com/694979990531230/855799351115959 | 2014-07-15 | 6 | 0 | 0 | 1,1089E+15 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/694979990531230/851579698204591 | 2014-07-07 | 9 | 3 | 0 | 1,02096E+16 | link |
| https://www.facebook.com/694979990531230/848636978498863 | 2014-07-02 | 3 | 0 | 0 | 1,1089E+15 | status |
| https://www.facebook.com/694979990531230/841601775869050 | 2014-06-20 | 13 | 0 | 0 | 1,01544E+16 | photo |
| https://www.facebook.com/694979990531230/836104319752129 | 2014-06-10 | 4 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/835405036488724 | 2014-06-09 | 10 | 0 | 0 | 1,01537E+16 | link |
| https://www.facebook.com/694979990531230/832508700111691 | 2014-06-04 | 11 | 3 | 0 | 1,01555E+16 | photo |
| https://www.facebook.com/694979990531230/832512526777975 | 2014-06-04 | 14 | 3 | 0 | 1,01555E+16 | photo |
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## Project no. 6 - P6

| url | Created Time | Likes Count | comments Count | shares Count | authorId | type |
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| https://www.facebook.com/317855278352263/554542071350248 | 2015-06-21 | 3 | 0 | 0 | 1,13098E+15 | status |
| https://www.facebook.com/317855278352263/552739648197157 | 2015-06-17 | 6 | 1 | 0 | $1,01558 \mathrm{E}+16$ | photo |


| https://www.facebook.com/317855278352263/552739681530487 | 2015-06-17 | 5 | 2 | 0 | 1,01558E+16 | photo |
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| https://www.facebook.com/317855278352263/548957981908657 | 2015-06-07 | 9 | 0 | 0 | 1,01551E+16 | photo |
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| https://www.facebook.com/317855278352263/548110205326768 | 2015-06-04 | 7 | 0 | 0 | 1,13098E+15 | status |
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| https://www.facebook.com/317855278352263/545717122232743 | 2015-05-27 | 4 | 7 | 0 | 1,01551E+16 | status |
| https://www.facebook.com/317855278352263/545864782217977 | 2015-05-28 | 7 | 1 | 0 | 1,01551E+16 | link |
| https://www.facebook.com/317855278352263/548064995331289 | 2015-06-04 | 16 | 2 | 0 | 1,01558E+16 | photo |
| https://www.facebook.com/317855278352263/545516172252838 | 2015-05-27 | 4 | 0 | 0 | 1,01558E+16 | video |
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| https://www.facebook.com/317855278352263/545513712253084 | 2015-05-27 | 4 | 0 | 0 | 1,01558E+16 | video |
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| https://www.facebook.com/317855278352263/541879665949822 | 2015-05-20 | 3 | 0 | 0 | 1,01558E+16 | video |
| https://www.facebook.com/317855278352263/541878759283246 | 2015-05-20 | 3 | 0 | 1 | $1,01558 \mathrm{E}+16$ | video |


| https://www.facebook.com/317855278352263/540526692751786 | 2015-05-17 | 8 | 0 | 0 | 1,01551E+16 | photo |
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| https://www.facebook.com/317855278352263/538658492938606 | 2015-05-10 | 3 | 0 | 0 | 1,01558E+16 | video |
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| https://www.facebook.com/317855278352263/532841383520317 | 2015-04-23 | 6 | 4 | 0 | 1,01558E+16 | photo |
| https://www.facebook.com/317855278352263/532843100186812 | 2015-04-23 | 10 | 6 | 0 | 1,01558E+16 | photo |
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## Project no.7-P7

| url | Created Time | Likes Count | comments Count | shares Count | authorId | type |
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| https://www.facebook.com/1520400251538310/1950843951827269 | 2017-04-20 | 17 | 1 | 0 | $1,02113 \mathrm{E}+16$ | photo |


| https://www.facebook.com/1520400251538310/1931194533792211 | 2017-03-22 | 13 | 0 | 0 | 1,7957E+15 | photo |
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| https://www.facebook.com/1520400251538310/1897481423830189 | 2017-01-25 | 16 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1931197630458568 | 2017-03-22 | 15 | 0 | 0 | 1,7957E+15 | photo |
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| https://www.facebook.com/1520400251538310/1881067918804873 | 2016-12-31 | 14 | 0 | 0 | 1,02113E+16 | photo |
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| https://www.facebook.com/1520400251538310/1877519125826419 | 2016-12-25 | 10 | 0 | 0 | 1,6638E+15 | status |
| https://www.facebook.com/1520400251538310/1881004958811169 | 2016-12-31 | 14 | 2 | 0 | 1,35831E+15 | status |


| https://www.facebook.com/1520400251538310/1881000832144915 | 2016-12-31 | 12 | 3 | 0 | $1,01547 \mathrm{E}+16$ | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1881043018807363 | 2016-12-31 | 15 | 2 | 0 | 1,29044E+15 | status |
| https://www.facebook.com/1520400251538310/1875747562670242 | 2016-12-22 | 18 | 4 | 0 | 1,7957E+15 | status |
| https://www.facebook.com/1520400251538310/1876963589215306 | 2016-12-24 | 12 | 1 | 0 | 1,02113E+16 | status |
| https://www.facebook.com/1520400251538310/1876192689292396 | 2016-12-23 | 11 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1875746889336976 | 2016-12-22 | 8 | 0 | 0 | 1,7957E+15 | status |
| https://www.facebook.com/1520400251538310/1867000976878234 | 2016-12-08 | 12 | 0 | 0 | 1,02113E+16 | video |
| https://www.facebook.com/1520400251538310/1894083870836611 | 2017-01-20 | 14 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1860695834175415 | 2016-11-28 | 9 | 0 | 2 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1860686990842966 | 2016-11-28 | 13 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1774691906109142 | 2016-06-16 | 12 | 3 | 0 | 6,01368E+14 | video |
| https://www.facebook.com/1520400251538310/1857618761149789 | 2016-11-22 | 18 | 2 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1858620064382992 | 2016-11-24 | 9 | 0 | 1 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1857619331149732 | 2016-11-22 | 11 | 0 | 1 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1857616984483300 | 2016-11-22 | 12 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1857616237816708 | 2016-11-22 | 4 | 0 | 0 | 1,7957E+15 | status |
| https://www.facebook.com/1520400251538310/1857550501156615 | 2016-11-22 | 7 | 0 | 0 | 1,6638E+15 | link |
| https://www.facebook.com/1520400251538310/1858619534383045 | 2016-11-24 | 4 | 0 | 0 | 1,7957E+15 | photo |


| https://www.facebook.com/1520400251538310/1775195162725483 | 2016-06-17 | 13 | 0 | 0 | $1,01547 \mathrm{E}+16$ | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1857306664514332 | 2016-11-21 | 12 | 0 | 0 | 1,67587E+15 | link |
| https://www.facebook.com/1520400251538310/1774135979498068 | 2016-06-14 | 25 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1769023770009289 | 2016-06-03 | 20 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1768507186727614 | 2016-06-02 | 17 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1768506010061065 | 2016-06-02 | 13 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1767855610126105 | 2016-05-31 | 12 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1764261097152223 | 2016-05-23 | 14 | 4 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1768822573362742 | 2016-06-03 | 18 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1764604347117898 | 2016-05-24 | 13 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1763057033939296 | 2016-05-20 | 18 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1758485611063105 | 2016-05-08 | 15 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1757178174527182 | 2016-05-05 | 22 | 1 | 1 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1750893365155663 | 2016-04-19 | 12 | 0 | 0 | 6,01368E+14 | link |
| https://www.facebook.com/1520400251538310/1757031041208562 | 2016-05-05 | 10 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1750427631868903 | 2016-04-18 | 16 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1742046236040376 | 2016-03-30 | 15 | 1 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1741765852735081 | 2016-03-29 | 12 | 0 | 0 | 1,02098E+16 | photo |


| https://www.facebook.com/1520400251538310/1741527022758964 | 2016-03-29 | 19 | 0 | 0 | 1,67587E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1737473349830998 | 2016-03-22 | 22 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1734714203440246 | 2016-03-17 | 8 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1734353213476345 | 2016-03-16 | 20 | 1 | 1 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1733994403512226 | 2016-03-15 | 20 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1757178711193795 | 2016-05-05 | 15 | 0 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1733777560200577 | 2016-03-15 | 16 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1731057973805869 | 2016-03-08 | 14 | 1 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1732151517029848 | 2016-03-11 | 20 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1728394850738848 | 2016-03-01 | 17 | 2 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1726354847609515 | 2016-02-24 | 14 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1726016870976646 | 2016-02-23 | 17 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1726019680976365 | 2016-02-23 | 15 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1710824755829191 | 2016-01-12 | 23 | 4 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1718378805073786 | 2016-02-02 | 10 | 2 | 0 | 1,34214E+15 | photo |
| https://www.facebook.com/1520400251538310/1710675775844089 | 2016-01-12 | 11 | 0 | 0 | 1,02113E+16 | video |
| https://www.facebook.com/1520400251538310/1706436636268003 | 2015-12-31 | 14 | 2 | 0 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1706440149600985 | 2015-12-31 | 4 | 1 | 0 | $1,01547 \mathrm{E}+16$ | status |


| https://www.facebook.com/1520400251538310/1703468836564783 | 2015-12-23 | 15 | 2 | 0 | $1,67587 \mathrm{E}+15$ | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1702760136635653 | 2015-12-22 | 19 | 0 | 0 | $1,67587 \mathrm{E}+15$ | photo |
| https://www.facebook.com/1520400251538310/1702732723305061 | 2015-12-22 | 2 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1702419716669695 | 2015-12-21 | 18 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1702248353353498 | 2015-12-21 | 19 | 1 | 5 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1702249020020098 | 2015-12-21 | 8 | 0 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1700847540160246 | 2015-12-17 | 13 | 0 | 0 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1700404540204546 | 2015-12-16 | 15 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1700126283565705 | 2015-12-15 | 16 | 1 | 1 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1699994480245552 | 2015-12-15 | 10 | 0 | 0 | 1,02074E+16 | link |
| https://www.facebook.com/1520400251538310/1699669330278067 | 2015-12-14 | 12 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1699324090312591 | 2015-12-13 | 2 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1699313670313633 | 2015-12-13 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1699072713671062 | 2015-12-12 | 12 | 0 | 2 | 1,6638E+15 | photo |
| https://www.facebook.com/1520400251538310/1699058503672483 | 2015-12-12 | 13 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1699057573672576 | 2015-12-12 | 9 | 0 | 2 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1699056340339366 | 2015-12-12 | 14 | 0 | 1 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1699055293672804 | 2015-12-12 | 13 | 0 | 1 | 1,7957E+15 | video |


| https://www.facebook.com/1520400251538310/1699054767006190 | 2015-12-12 | 6 | 0 | 4 | 1,7957E+15 | video |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1699051883673145 | 2015-12-12 | 9 | 0 | 1 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1698818060363194 | 2015-12-11 | 17 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1698695010375499 | 2015-12-11 | 11 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1698695200375480 | 2015-12-11 | 5 | 0 | 0 | 1,02074E+16 | link |
| https://www.facebook.com/1520400251538310/1698694783708855 | 2015-12-11 | 7 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1698694033708930 | 2015-12-11 | 13 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1698613737050293 | 2015-12-11 | 14 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1697807513797582 | 2015-12-08 | 13 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1695669677344699 | 2015-11-30 | 25 | 0 | 0 | 1,34214E+15 | photo |
| https://www.facebook.com/1520400251538310/1694273030817697 | 2015-11-26 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1693697017541965 | 2015-11-24 | 13 | 3 | 0 | 1,01547E+16 | status |
| https://www.facebook.com/1520400251538310/1693675947544072 | 2015-11-24 | 12 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1692488380996162 | 2015-11-20 | 17 | 1 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1692504884327845 | 2015-11-20 | 12 | 0 | 0 | 1,7957E+15 | video |
| https://www.facebook.com/1520400251538310/1692492217662445 | 2015-11-20 | 16 | 0 | 0 | 1,7957E+15 | video |
| https://www.facebook.com/1520400251538310/1692473180997682 | 2015-11-20 | 12 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1692100567701610 | 2015-11-19 | 4 | 0 | 0 | 1,02113E+16 | status |


| https://www.facebook.com/1520400251538310/1691897291055271 | 2015-11-18 | 14 | 0 | 0 | 1,67587E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1690319614546372 | 2015-11-13 | 14 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1690379144540419 | 2015-11-13 | 8 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1689748927936774 | 2015-11-11 | 16 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1689472661297734 | 2015-11-10 | 13 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1688193384758995 | 2015-11-06 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1689116381333362 | 2015-11-09 | 16 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1687720134806320 | 2015-11-04 | 21 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1687511018160565 | 2015-11-03 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1687127488198918 | 2015-11-02 | 9 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1686413874936946 | 2015-10-30 | 13 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1685287665049567 | 2015-10-26 | 23 | 1 | 2 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1685287661716234 | 2015-10-26 | 19 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1684433811801619 | 2015-10-23 | 22 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1684175505160783 | 2015-10-21 | 14 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1683936925184641 | 2015-10-20 | 22 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1683684871876513 | 2015-10-19 | 22 | 2 | 3 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1683684868543180 | 2015-10-19 | 26 | 3 | 0 | 1,67587E+15 | photo |


| https://www.facebook.com/1520400251538310/1682411028670564 | 2015-10-14 | 8 | 0 | 0 | 1,34214E+15 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1680603725517961 | 2015-10-08 | 5 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1680238075554526 | 2015-10-07 | 21 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1679837382261262 | 2015-10-05 | 7 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1678674749044192 | 2015-10-01 | 13 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1678459535732380 | 2015-09-30 | 12 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1678459662399034 | 2015-09-30 | 15 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1678459035732430 | 2015-09-30 | 15 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1678398795738454 | 2015-09-30 | 14 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1677167415861592 | 2015-09-25 | 6 | 0 | 0 | 1,6638E+15 | link |
| https://www.facebook.com/1520400251538310/1677191339192533 | 2015-09-25 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1676931485885185 | 2015-09-24 | 19 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1676649385913395 | 2015-09-23 | 3 | 0 | 0 | 1,02074E+16 | link |
| https://www.facebook.com/1520400251538310/1676211649290502 | 2015-09-22 | 3 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1672348436343490 | 2015-09-11 | 21 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1669266889984978 | 2015-09-04 | 19 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1651491435095857 | 2015-07-17 | 10 | 0 | 0 | 1,7957E+15 | status |
| https://www.facebook.com/1520400251538310/1642287942682873 | 2015-06-21 | 9 | 0 | 0 | $1,34214 \mathrm{E}+15$ | video |


| https://www.facebook.com/1520400251538310/1642287436016257 | 2015-06-21 | 4 | 0 | 0 | 1,34214E+15 | video |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1642287339349600 | 2015-06-21 | 5 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1642286916016309 | 2015-06-21 | 8 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1642286872682980 | 2015-06-21 | 4 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1640799922831675 | 2015-06-17 | 16 | 6 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1640507029527631 | 2015-06-16 | 12 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1638362393075428 | 2015-06-11 | 14 | 1 | 0 | 1,31152E+15 | photo |
| https://www.facebook.com/1520400251538310/1636649213246746 | 2015-06-07 | 9 | 0 | 0 | 1,02074E+16 | status |
| https://www.facebook.com/1520400251538310/1636648993246768 | 2015-06-07 | 8 | 0 | 0 | 1,02074E+16 | status |
| https://www.facebook.com/1520400251538310/1635051106739890 | 2015-06-02 | 19 | 0 | 2 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1634622580116076 | 2015-06-01 | 6 | 1 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1634355843476083 | 2015-05-31 | 13 | 0 | 0 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1634202740158060 | 2015-05-31 | 14 | 1 | 0 | 1,02098E+16 | video |
| https://www.facebook.com/1520400251538310/1633162060262128 | 2015-05-28 | 7 | 0 | 0 | 6,01368E+14 | video |
| https://www.facebook.com/1520400251538310/1632878846957116 | 2015-05-27 | 13 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1632603820317952 | 2015-05-26 | 9 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1632768233634844 | 2015-05-27 | 10 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1632494423662225 | 2015-05-26 | 10 | 0 | 0 | $6,01368 \mathrm{E}+14$ | video |


| https://www.facebook.com/1520400251538310/1632161773695490 | 2015-05-25 | 16 | 0 | 0 | $1,02113 \mathrm{E}+16$ | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1632137263697941 | 2015-05-25 | 14 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1631928127052188 | 2015-05-24 | 11 | 0 | 0 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1632136417031359 | 2015-05-25 | 9 | 0 | 0 | 6,01368E+14 | video |
| https://www.facebook.com/1520400251538310/1631566827088318 | 2015-05-23 | 16 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1631552907089710 | 2015-05-23 | 10 | 0 | 0 | 1,02074E+16 | status |
| https://www.facebook.com/1520400251538310/1631162230462111 | 2015-05-22 | 11 | 0 | 0 | $1,449 \mathrm{E}+15$ | video |
| https://www.facebook.com/1520400251538310/1630341777210823 | 2015-05-19 | 13 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1629504637294537 | 2015-05-18 | 18 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1628644807380520 | 2015-05-17 | 10 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1628641560714178 | 2015-05-17 | 9 | 0 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1628584597386541 | 2015-05-17 | 11 | 0 | 0 | 1,67587E+15 | video |
| https://www.facebook.com/1520400251538310/1627517794159888 | 2015-05-15 | 19 | 1 | 0 | 1,50329E+15 | video |
| https://www.facebook.com/1520400251538310/1626618047583196 | 2015-05-12 | 5 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1626617254249942 | 2015-05-12 | 5 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1626539297591071 | 2015-05-12 | 11 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1626380304273637 | 2015-05-11 | 12 | 0 | 0 | 1,6638E+15 | status |
| https://www.facebook.com/1520400251538310/1625376174374050 | 2015-05-08 | 9 | 0 | 0 | 1,02098E+16 | photo |


| https://www.facebook.com/1520400251538310/1625340354377632 | 2015-05-08 | 10 | 0 | 0 | 1,34214E+15 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1623732191205115 | 2015-05-03 | 12 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1621273011451033 | 2015-04-27 | 8 | 1 | 0 | 1,50329E+15 | photo |
| https://www.facebook.com/1520400251538310/1621760551402279 | 2015-04-28 | 16 | 0 | 0 | 1,67587E+15 | video |
| https://www.facebook.com/1520400251538310/1621284988116502 | 2015-04-27 | 15 | 1 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1621284188116582 | 2015-04-27 | 12 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1620080784903589 | 2015-04-24 | 7 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1619846098260391 | 2015-04-23 | 14 | 2 | 0 | 1,02098E+16 | photo |
| https://www.facebook.com/1520400251538310/1619782071600127 | 2015-04-23 | 0 | 0 | 0 | 1,02113E+16 | status |
| https://www.facebook.com/1520400251538310/1619848044926863 | 2015-04-23 | 0 | 0 | 0 | 1,02098E+16 | status |
| https://www.facebook.com/1520400251538310/1619766274935040 | 2015-04-23 | 6 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1618564355055232 | 2015-04-20 | 11 | 1 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1618168965094771 | 2015-04-19 | 13 | 2 | 0 | 1,01565E+16 | video |
| https://www.facebook.com/1520400251538310/1613750832203251 | 2015-04-09 | 17 | 3 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1613770548867946 | 2015-04-09 | 13 | 2 | 0 | 1,50329E+15 | photo |
| https://www.facebook.com/1520400251538310/1613688895542778 | 2015-04-09 | 11 | 0 | 0 | 1,31152E+15 | photo |
| https://www.facebook.com/1520400251538310/1613008558944145 | 2015-04-07 | 17 | 2 | 0 | 1,02139E+16 | photo |
| https://www.facebook.com/1520400251538310/1612658525645815 | 2015-04-06 | 3 | 0 | 0 | 1,6638E+15 | link |


| https://www.facebook.com/1520400251538310/1612657622312572 | 2015-04-06 | 3 | 0 | 0 | 1,6638E+15 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1612283305683337 | 2015-04-06 | 13 | 0 | 0 | 1,50329E+15 | photo |
| https://www.facebook.com/1520400251538310/1611674569077544 | 2015-04-05 | 9 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1611730919071909 | 2015-04-05 | 14 | 0 | 0 | 1,50329E+15 | photo |
| https://www.facebook.com/1520400251538310/1611726985738969 | 2015-04-05 | 13 | 0 | 0 | 1,50329E+15 | video |
| https://www.facebook.com/1520400251538310/1610832115828456 | 2015-04-03 | 9 | 0 | 0 | $1,7957 \mathrm{E}+15$ | video |
| https://www.facebook.com/1520400251538310/1610632979181703 | 2015-04-03 | 6 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1610562802522054 | 2015-04-03 | 18 | 5 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1610193389225662 | 2015-04-02 | 15 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1606811759563825 | 2015-03-27 | 12 | 1 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1606815102896824 | 2015-03-27 | 17 | 2 | 0 | 1,02139E+16 | photo |
| https://www.facebook.com/1520400251538310/1606811749563826 | 2015-03-27 | 11 | 2 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1606811739563827 | 2015-03-27 | 15 | 0 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1606674609577540 | 2015-03-27 | 15 | 0 | 0 | 1,02139E+16 | photo |
| https://www.facebook.com/1520400251538310/1606405326271135 | 2015-03-26 | 18 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1603589766552691 | 2015-03-21 | 16 | 1 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1606040036307664 | 2015-03-25 | 6 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1604906409754360 | 2015-03-24 | 9 | 0 | 0 | 1,02139E+16 | link |


| https://www.facebook.com/1520400251538310/1602404713337863 | 2015-03-19 | 16 | 1 | 0 | 1,67587E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1603265966585071 | 2015-03-21 | 21 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1603265953251739 | 2015-03-21 | 20 | 0 | 2 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1603234629921538 | 2015-03-21 | 10 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1602404710004530 | 2015-03-19 | 18 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1601202926791375 | 2015-03-18 | 17 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1601201173458217 | 2015-03-18 | 10 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1601684276743240 | 2015-03-18 | 28 | 12 | 0 | 1,449E+15 | video |
| https://www.facebook.com/1520400251538310/1600518350193166 | 2015-03-17 | 15 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1600518346859833 | 2015-03-17 | 20 | 5 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1599480813630253 | 2015-03-16 | 18 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1599500140294987 | 2015-03-16 | 16 | 0 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1596737807237887 | 2015-03-13 | 7 | 4 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1596188603959474 | 2015-03-13 | 1 | 0 | 0 | 1,6638E+15 | video |
| https://www.facebook.com/1520400251538310/1595141334064201 | 2015-03-12 | 17 | 2 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1594797610765240 | 2015-03-11 | 0 | 1 | 0 | 1,02098E+16 | status |
| https://www.facebook.com/1520400251538310/1594239954154339 | 2015-03-10 | 14 | 0 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1594069300838071 | 2015-03-10 | 23 | 2 | 0 | $1,02113 \mathrm{E}+16$ | photo |


| https://www.facebook.com/1520400251538310/1593604990884502 | 2015-03-09 | 17 | 0 | 0 | 1,67587E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1592326517679016 | 2015-03-08 | 1 | 0 | 0 | 8,71097E+14 | photo |
| https://www.facebook.com/1520400251538310/1591389451106056 | 2015-03-07 | 5 | 0 | 0 | 1,6638E+15 | video |
| https://www.facebook.com/1520400251538310/1584246051820396 | 2015-02-20 | 15 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1590671587844509 | 2015-03-06 | 14 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1590577941187207 | 2015-03-05 | 13 | 4 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1590531747858493 | 2015-03-05 | 7 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1590253501219651 | 2015-03-05 | 11 | 1 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1590201011224900 | 2015-03-05 | 12 | 0 | 0 | 1,46529E+15 | photo |
| https://www.facebook.com/1520400251538310/1589309351314066 | 2015-03-03 | 7 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1589279631317038 | 2015-03-03 | 10 | 1 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1589800847931583 | 2015-03-04 | 20 | 6 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1589299144648420 | 2015-03-03 | 4 | 0 | 0 | 1,6638E+15 | link |
| https://www.facebook.com/1520400251538310/1589229557988712 | 2015-03-03 | 1 | 0 | 0 | 1,6638E+15 | video |
| https://www.facebook.com/1520400251538310/1588904411354560 | 2015-03-02 | 5 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1588299744748360 | 2015-03-01 | 1 | 0 | 1 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1586091454969189 | 2015-02-23 | 8 | 0 | 0 | 1,99426E+15 | link |
| https://www.facebook.com/1520400251538310/1583579491887052 | 2015-02-18 | 9 | 0 | 0 | 1,449E+15 | photo |


| https://www.facebook.com/1520400251538310/1583140655264269 | 2015-02-17 | 5 | 0 | 0 | 8,71097E+14 | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1582792285299106 | 2015-02-16 | 8 | 0 | 0 | $1,46529 \mathrm{E}+15$ | link |
| https://www.facebook.com/1520400251538310/1582578351987166 | 2015-02-16 | 11 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1582541038657564 | 2015-02-16 | 7 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1582288582016143 | 2015-02-15 | 7 | 0 | 0 | 1,6638E+15 | link |
| https://www.facebook.com/1520400251538310/1582095712035430 | 2015-02-15 | 10 | 0 | 0 | 9,72533E+14 | photo |
| https://www.facebook.com/1520400251538310/1581765565401778 | 2015-02-14 | 0 | 0 | 0 | 1,63605E+15 | video |
| https://www.facebook.com/1520400251538310/1581442595434075 | 2015-02-13 | 8 | 0 | 0 | 1,99426E+15 | link |
| https://www.facebook.com/1520400251538310/1581905935387741 | 2015-02-14 | 18 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1581334818778186 | 2015-02-13 | 3 | 0 | 0 | 1,63605E+15 | photo |
| https://www.facebook.com/1520400251538310/1581330542111947 | 2015-02-13 | 7 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1578788659032802 | 2015-02-07 | 17 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1578019149109753 | 2015-02-05 | 9 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1577090072535994 | 2015-02-03 | 10 | 3 | 0 | 1,6638E+15 | link |
| https://www.facebook.com/1520400251538310/1576822812562720 | 2015-02-02 | 10 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1575298772715124 | 2015-01-29 | 17 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1575714739340194 | 2015-01-30 | 8 | 0 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1575272752717726 | 2015-01-29 | 12 | 0 | 0 | 1,449E+15 | photo |


| https://www.facebook.com/1520400251538310/1575257452719256 | 2015-01-29 | 11 | 0 | 0 | 1,449E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1575285626049772 | 2015-01-29 | 15 | 0 | 0 | 1,449E+15 | photo |
| https://www.facebook.com/1520400251538310/1573248496253485 | 2015-01-25 | 3 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1573247809586887 | 2015-01-25 | 11 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1570918326486502 | 2015-01-19 | 18 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1570896246488710 | 2015-01-19 | 2 | 1 | 0 | 6,01368E+14 | status |
| https://www.facebook.com/1520400251538310/1570797323165269 | 2015-01-19 | 9 | 4 | 0 | $1,02101 \mathrm{E}+16$ | photo |
| https://www.facebook.com/1520400251538310/1570821139829554 | 2015-01-19 | 7 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1570797586498576 | 2015-01-19 | 15 | 0 | 0 | 6,01368E+14 | photo |
| https://www.facebook.com/1520400251538310/1570155056562829 | 2015-01-17 | 12 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1569930616585273 | 2015-01-17 | 8 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1569855663259435 | 2015-01-16 | 20 | 0 | 1 | 1,02093E+16 | video |
| https://www.facebook.com/1520400251538310/1569700669941601 | 2015-01-16 | 17 | 4 | 0 | 1,01562E+16 | photo |
| https://www.facebook.com/1520400251538310/1569808966597438 | 2015-01-16 | 11 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1569012996677035 | 2015-01-14 | 10 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1568750360036632 | 2015-01-14 | 9 | 0 | 0 | 1,6638E+15 | status |
| https://www.facebook.com/1520400251538310/1568154183429583 | 2015-01-12 | 18 | 2 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1566974403547561 | 2015-01-09 | 6 | 0 | 0 | 1,67587E+15 | status |


| https://www.facebook.com/1520400251538310/1567799996798335 | 2015-01-11 | 10 | 0 | 0 | 1,01565E+16 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1567799956798339 | 2015-01-11 | 1 | 0 | 0 | 1,01565E+16 | video |
| https://www.facebook.com/1520400251538310/1565204717057863 | 2015-01-05 | 2 | 11 | 0 | 1,01562E+16 | status |
| https://www.facebook.com/1520400251538310/1563102390601429 | 2014-12-31 | 5 | 0 | 0 | 1,67587E+15 | status |
| https://www.facebook.com/1520400251538310/1560390467539288 | 2014-12-26 | 7 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1560390127539322 | 2014-12-26 | 8 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1558602841051384 | 2014-12-23 | 13 | 0 | 2 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1558024607775874 | 2014-12-22 | 15 | 0 | 0 | 1,0212E+16 | photo |
| https://www.facebook.com/1520400251538310/1558076851103983 | 2014-12-22 | 11 | 4 | 0 | 1,34214E+15 | video |
| https://www.facebook.com/1520400251538310/1555663834678618 | 2014-12-18 | 11 | 2 | 1 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1568264863418515 | 2015-01-12 | 31 | 1 | 1 | 1,6638E+15 | photo |
| https://www.facebook.com/1520400251538310/1555666644678337 | 2014-12-18 | 13 | 2 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1555179931393675 | 2014-12-17 | 9 | 0 | 0 | 1,02113E+16 | photo |
| https://www.facebook.com/1520400251538310/1554690181442650 | 2014-12-16 | 14 | 0 | 0 | $1,01591 \mathrm{E}+16$ | photo |
| https://www.facebook.com/1520400251538310/1556174301294238 | 2014-12-19 | 3 | 0 | 0 | 1,67587E+15 | link |
| https://www.facebook.com/1520400251538310/1553034648274870 | 2014-12-12 | 12 | 0 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1552958941615774 | 2014-12-12 | 8 | 0 | 0 | 1,67587E+15 | link |
| https://www.facebook.com/1520400251538310/1550877718490563 | 2014-12-08 | 12 | 0 | 1 | 1,01591E+16 | photo |


| https://www.facebook.com/1520400251538310/1549310168647318 | 2014-12-05 | 14 | 0 | 0 | 1,02113E+16 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1550864691825199 | 2014-12-08 | 8 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1549252941986374 | 2014-12-05 | 9 | 0 | 0 | 1,01551E+16 | photo |
| https://www.facebook.com/1520400251538310/1547984215446580 | 2014-12-02 | 13 | 0 | 0 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1547941162117552 | 2014-12-02 | 15 | 1 | 0 | 1,6638E+15 | photo |
| https://www.facebook.com/1520400251538310/1546380998940235 | 2014-11-28 | 9 | 0 | 0 | 1,54355E+15 | photo |
| https://www.facebook.com/1520400251538310/1547692525475749 | 2014-12-01 | 7 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1546378725607129 | 2014-11-28 | 10 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1546375548940780 | 2014-11-28 | 10 | 0 | 0 | 1,54355E+15 | photo |
| https://www.facebook.com/1520400251538310/1545797128998622 | 2014-11-27 | 13 | 0 | 0 | 1,02119E+16 | photo |
| https://www.facebook.com/1520400251538310/1545190702392598 | 2014-11-25 | 13 | 2 | 0 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1545192592392409 | 2014-11-25 | 15 | 0 | 1 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1545192135725788 | 2014-11-25 | 14 | 0 | 1 | 1,02074E+16 | photo |
| https://www.facebook.com/1520400251538310/1544208672490801 | 2014-11-23 | 12 | 0 | 0 | 1,7957E+15 | photo |
| https://www.facebook.com/1520400251538310/1545187362392932 | 2014-11-25 | 10 | 0 | 0 | 1,449E+15 | link |
| https://www.facebook.com/1520400251538310/1544020622509606 | 2014-11-23 | 8 | 0 | 0 | 1,54355E+15 | photo |
| https://www.facebook.com/1520400251538310/1543252255919776 | 2014-11-21 | 14 | 0 | 0 | 1,6638E+15 | photo |
| https://www.facebook.com/1520400251538310/1542835815961420 | 2014-11-20 | 13 | 7 | 0 | $1,59338 \mathrm{E}+15$ | photo |


| https://www.facebook.com/1520400251538310/1543028612608807 | 2014-11-20 | 13 | 0 | 0 | $1,01565 \mathrm{E}+16$ | link |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/1520400251538310/1543022539276081 | 2014-11-20 | 10 | 0 | 0 | 1,449E+15 | link |
| https://www.facebook.com/1520400251538310/1543011625943839 | 2014-11-20 | 11 | 0 | 0 | 1,99426E+15 | link |
| https://www.facebook.com/1520400251538310/1543010405943961 | 2014-11-20 | 9 | 0 | 0 | 8,71097E+14 | link |
| https://www.facebook.com/1520400251538310/1542997519278583 | 2014-11-20 | 9 | 0 | 0 | 1,02098E+16 | status |
| https://www.facebook.com/1520400251538310/1542796965965305 | 2014-11-20 | 11 | 0 | 0 | 1,59338E+15 | status |
| https://www.facebook.com/1520400251538310/1542040992707569 | 2014-11-18 | 14 | 0 | 0 | 1,67587E+15 | photo |
| https://www.facebook.com/1520400251538310/1541639382747730 | 2014-11-17 | 13 | 3 | 0 | 1,01565E+16 | video |
| https://www.facebook.com/1520400251538310/1541752666069735 | 2014-11-17 | 9 | 0 | 0 | 1,54355E+15 | photo |
| https://www.facebook.com/1520400251538310/1541639719414363 | 2014-11-17 | 13 | 0 | 0 | 1,01565E+16 | video |
| https://www.facebook.com/1520400251538310/1541186079459727 | 2014-11-16 | 18 | 0 | 0 | 1,6638E+15 | photo |
| https://www.facebook.com/1520400251538310/1541176406127361 | 2014-11-16 | 16 | 2 | 5 | 1,02074E+16 | video |
| https://www.facebook.com/1520400251538310/1539448576300144 | 2014-11-12 | 7 | 0 | 0 | 1,34214E+15 | link |
| https://www.facebook.com/1520400251538310/1538749306370071 | 2014-11-11 | 14 | 0 | 0 | 1,99426E+15 | link |
| https://www.facebook.com/1520400251538310/1538329246412077 | 2014-11-10 | 10 | 0 | 0 | 1,01562E+16 | photo |
| https://www.facebook.com/1520400251538310/1538192976425704 | 2014-11-10 | 12 | 0 | 0 | 1,67587E+15 | video |
| https://www.facebook.com/1520400251538310/1538194036425598 | 2014-11-10 | 12 | 0 | 0 | $1,67587 \mathrm{E}+15$ | video |
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| https://www.facebook.com/1520400251538310/1536520563259612 | 2014-11-06 | 18 | 2 | 0 | 1,34214E+15 | video |
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| https://www.facebook.com/1520400251538310/1536557716589230 | 2014-11-06 | 16 | 5 | 0 | 1,01565E+16 | video |
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| https://www.facebook.com/1520400251538310/1537549886490013 | 2014-11-09 | 9 | 0 | 0 | 8,71097E+14 | photo |
| https://www.facebook.com/1520400251538310/1537445609833774 | 2014-11-09 | 17 | 0 | 0 | 1,02113E+16 | photo |
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| https://www.facebook.com/1520400251538310/1536795286565473 | 2014-11-07 | 11 | 0 | 0 | 8,71097E+14 | link |
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| https://www.facebook.com/1520400251538310/1536501049928230 | 2014-11-06 | 17 | 0 | 0 | 8,71097E+14 | photo |
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| https://www.facebook.com/1520400251538310/1525786877666314 | 2014-10-12 | 12 | 2 | 0 | 1,6638E+15 | photo |
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| https://www.facebook.com/1520400251538310/1527668520811483 | 2014-10-16 | 15 | 0 | 0 | 1,02074E+16 | photo |


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| https://www.facebook.com/1520400251538310/1522844671293868 | 2014-10-05 | 5 | 0 | 0 | 1,01565E+16 | link |
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| https://www.facebook.com/1520400251538310/1526915704220098 | 2014-10-14 | 13 | 0 | 0 | 1,34214E+15 | status |

## Project no. 8 - P8

| url | Created Time | Likes Count | comments Count | shares Count | authorId | type |
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| https://www.facebook.com/615450915243798/899514536837433 | 2016-06-21 | 4 | 0 | 0 | 1,02135E+16 | video |
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| https://www.facebook.com/615450915243798/883802431741977 | 2016-05-25 | 6 | 0 | 0 | 1,02135E+16 | photo |
| https://www.facebook.com/615450915243798/882974411824779 | 2016-05-24 | 9 | 2 | 0 | 1,02101E+16 | link |
| https://www.facebook.com/615450915243798/877364695719084 | 2016-05-14 | 8 | 2 | 0 | 1,89401E+15 | photo |
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| https://www.facebook.com/615450915243798/853864968069057 | 2016-04-04 | 3 | 1 | 0 | 1,02101E+16 | link |
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| https://www.facebook.com/615450915243798/679605368828352 | 2015-04-07 | 3 | 0 | 0 | 1,14776E+15 | video |
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| https://www.facebook.com/615450915243798/658968624225360 | 2015-02-24 | 2 | 4 | 0 | 1,02101E+16 | status |
| https://www.facebook.com/615450915243798/658973587558197 | 2015-02-24 | 2 | 2 | 0 | 1,02101E+16 | video |
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## Project no. 9-P9

| url | Created Time | Likes Count | comments Count | shares Count | authorId | type |
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| https://www.facebook.com/310711015620676/890292817662490 | 2014-10-20 | 0 | 0 | 0 | 1,01551E+16 | link |
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| https://www.facebook.com/310711015620676/378250872200023 | 2012-03-16 | 0 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/375674959124281 | 2012-03-12 | 0 | 0 | 0 | $1,05635 \mathrm{E}+15$ | link |


| https://www.facebook.com/310711015620676/373217449370032 | 2012-03-08 | 2 | 0 | 0 | 1,05635E+15 | photo |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/310711015620676/373216992703411 | 2012-03-08 | 1 | 0 | 0 | 1,05635E+15 | photo |
| https://www.facebook.com/310711015620676/366499976708446 | 2012-02-27 | 2 | 0 | 0 | 1,01551E+16 | link |
| https://www.facebook.com/310711015620676/364828490208928 | 2012-02-24 | 3 | 1 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/364827553542355 | 2012-02-24 | 1 | 0 | 0 | 1,05635E+15 | photo |
| https://www.facebook.com/310711015620676/364825110209266 | 2012-02-24 | 1 | 0 | 0 | 1,05635E+15 | photo |
| https://www.facebook.com/310711015620676/351759581515819 | 2012-02-05 | 1 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/350155188342925 | 2012-02-03 | 1 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/348326991859078 | 2012-01-31 | 1 | 0 | 0 | 1,01555E+16 | status |
| https://www.facebook.com/310711015620676/330917856933325 | 2012-01-05 | 2 | 0 | 0 | 1,14059E+15 | link |
| https://www.facebook.com/310711015620676/330674616957649 | 2012-01-05 | 2 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/330108957014215 | 2012-01-04 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/330108927014218 | 2012-01-04 | 2 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/324435297581581 | 2011-12-25 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/324442440914200 | 2011-12-26 | 3 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/324434594248318 | 2011-12-25 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/324433997581711 | 2011-12-25 | 2 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/321534407871670 | 2011-12-21 | 2 | 0 | 0 | 1,05635E+15 | status |


| https://www.facebook.com/310711015620676/321531514538626 | 2011-12-21 | 1 | 0 | 0 | 1,05635E+15 | status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| https://www.facebook.com/310711015620676/321534137871697 | 2011-12-21 | 3 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/311065862251858 | 2011-12-04 | 6 | 1 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/312282988796812 | 2011-12-06 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/311068425584935 | 2011-12-04 | 3 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/311065398918571 | 2011-12-04 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/311063852252059 | 2011-12-04 | 2 | 0 | 0 | 1,05635E+15 | photo |
| https://www.facebook.com/310711015620676/311054275586350 | 2011-12-04 | 1 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/311052288919882 | 2011-12-04 | 1 | 0 | 0 | 1,05635E+15 | photo |
| https://www.facebook.com/310711015620676/311050208920090 | 2011-12-04 | 1 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/311047578920353 | 2011-12-04 | 1 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/311037028921408 | 2011-12-04 | 1 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/310936102264834 | 2011-12-04 | 0 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/310935008931610 | 2011-12-04 | 2 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/310933768931734 | 2011-12-04 | 0 | 0 | 0 | 1,05635E+15 | status |
| https://www.facebook.com/310711015620676/310932718931839 | 2011-12-04 | 0 | 0 | 0 | 1,05635E+15 | link |
| https://www.facebook.com/310711015620676/310914648933646 | 2011-12-04 | 0 | 0 | 0 | 1,02074E+16 | status |
| https://www.facebook.com/310711015620676/310720668953044 | 2011-12-04 | 2 | 0 | 0 | $1,01551 \mathrm{E}+16$ | link |


| https://www.facebook.com/310711015620676/310713538953757 | $2011-12-04$ | 1 | 0 | $1,05635 \mathrm{E}+15$ | status |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| https://www.facebook.com/310711015620676/310712605620517 | $2011-12-04$ | 2 |  | 0 | 0 | $1,05635 \mathrm{E}+15$ | photo |
| https://www.facebook.com/310711015620676/310711522287292 | $2011-12-04$ | 3 |  | 0 | 0 | $1,05635 \mathrm{E}+15$ | status |
| https://www.facebook.com/310711015620676/310711315620646 | $2011-12-04$ | 2 |  | 0 | 0 | $1,05635 \mathrm{E}+15$ | status |
| https://www.facebook.com/310711015620676/310711055620672 | $2011-12-04$ | 0 | 0 | 0 | $1,05635 \mathrm{E}+15$ | status |  |
| https://www.facebook.com/310711015620676/310711025620675 | $2011-12-04$ | 0 |  | 0 | 0 | $1,05635 \mathrm{E}+15$ | status |

## Appendix C. Pearson's coefficient

| Number of <br> members |  | 0.13 | 0.80 | 0.58 | 0.01 | 0.37 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| administrators | 0.13 |  | -0.24 | 0.07 | -0.01 | 0.49 |
| posts | 0.80 | -0.24 |  | 0.41 | 0.06 | 0.08 |
| authors | 0.58 | 0.07 | 0.41 |  | 0.62 | 0.53 |
| commenters | 0.01 | -0.01 | 0.06 | 0.62 |  | 0.55 |
| reactors | 0.37 | 0.49 | 0.08 | 0.53 | 0.55 |  |
|  | Number <br> of <br> members | administrators | posts | authors | commenters | reactors |


| Number <br> of <br> members |  |  |  |  |  |  |
| :---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Authors | 0.58 |  | 0.86 | 0.12 | 0.09 | 0.00 |
| Posts | 0.86 | 0.68 |  |  |  |  |
| Reactions | 0.12 | 0.58 | 0.20 | 0.58 | 0.31 | 0.31 |
| Shares | 0.09 | 0.31 | -0.09 | 0.20 | -0.09 | -0.08 |
| Comments | 0.00 | 0.31 | -0.08 | 0.77 |  | 0.77 |
|  | Number of <br> members | Authors | Posts | Reactions | Shares | Comments |


| Number <br> of <br> members |  |  |  |  |  |  |  |  |
| :---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |

