



The Opinions of School Administrators, Teachers and Parents about how Social Media Supports and Obstructs Education*

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Keywords

Social media,
Supportive and
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School
administrators,
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Teachers.

Abstract

The purpose of this study is to identify the opinions of school administrators, teachers and parents about the features of social media that support and obstruct education. In accordance with phenomenological research design, one of qualitative research methods, the data was collected. Content analysis was used in the analysis of the data collected with semi-structured interview questions. The work group of the study, composed of 26 school administrators and 45 teachers working in public or private secondary or high schools and 29 parents with students in these schools, determined by criterion sampling method. The criterion sampling was used to determine the work group. As the findings of the study, it was found that the opinions of school administrators, teachers and parents are categorised under two themes as "supportive features" and "obstructive features". While the most important supportive features of social media to education are "enlightenment" and "accessing information", the most important obstructive features are "wasting time" and "causing addiction".

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1. Introduction

"Individual who acts as receiver and giver cannot be isolated from the society and his behaviours are affected from the social environment (Özmen, 2013: 16). The social media as a new social environment, keeps the individuals to be always in interaction. In this type of interaction there is no time or location restrictions. Whenever the individuals want, they can be active on social media. The content of the social media depends on the users (Bostancı, 2010: 36). According to Kök (2013: 160) intend of communicating face to face, it is easier, faster and cheaper to communicate by using social media.

When the Internet and electronic trade affected economy, the stable structure left its place to a more dynamic and rivalry structure. Internet which also has effects on politics, provides a means for different activities to reach a large mass of people. In social life, it is observed that individuals are driven into a search for ego by

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Internet (Deviren & Yıldız, 2014: 73). The Internet and social media which have been affecting our social life deeply should not be kept away from the border of education, its taking its place in education programs may lead to positive effects on be half of future generations.

Social media, providing opportunities to share information and exchange opinions is a field where Web 2.0 technologies are used. It is possible to define social media as social content based web sites in which participants can express themselves, communicate, subscribe groups and share their opinions, comments and publications” (Köksal & Özdemir, 2013: 325). In their study Özmen, Aküzüm, Sünkür & Baysal (2011) pointed to the effects of social media on education. They believe that social media whose usage is easy, fast and available to connect in anywhere must have a larger place in the field of education. The users should not be only consumers of the content; they should also be the active content producers in accordance with their education.

As Sönmez (2013) states, social media contributes to students gaining some positive and negative behaviours. It helps people to understand the society and some of the social assets and become a part of it. Social media may cause some changes in the opinions and behaviours of people. Also in this study it was found that social media is affective in gaining some positive and negative behaviours.

Özmen et al (2011: 42) stated that most of the user of social media are composed of school administrators, teachers and students, and researching the use of social media as a means of educational instrument is necessary for adapting to changing technologies. Teachers must find new ways to hug the technology and integrate the social media with their classes, though there may arise some problems in the availability and equal delivery of the technology because students spend over 40 hours per week on social media by interacting with their friends. Students attention can be taken to new and superior topics about their education. The use of social media is interpenetrated into all using Internet, and teachers and students cannot be excluded” (Bynum, 2011: ii). Because of this, determining the supportive and obstructive features of social media to the education given at schools and having a more supportive social media to education is thought to be important.

McLoughlin & Lee (2007: 667) stated that social networks could be considered as pedagogical tools and could provide some educational benefits: a) to provide social support and communication, b) to explore and share information in cooperation, c) content creation and d) content modification are given as pedagogical uses. Administrators, teachers, and parents in this study have similar opinions about supportive and obstructive features of social media stated by McLoughlin & Lee. Muijs, West & Ainscow (2010) also pointed out that social networks support education in school development and resource sharing. According to Ellison (2008: 19), through social media, students can communicate with each other, discuss about lectures, exchange information, and create working groups and share materials. Mcloughlin and Lee (2007: 666) pointed out that social media networks, and particularly Web 2.0 applications, could be used as a pedagogical tool. According to Anderson (2004: 42), the importance of social media comes from the contributions it makes to deeper communication and interaction. Barsky & Purdon (2006: 65), who define social media as "the architect of participation", have

pointed out that social media has created a generation that enhances sharing and social media practices are appropriate for team and individual work. Similarly, Surowiecki (2004) who defined social media as collective intelligence or the intelligence of the crowd, pointed out that social media could be used as a tool for cooperation and coordination.

Social media has the potential power to direct the society almost in all fields which must be managed well. People should be aware of this power, increasing day by day and this power should be used for educational purposes. The features of social media must be identified in order to use it as an educational tool (Polat and Arabacı, 2014: 266). The supportive and obstructive features of this virtual powerful environment for education must be searched, and social media must be managed well.

For all these reasons, it is important to identify the opinions of secondary and high school administrators, teachers and parents who have students attending these schools about the supportive and obstructive features of social media to education. In this study, responses to the following questions are searched;

- What are the opinions of administrators about the supportive and obstructive features of social media to education?
- What are the opinions of teachers about the supportive and obstructive features of social media to education?
- What are the opinions of parents about the supportive and obstructive features of social media to education?

2. Method

In this study, identifying opinions of administrators, teachers and parents about the supportive and obstructive features of social media to education was aimed, and the study has been done in accordance with the phenomenological design among the qualitative research methods. Phenomenology is defined as “pure phenomenon” by Husserl who is accepted as the founder of phenomenology (Eagleton, 1983: 55-56). Also Langridge (2007: 10) defines phenomenology as a field which examines human experience and how people perceive the phenomenon.

2.1. Participants of the Study

The participants of the study are composed of administrators, teachers working in public or private secondary or high schools and parents who have students in these schools in 2015-2016. As primary school students thought to use social media less, and it is less possible for administrators and teachers in primary schools to observe the supportive and obstructive features of social media, administrators and teacher in primary school level are excluded. In order to determine the appropriate participants, criterion sampling method was used. Three criteria were used to determine the school administrators and teachers. The first criterion was at least two years of experience as an administrator or teacher in public or private secondary or high schools. Second criterion was working in the school they are interviewed at least for two years. Last criterion was having at

least one social media account. Three criteria to determine the parents was also kept in mind while deciding the parent participants. The first criterion to determine the parents was having at least one son or daughter studying in either public or private secondary or high schools. The second criterion was parents' and their child/ren's having at least one social media account, and lastly; having internet connection.

To determine the number of the participants Patton (2014), Yıldırım & Şimşek (2011) assert that researchers should keep in mind the repetition of the data and reaching a satisfactory level. So in this study 26 school administrators, 45 teachers, and 29 parents are interviewed. Descriptive information about the participants is given in Table 1, Table 2, and Table 3.

Table 1. Descriptive features of interviewed administrators

Nu.	Age	Yearof Exp	School type				Duration of Use	Social Web	Social Web	Frequency day/ week*	Connection Place	code
			Gender	Public	Private	Sites Used *						
			F	M	Second. High	Second High						
1	40	18		+	+		20	F-Y	D1.M	M.	MY1	
2	53	29	+			+	10	F-Y	D1	H.	MY2	
3	45	26		+		+	30	Y	D1	W.	MY3	
4	59	37		+		+	15	F	D1	M.	MY4	
5	45	25		+		+	120	F-Y	W1.M	H-M.	M5	
6	44	21		+		+	15	F-Y	D1	M	MY6	
7	42	19		+		+	60	F-T	D1.M	M	M7	
8	42	17		+		+	60	F	W3-5	H	MY8	
9	27	4		+	+		30	FYTL	D1.M	M	MY9	
10	33	11		+	+		30	F.T.Y	D1.M	M	MY10	
11	46	22		+		+	20	F-Y	D1-2	H-M	M11	
12	37	14		+		+	60	F.Y.L.	D1.M	M	M12	
13	39	17		+		+	60	F.Y.T	D1.M	H-M	MY13	
14	38	13		+		+	120	FLT.Y	D1.M	H.W.M	MY14	
15	42	20		+		+	60	F-T	D1.M	M	MY15	
16	38	13	+			+	120	F.Y.T	D1.M	H	MY16	
17	32	11	+			+	20	F	D1.M	M	MY17	
18	43	21		+		+	2	F-T	W1-2	H-M	M18	
19	46	23		+		+	30	F-T	D1.M	H-Mp	M19	
20	36	12		+		+	20	F	W1-2	H	MY20	
21	48	25		+		+	60	FYT	D1.M	Mp	MY21	
22	37	13		+		+	15	F	W1-2	H	MY22	
23	41	20		+		+	30	F.Y.T	D1.M	M	M23	
24	43	19		+		+	60	F-Y	D1.M	M	M24	
25	40	16		+	+		15	F	W1-2	H	M25	
26	33	10		+	+		30	F-Y-T	D1.M	H	MY26	

*F: Facebook, T: Twitter, YouTube, D1:Once per day, D1-2:once or twice per day, D1,M:Many times a day, W1:Once per week, W1-2:Once or twice per week, W3-5:3 or more times per week, W1-M:Many times in a week, H-M: Home and mobile phone, H.W.M: Home, work, mobile phone

As Table 1 shows, to gather data with the semi-structured interview forms total 26 administrators (9 school manager (M) and 17 Assistant Manager (MY)) were interviewed.

Table 2. Descriptive features of interviewed teachers

Nu	Age	Year of Exp	Branch	School Type						Social Web Dur. of Use Min.	Social Web Sites Used	Frequency Day/Week	Connection Place	code
				Gender		Public		Private						
				F	M	Orta	Lise	Orta	Lise					
1	32	9	PhE	+		+				120	F-T	D1.M	M	Ö1
2	35	14	Music		+	+				10	F-Y	W3-5	EH	Ö2
3	41	20	Guid.	+		+				30	F-Y	D1.M	Ev	Ö3
4	35	11	Eng.		+	+				60	F-Y-W	D1M	M	Ö4
5	36	11	Guid.		+		+			10	F	W1-2	M	Ö5
6	52	27	Guid	+			+			15	F-Y	D1	H	Ö6
7	26	4	Guid	+			+			90	Y	D1.M	M	Ö7
8	26	3	Guid	+			+			30	Y	D1.M	M	Ö8
9	53	30	Mac.		+		+			30	F	D1.M	M	Ö9
10	31	7	Che.	+					+	60	T-In	D1.M	H-M	Ö10
11	35	8	Arts	+					+	40	F-Y,W	D1	H-M	Ö11
12	38	15	Liter		+		+			60	W-Y	D1.M	H	Ö12
13	53	32	Guid		+		+			60	F	D1.M	H	Ö13
14	37	15	Eng.		+		+			60	FLT.	D1.M	M	Ö14
15	38	10	Ger.		+		+			20	F	D1.M	M	Ö15
16	41	20	His	+			+			15	F	D1.M	M	Ö16
17	38	15	Com		+		+			60	Y	D1.M	H	Ö17
18	62	42	Geog		+		+			30	F	W1-2	H	Ö18
19	50	30	Soci	+					+	30	F	D1.M	EH	Ö19
20	47	23	Che		+		+			60	FYTLW	D1.M	H-M	Ö20
21	26	2	Guid		+				+	120	FYTL	D1.M	H.W.M	Ö21
22	29	3	Eng	+			+			60	F.Y,W	D1.M	M	Ö22
23	31	6	Com		+		+			30	F.Y.T	D1	M	Ö23
24	52	28	Liter		+		+			60	F	D1	H	Ö24
25	35	12	Soci	+					+	20	F-Y	D1	H	Ö25
26	38	9	liter		+		+			30	F-Y	D1.M	M	Ö26
27	42	19	Bio		+		+			60	Y	D1.M	H	Ö27
28	40	16	Guid		+		+			30	F-T	D1	H	Ö28
29	55	32	Eng.		+		+			90	F-L	D1.M	H-M	Ö29
30	30	6	Mat		+	+				30	Y-T	D1.M	H-W	Ö30
31	26	2	Rel		+				+	90	Y-T	D1.M	H-M	Ö31
32	45	21	Liter		+	+				20	F-T	W1-2	H	Ö32
33	53	22	Phys		+		+			15	F-T	D1.M	H	Ö33
34	37	10	Bio		+		+			30	F.Y,W	D1.M	H.W.M	Ö34
35	38	17	Liter	+			+			60	F-Y	D1.M	H-M	Ö35
36	43	20	Rel		+		+			60	F	G1.M	M	Ö36
37	40	15	PhE		+		+			15	F.Y.T	D1	M	Ö37
38	40	20	Com	+		+				30	FYW	D1	M	Ö38
39	30	9	Turk	+		+				120	F.Y,W	D1.M	M	Ö39
40	32	6	Eng.		+	+				60	F-Y	D1.M	M	Ö40
41	31	9	Guid	+		+				60	Y-W	W3-5	M	Ö41
42	33	5	Guid	+		+				5	F	W1-2	M	Ö42
43	37	12	Mat		+	+				45	F-Y-W	D1.M	H-M	Ö43
44	28	4	Arab	+		+				20	F-Y	D1.M	M	Ö44
45	43	21	Soci		+	+				60	F.Y.T	D1.M	H-M	Ö45

PhE: Physical Education, Guid: psychological guidance, Che: Chemistry, Mac: Machinery, Ger: German, Com: Computer, Liter: Literature, Soci: Sociology, Bio: Biology, Rel: Religion, Arab: Arabic, His: History

*F: Facebook, T: Twitter, YouTube, D1:Once per day, D1-2:once or twice per day, D1,M:Many times a day, W1:Once per week, W1-2:Once or twice per week, W3-5:3 or more times per week, W1-M:Many times in a week, H-M: Home and mobile phone, H.W.M: Home, work, mobile phone

Table 2 shows that 45 teachers (17 female and 28 male) from different school types (public or private secondary or high schools) and 25 different branches were interviewed.

Table 3. Descriptive features of interviewed parents

Nu	Age	Gender		Income	Parents Education 0illiterate 1Primary 2Secondary 3High 4Licence 5MA 6.Doctorate	School Type				code
		F	M			Public		Private		
						Second.	High	Second	High	
1	37	+		4000	4	+				V1
2	38	+		2000	3	+			+	V2
3	48		+	6000	4	+				V3
4	47		+	4300	5		+			V4
5	59		+	3500	4		+			V5
6	38	+		4000	4	+	+			V6
7	49		+	3500	4	+	+			V7
8	40	+		1450	2				+	V8
9	46		+	4000	4				+	V9
10	52		+	3000	3		+			V10
11	56		+	3000	1		+			V11
12	53		+	4000	2	+	+			V12
13	35	+		3000	3				+	V13
14	33	+		3000	4	+				V14
15	41		+	4500	4	+				V15
16	42		+	2900	3	+				V16
17	53		+	2500	3		+			V17
18	48		+	5000	6	+				V18
19	44		+	3000	4	+				V30
20	40		+	5000	6			+	+	V20
21	42	+		12bin	6			+		V21
22	38		+	6000	5			+		V22
23	50		+	4000	4	+				V23
24	47		+	3000	4	+				V24
25	40		+	2500	3	+				V25
26	40	+		3500	4			+		V26
27	40		+	3000	4	+	+			V27
28	50		+	4000	4	+	+			V28
29	43		+	3500	3			+	+	V29

2.2. Data Collection Tools

In order to collect data, a semi-structured interview form was used in this study. Semi-structured form is used to canalize the interviewees to the same topics to collect similar data by preparing some certain questions beforehand (Patton, 2014). Interview is an important data collection tool in phenomenological studies to collect in depth information (Creswell, 2013: 162).

Experts opinions have been received to ensure that the questions that the researcher has prepared are easy to understand, focused, suitable, covers the topic enough and do not contain any guidance. Also, to ensure the validity and reliability of the data collection tool, opinions of 16 lecturers with at least doctoral level of education at Inonu University Faculty of Education were taken and a pilot application was made to ensure the duration of the interviews and any adverse conditions to take measures before starting the interviews.

In addition to the descriptive questions such as age, gender, education level, income and profession, the interview forms included the following questions in order to determine the opinions of school administrators, teachers and parents about the supportive and obstructive characteristics of the social media:

- What are the aspects of social media that support education when you consider the aims of education and training.
- What are the aspects of social media that obstruct education when you consider the aims of education and training.

2.3. Collection and Analysis of Data

After receiving the required permission from the Malatya Provincial Directorate of National Education for the research, face to face interviews with the participants were conducted at the appropriate time intervals and suitable environments where no one else would be involved. All the interviews are conducted and voice recorded by the researcher. First of all, analysis of participants' voice recordings has been converted into texts, written in computer environment. The written texts created were matched with the participants' personal information. The participants were coded in the forms of M1, M2... for school administrators, MY5, MY6... for assistant school administrators, Ö1, Ö2... for the teachers and V1, V2... for the parents. All of the voice recordings obtained from the interviews were converted into a text file and analyses were made on this text.

Phenomenological study is not just a description, it is also a process by which the researcher interprets the phenomenon and experience (Van Manen, 1990; 26). In this study, the content analysis method which was interpreted by researcher was used in which the codes and themes about the experience were formed and the themes about the case were supported by the participants' opinions. "Content analysis is a systematic, reproducible technique in which certain messages are given objectively in a text with certain rule-based coding, inferences are made, and some words are summarized with smaller content categories" (Büyükoztürk, Kılıç, Çakmak, Akgün, Karadeniz, & Demirel, 2009: 269).

In this study, analyses were performed by the researcher and a field expert after coding with open coding method. In order to ensure the reliability of the coding in the research in which content analysis method was used, the coding made by the researcher and a field specialist were tested according to the reliability formula used by Miles & Huberman (1994: 64), and the compromise correlation coefficient between the researcher and the other expert was calculated as 89.3%. "Over 70% of the reliability calculations are considered reliable for researches" (Miles & Huberman, 1994: 64).

3. Findings

3.1. Administrators' Opinions About the Supportive and Obstructive Features of Social Media to Education

School administrators must be aware of what is going on at school as a requirement of their administrative duties. Because of their communication with different units in the school, and also with the students and the parents, the opinions of the administrators about the supportive and obstructive features of social media to education are seen as important. For this reason, the questions "What are the features of social media which support education when you consider the purposes of education?" and "What are the features of social media that obstruct the education when you consider the purposes of education?" were asked

to the school administrators and the answers given by the participants were analyzed with content analysis and the findings are given in the table below.

Table 4. Administrators' Opinions About the Supportive and Obstructive Features of Social Media to Education

	School Administrators' Opinions	Participants' codes	f	%
Supportive Features	Support about enlightenment	MY2, MY4, M5, MY13, MY16, M18, M19, MY20, MY21, MY22, M23, M24	12	46
	Help to find resources	MY3, M5, M7, MY9, M12, MY15, M18, M19, MY20, MY21, M24	11	42
	Visuals support the education	MY2, MY3, M5, M7, M11, MY17, M19	7	27
	Follow current developments	MY4, MY20, MY22	3	12
	Being in contact with the students	MY14, M18, M25	3	12
	Useful in terms of socialisation	M11, MY15	2	8
	Information in the desired level	MY4, MY20	2	8
	Saving time	M24	1	4
	Improving the use of technology	MY16	1	4
	Benefitting from the course notes	M5	1	4
	Lessons in the form of a conference	MY2	1	4
	Wasting time	MY1, MY9, MY10, M11, M12, MY13, MY14, MY15, MY17, M18, MY21, MY22, M23, M24, MY26	15	58
Obstructive Features	Causing addiction	MY2, MY8, MY9, MY10, M12, MY13, MY14, MY15, MY22, M23	10	38
	Unwanted content sharing	MY3, MY4, MY6, MY9, MY13, MY15, MY16, M18, M25	9	35
	Difficult to supervise and control	MY2, MY4, M7, MY9, MY10, MY15, MY16, M23, M25	9	35
	Killing the social life	MY2, MY6, M11, M12, M23	5	19
	Breaking the communication	MY6, M11, M12, M23	4	15
	Seen as a fun tool	MY1, MY8, MY9, MY26	4	15
	Few use for educational purposes	MY1, MY9, MY13	3	12
	Inclination to inappropriate publications	MY4, MY15, MY20	3	12
	Not used for information	MY1, MY6, MY9	3	12
	Not reading and writing anymore	M19, M24	2	8
	Dangerous for security	M7, MY15	2	8

When Table 4, prepared according to the opinions of school administrators, is examined, the most supportive feature of social media to education is given as "enlightenment" (f = 12, 46%) according to school administrators. Enlightenment which is expressed by an important portion of the participants (46%) as "getting information, keeping up to date and being aware of the work done about their field" and "informing and being informed" has a very important role in education and training. Nearly half of the respondents indicated that "helping to find resources" (f = 11, 42) was the second most important contributor of social media to education. "Enlightenment and resource finding" as the two most important supportive features of social media to education can be considered as the indicators that social media can be used in place of libraries and book. Thirdly, "supportive visuals" (f = 7, 27%) is the another important supportive feature of social media to education. In terms of education visuals materials are very important to make academic subjects more memorable, clear and understandable.

School administrators also stated that "the ability to follow current information" and "to be in constant contact with students" support education. Some school administrators' opinions on the topic are given below:

My branch is chemistry, and we can see a sodium reaction on YouTube, or there are vivid examples of element... (M7).

... I can see and try a different method from social media. For example, on YouTube or Facebook groups students can face hundreds of thousands of questions. The students can listen to and follow the desired class and level topics (MY4).

In particular, educational content shared on social media, especially watching the videos of classes on social media, conducting essay exams, making use of the content of different broadcast groups, can be a good information sharing method (M19).

... In terms of education and training, teachers and students also save time. We can find ready-made teaching materials..., we have the ability to easily access information from anywhere in the world ... Information is ready and reachable in seconds (M24).

According to the above statements, it can be said that school administrators see social media as an important treasure in terms of acquiring information, finding sources and materials, and acquiring educational supportive visuals. Teachers can follow the agenda on their own issues with social media. In addition, social media saves time in many respects (M24). The availability of ready-to-learn teaching materials, the speed and ease of access to information anywhere, the quick and easy communication with students and other people, shows that social media saves time.

According to Table 4, social media's most important feature that obstructs the education is expressed as "causing time waste" (f = 15, 58%). The second important feature, "doing addiction" (f = 10, 38%), is supported by a large number of participants. Addiction supports the views of the school administrators who say that students waste a lot of time, some have fun or sharing daily and not leaving time to study. The opinions, "unwanted content sharing" (f = 6, 23%), "difficult to control and supervise" (f = 9, 35%) emerge as the third and fourth most important features of social media. Some expressions belonging to participants are given below:

Few students use it for educational purposes because people see social media as something they use to enjoy ... (MY1).

They spend a lot of time. So social media takes a lot of time from children (M11).

It takes a great amount of students' time. In other words, there are those who have seriously this addiction (MY10).

Spending time excessively, being addicted, being under the influence of the groups of friends there, lead to ignorance of their lessons(MY13).

Continuous state of connection is also an excessive time spending because of the inability to make a time schedule (MY14).

You can not put a filter on social media. When the child prints a word or a letter, very different things emerge on the screen. Therefore, under a certain age group, social networks should be filtered in (M25).

There is an uncontrolled flow, you can not prevent this. Because millions of people are using it. Because there is a structure that will confine itself into the social media, that is to say, how the time passed, does not understand the job, will miss. That is why people need to be conscious (MY9).

The above statements of the administrators also support the themes and codes given in Table 4. Social media can lead to serious time loss and serious problems in supervision of the content shared. As the the participant M25 partially mentioned, there are serious concerns regarding control and supervision of the content shared in social networks. Also the participant MY9 indicates that it is not easy and possible to control the content in the social media, so we should arise the consciousness level of the users.

3.2. Teachers' Opinions About the Supportive and Obstructive Features of Social Media to Education

Teachers are people who have knowledge about the factors than support or obstruct education. They can be regarded as experts who know what kind of things support or obstruct to education because of their long university education and experience they gain during lecturing in classes. For this reason, the observations and opinions of teachers about the students' education are of special importance. For this reason, the questions "What are the features of social media which support education when you consider the purposes of education?" and "What are the features of social media that obstruct the education when you consider the purposes of education?" were asked separately to the teachers and the answers given by the participants were analyzed with content analysis and the findings are given in Table 5 below.

Table 5. Teachers' opinions about the supportive and obstructive features of social media to education

	Teachers' Opinions	Participant Codes	f	%
Supportive Features	Exchanging information/ information accessibility.	Ö3,Ö6,Ö7, Ö8,Ö10,Ö14, Ö16,Ö19,Ö20, Ö24, Ö25, Ö26, Ö27, Ö29,Ö30, Ö36, Ö37,Ö39, Ö41, Ö42	20	44
	Following current developments.	Ö1,Ö6,Ö7,Ö8,Ö14,Ö16,Ö18,Ö19,Ö29,Ö30,Ö37,Ö42	12	27
	Resource sharing.	Ö8,Ö10,Ö11,Ö16,Ö17,Ö20,Ö22,Ö23,Ö24,Ö31,Ö33	11	24
	Visuals.	Ö3, Ö8, Ö10,Ö16, Ö22, Ö31,Ö37, Ö38, Ö42, Ö44	10	22
	Sharing videos and presentations.	Ö10, Ö16, Ö20, Ö31, Ö34, Ö38, Ö40, Ö42, Ö44	9	20
	Sharing opinions.	Ö7, Ö11, Ö14, Ö15, Ö18, Ö19, Ö27	7	16
	Time saving/quick.	Ö4, Ö7, Ö8, Ö11, Ö14	5	11
	Socialising.	Ö7, Ö28, Ö35	3	7
	Raising awareness.	Ö3, Ö19, Ö32	3	7
	Good models support.	Ö1, Ö18	2	4
	Expanding students' horizons.	Ö25, Ö42	2	4
	Continuous communication. with students.	Ö20, Ö36	2	4
	Using technology. Cheaper.	Ö25 Ö4	1 1	2 2
	Learning a subject as a whole.	Ö12	1	2
	Obstructive Features	Wasting time.	Ö1,Ö7, Ö8,Ö10,Ö14,Ö15,Ö17,Ö18,Ö19, Ö22, Ö27, Ö28,Ö30,Ö31,Ö34,Ö35, Ö37, Ö38, Ö41, Ö42, Ö45	21
Causing addiction.		Ö7, Ö11, Ö16, Ö23, Ö27, Ö28,Ö32, Ö33,Ö37, Ö41	10	22
Being exposed to unwanted. content.		Ö4, Ö29, Ö30, Ö34 ,Ö37, Ö39, Ö40, Ö41	8	18
Creating information pollution.		Ö3, Ö13, Ö21, Ö26, Ö29, Ö38	6	13
not socializing.		Ö11, Ö23, Ö32, Ö33, Ö41	5	11
Distracting students attention.		Ö5, Ö8, Ö20, Ö32, Ö42	5	11
Malicious organisation.		Ö6, Ö9, Ö29, Ö32	4	9
Not supporting education.		Ö2, Ö5, Ö43, Ö45	4	9
Negatively affects the children.		Ö2, Ö4, Ö6, Ö43	4	9
Ready information/not searching.		Ö7, Ö8, Ö26, Ö44	4	9
Clash of school objectives.		Ö6, Ö18, Ö24	3	7
Breaking the communication.		Ö32, Ö41	2	4
Dangerous for security.		Ö19, Ö29	2	4
Using for sexual purposes.		Ö9, Ö29	2	4
Not reading books.		Ö26, Ö36,	2	4
Causing language distortion.		Ö35	1	2
Hindering personal skills.		Ö21	1	2
Not using for educational purposes.		Ö16	1	2
Inappropriate friend selection.	Ö19	1	2	

When Table 5 is examined, it is seen that participant opinions are given under two different themes as supportive and obstructive features. According to participating teachers, the most important feature of social media that supports education is to be able to provide "information exchange / information accessibility" (f = 20, 44%). The ability of people to access the information they want at any time from any place can be regarded as the greatest contribution of social media to education.

Another feature according to participants is "following current developments" (f = 12, 27%). Through social media, both students and other people can be easily informed about current information. Teachers can be informed about developments in education and new information through sharing in social media. Third important feature is "resource sharing" (f = 11, 24%). Other important features of social media that support education are "visuals supports education" (f = 10, 22%), "good video and sharing presentations" (f = 9, 20%), "sharing of ideas" (f = 7, 16%), and "time saving" (f = 5, 11%). The statements of some of the teachers who participated the study on the educational supportive features of the social media are given below.

He is using the right information because he follows the current information (Ö1)

Some educational videos can be shared. Perhaps this may be a positive contribution (Ö3).

It's cheaper, faster, easier to access. I can save time (Ö4).

It provides information sharing (Ö6).

A quick accessibility of information can support education in my opinion. The search engine develops our vision and we can reach the knowledge quickly. In this sense, I give examples of things to communicate, or we can share information with colleagues ... (Ö7).

It is easier to reach, exhibit, and present a piece of information quickly visually (Ö8).

There are beautiful videos and presentations. I use them when I need (Ö10).

It is nice to remove the borders, that is to say, access information not from a specific region, but from anywhere in the world (Ö14).

I follow new developments and information about my branch (Ö37).

Statements above support positive themes given in Table 5. Most of the given statements are about the supportive features of social media, as social media facilitate access to information, or to find visual or other sources for lessons. Social media is an important tool that provides the cheapest and fastest way to access up-to-date information. Teachers who use this tool should be aware of the time spent by their students. Serious studies about how to use social media for educational purposes should be done to support the education and training activities of the students.

The second theme given in Table 5 is "obstructive features of social media". The leading obstructive feature of social media to education is "wasting time" (f = 21, 47%) at the top of social media's obstacles to education according to teachers. Time management is an important issue in education. The fact that students are not aware of the time they spend on social media, especially when they are spending all their time in non-educational activities, is in fact related with the second obstacle "addiction" (f = 10, 22%). According to the teachers, the third important feature of social media that obstructs education is "exposure to

unwanted content" (f = 8, 18%). In some social media tools like Facebook, we see the sharing of people who are on our friends list or whom we follow unwillingly. However, we know that this is not only limited to friend list. Sometimes even an advertisement may share unwanted images, videos or information, which means that students may expose to some information that should not be learned at an early age, as they could be physically and psychologically very dangerous. According to the teachers, the other important obstructive features were "information pollution" (f = 6, 13%), "socialization" f = 5, 11%), "distracting students attention" (f=5, %11), malicious organizing (f=4, %9). The statements of some of the teachers who participated the study obstructive features of social media to education are as follows:

Time. If students do not use the time well, we can not get good performance from them. There is a disconnection with the activities in and outside of the school (Ö1).

It can also cause information pollution. Sometimes everything that is shared in social media is considered to be correct (Ö3).

Content in social media may cause negative effects on children's behaviors. Through social media, it is possible to listen to unwanted dialogues or watch videos (Ö4).

I think that unreflective, unspecific shares without references are nothing more than a waste of time... (P6).

Wasting time is a negative effect. Social media reduces adaptation to the course topics (Ö8).

Social media is a loss of time for children (P10).

Internet addiction, students are always in search of checking their Internet accounts to see whether they get any messages, likes or comments. Children do not socialize much in breaks. (Ö23).

The negative features are time loss, addiction, and using social media as a tool to spend time (Ö27).

Social media causes too much time loss. When you open your social media account, it distracts you from the things you are doing at that moment. I think it is negative in terms of using time effectively... (Ö37).

The above statements are also support the obstructive features of social media given in Table 5. Most of the expressions above focuses on obstructive features of social media. Teachers must be very careful about the time their students spend on social media. They should at least try to train their students about time management which is very important to manage the educational objectives.

3.3. Parents' Opinions About the Supportive and Obstructive Features of Social Media to Education

Considering that parents are the nearest people to children and have a significant advantage in observing their children's behaviors, it is thought that the parental views on social media's supportive and obstructive aspects of education may be

important. Changes and developments of the student's life can be observed by the parents. For this reason, the questions "What are the features of social media which support education when you consider the purposes of education?" and "What are the features of social media that obstruct the education when you consider the purposes of education?" were asked separately to the parents and the answers given by the participants were analyzed with content analysis and the findings are given in Table 6 below.

Table 6. Parents' opinions about the supportive and obstructive features of social media to education

	Parents' Opinions	Participant Codes	f	%
Supportive Features	Easy access to information.	V1, V4, V5, V6, V7, V8, V10, V12, V16, V18, V20, V23, V24, V28, V29	15	52
	Providing plenty of data sources.	V4, V7, V18, V24, V28, V29	6	21
	Sharing resources	V7, V9, V16, V24, V28	5	17
	Time saving/speed.	V7, V12, V23, V24, V27	5	17
	Useful for communication	V14, V21, V23, V26, V28	5	17
	Following current developments	V1, V4, V7, V8	4	14
	Helpful to do homework.	V8, V17, V18	3	10
	Improving the use of technology.	V12, V18	2	7
	Downloading course materials.	V7, V28	2	7
	Sharing videos and presentations.	V15, V18	2	7
Obstructive Features	Wasting Time	V1, V2, V3, V4, V5, V6, V7, V11, V12, V13, V18, V19, V20, V28	14	48
	Being exposed to unwanted. content.	V4, V9, V10, V17, V21, V25, V29	7	24
	Facilitate access to inappropriate content.	V4, V9, V10, V25, V29	5	17
	Causing addiction.	V6, V18, V22, V26	4	14
	Playing games.	V1, V16, V18, V28	4	13
	Creating information pollution.	V23, V24, V26	3	10
	Not studying.	V11, V19, V20	3	10
	Not being social.	V4, V5, V13	3	10
	Affecting children negatively.	V1, V4	2	7
	Not used for educational purposes.	V2, V22	2	7
	Malicious organisation	V14, V29	2	7
	Bad friend selection	V10, V29	2	7
	Not up to date informaiton.	V15	1	3
	Malicious stuff is spreading fast.	V27	1	3
	Being accustomed to ready information.	V19	1	3
	Affecting child's intelligent development.	V16	1	3
	Corruption the language.	V13	1	3
Watching videos with bad content.	V9	1	3	

When Table 6, in which the opinions of the parents are given under two themes as the "supportive features, and obstructive features" of the social media to education, is examined, "information accessibility" (f = 15, 52%) is the first among social media's supportive features to education. The second important feature, according to the parents, is that it provides the opportunity to reach "plenty of data sources" (f = 6, 21%). The third important feature supporting the education in the table is "resource sharing" (f = 5, 17%). Other supporting features that the parents express are speed of accessing information, facilitating communication, and following current development. Some parental views on the supportive features of social media to education are as follows:

Obviously there are very serious amount of data sources prepared in electronic environment. They are visual and written. The ease to access these resources means that more people can get the information, and thus

there is more information flow in mutual direction. So social media supports education in reaching and sharing information easily (V4).

In the past, it was necessary to read hundreds of books to investigate a topic; But now they are all ahead of a button. It is very beneficial in this sense (V5).

Social media fills an important gap with the variety of materials, resources, videos etc. I think it is useful in terms of both speed to reach the information and accessibility of information (V7).

There are a lot of benefits, for example, without going to the library, you get the information right there. You find it on the social media in a short way (V10).

Social media supports education. Students can find books that they can not find in book stores. There are materials that support the curriculums and so on. Social media also supports information sharing (V29).

Yukarıda verilen ifadeler bakıldığında velilerin Table 6'da ortaya çıkan durumu destekler nitelikte ifadeler kullandıkları görülmektedir. Velilere sosyal medyanın eğitimi engelleyen özellikleri de sorulmuştur. Tablenun ikinci kısmında engelleyici özellikler açısından veli görüşlerinin içerik analizi yapılmıştır. Tablada yer alan en önemli engelleyici özelliğin "zaman kaybı" (f=14, %48) olduğu görülmektedir. Velilere göre ikinci önemli engelleyici özellik, "istenmeyen içeriğe maruz kalma" (f=7, %24) görüşüdür. Üçüncü görüş ise, "uygunsuz içeriğe ulaşımı kolaylaştırma" (f=5, %17) görüşüdür. Ayrıca veliler sosyal medyanın bağımlılık yaptığı için, çok fazla oyun oynandığını, bilgi kirliliğine neden olduğunu, çocukların ders çalışmamasına, asosyal olmalarına neden olduğunu, bu yönleriyle sosyal medyanın eğitimi engellediğini ifade ettikleri görülmektedir. Sosyal medyanın engelleyici özelliklerini veliler şu sözleriyle ifade etmişlerdir:

The above statements of parents are also in support of the themes given in Table 6. The characteristics of the social media that impeded the education were also asked to parents. In the second part of the table, content analysis of the opinions of the parents was made in terms of obstructive features. It is seen that the most important obstructive feature in the table is "time loss" (f = 14, 48%). According to parents, the second important inhibitory feature is "exposure to unwanted content" (f = 7, 24%). The third view is "facilitating access to inappropriate content" (f = 5, 17%). In addition, the parents express that social media is addictive, that they play a lot of games, cause information pollution, cause children not to study, become social as opinions to obstruct education. The obstructive features of social media are expressed by the following statements:

Social media is a time loss and it harms the cultural values. Our children are given many things that we do not want to give in anyway (V3).

The obstructive side is that there are so many negative materials that children can act recklessly at the point of reaching them, which leads them to grow with a bad psychology. It also affects the academic success negatively. Instead of spending time to their lessons, or socializing in the

normal sense, they can become introvert, unsocial individuals. Unfortunately, a generation of youth who does not have the ideals we have idealized can emerge. So now there is a tutorial, social media, or internet. You, me, the teacher are no longer affective in their lives (V4).

Once they start checking social media, it lasts to late hours at night. They do not sleep until two or threes at night without getting any benefit (V6).

Social media has also bad sides. For example, they become friends with people they do not know and enter places that are not suitable ... (V10).

It can be very time consuming. Human relations have moved to a virtual environment. We live very far from Turkish language. We use symbols and body language more. Or the kid sends a message from the other room to her mother instead of saying "Welcome mum" (V13).

Yukarıdaki ifadeler Table 6'yı desteklemektedir. V3, V6 ve V13 kodlu katılımcıların da ifade ettiği gibi sosyal medya ciddi anlamda zaman kaybına neden olmaktadır. Velilere göre öğrenciler sosyal medya hesaplarına bir kere girdikleri zaman geçen zamanın farkına varmadan saatlerce zamanlarını burada geçirebilmekteler. Diğer önemli engelleyici özellikler olan istenmeyen içeriğe maruz kalma ve uygunsuz içeriğe ulaşımın kolaylaşması velileri rahatsız etmektedir.V3 kodlu katılımcı bu durumu, "Bizim çocuklarımıza vermek istemediğimiz birçok şeyi birileri bir şekilde veriyor" şeklinde ifade etmektedir. Çocukların normal koşullarda hiç karşılaşmamaları veya görmemeleri gereken görüntü, video veya bilginin hiçbir sınırlama olmaksızın öğrenciler tarafından görüntülenebilir olması onların fiziksel ve psikolojik gelişimleriyle birlikte akademik yaşantılarını da olumsuz etkileyebilir.

The above expressions support Table 6. As the participants with V3, V6 and V13 codes have expressed, social media cause serious loss of time. According to parents, once students enter social media accounts, they can spend their hours without getting nothing useful. Other important obstructive features are exposure to unwanted content and facilitating access to inappropriate content. The participant with V3 code states that "Our children are given many things that we do not want to give in anyway." The fact that children can see and watch many unwanted materials on social media without any limitations on the images, videos or information that they should never encounter in normal conditions may negatively affect their academic life as well as their physical and psychological development.

4. Conclusion, Discussion and Suggestions

The participants to the study have also expressed that social media has some supporting and obstructive features to education and training. Social media supports education in obtaining information and acquiring knowledge. It is also possible for many people to follow current developments only through social media. Administrators can exchange information about innovations with each other and be aware of new applications. Teachers can use resources shared in social media to make their classes more attractive, and parents and children can get additional materials through social media. Social media is gaining importance

with the speed of sharing and communicating. Social media groups have an important role in the communication of administrators, teachers, and parents.

All three participant groups, administrators, teachers, and parents expressed that students spend a lot of time in social media. Students use social media addictively. Social media can also cause students to be exposed to inappropriate content for their age. Social media can be a source of information as well as information pollution. It is also observed that it is an obstacle to the education and training activities as it makes students to constantly check their accounts which distracts their motivation to lessons.

Findings regarding the supportive characteristics of social media are also supported with the findings of previous studies (Koç & Karabatak, 2011; Mazman, 2009; Özmen et al., 2011; Tanriverdi & Sağır, 2014). Saunders (2008) stated that social media can be used for the purposes of students to ask questions to each other and their teachers, to share resources, to create working groups, to communicate with their classmates, to create an identity for their own purposes, to create learning networks.

Social network services are based on friendship, kinship, information, and activities, but they are not the sole function of social networks. These networks offer a variety of opportunities for individuals to share information, socialize and develop social activities. Thanks to social networks, teachers and administrators can communicate with each other and colleagues in different institutions, get to know each other and strengthen cooperation and coordination (Özmen et al., 2011).

According to Duvenci (2012), "due to its structure and function, the Internet has made the world a global village. The important thing is to be able to do urban transformation work in the village." Both the internet and the social media have taken the place of many things in the world. People can access any kind of information they want for their own purposes through social media and the internet. Universities offer lectures on social media and similar applications, and people can get university diplomas without leaving their homes.

Nowadays we see that many people only take their internet connection to manage their social network accounts. It is seen that the social media with such a widespread use can also be used in the field of education. Particularly created groups, shared materials, books, documents, video and audio applications now makes it possible to realize learning everywhere.

The fact that administrators, teachers and parents have become aware of the obstacles of social media can be considered as a significant improvement for education and training. Because time is an important issue that we can not turn back. Development of new strategies by administrators, teachers and parents to better manage students' time can make a significant contribution to education. To need social media as an addiction and depend on social media can cause problems in terms of physical and psychological development. Sharing private information that people should not share can cause serious security problems, and unethical sharing can cause trouble for people. For this reason, the development of a good supervision and control mechanism, which is especially emphasized by the

administrators, will have an important role in creating a more supportive social media for education and training. There is a need to raise awareness among managers, teachers, parents and students about the dangers posed by uncontrolled social media where there is no control, and content is entirely dependent on people.

According to findings obtained from this study, social media has some features that support and obstruct the education. The supportive feature that the participants expressed intensively was enlightenment. It has been observed that with the materials and tools that social media has provided, social media has become one of the most used tool to get information not only for students, but also for teachers and administrators. The view that social media helps to find resources has been stated as second important supporting feature. Social media is an important tool for communication in reaching both experts, peers, colleagues, and others. It is faster and easier to find resources through blogs, groups, or guidelines set up for specific purposes.

When social media's supporting features to education are examined, it can be considered that these characteristics can provide important contributions to education. The fact that information is easily accessible, available up-to-date information, the ease of finding references to the lessons means wealth of materials. One of the characteristics required for successful educational activities today is that the material used is designed according to the age, sex, interests and needs of the students. In fact, social media offers tremendous treasure to teachers in this sense. It is also important that the education and training can be done at any time by means of social media, not limited to only the class hours.

Social media networks have positive features in that they provide the opportunity for students to communicate on topics, study lessons and exams, ask questions, share resources, help homework, and provide cooperation with others. Students can add their teachers as friends and they can express themselves more easily in social media and they can start educational discussions (Koç & Karabatak, 2011; 1-3; Tanrıverdi & Sağır, 2014: 778). Just as Düvenci (2012: 46) emphasizes, social media supports education by facilitating sharing such as sharing files, game, live music and audios, presentations. The conscious use of social media supports learning and creates a suitable environment for group work. It enables students to develop high-level thinking skills. It also enables social media to develop communication among students and to empower them to share and strengthen their sense of belonging to a social group and empower friendship.

According to the participants, important obstructive features of social media to education are stated as a) time lost, b) addiction, c) unwanted content, d) difficulty in supervising, e) harmful content, g) mostly preferred as an entertainment medium, h) information pollution, and i) facilitating access to inappropriate content.

The features related to the obstacles of social media to education are similar to those of other researches (Dirik, Taşkesen, Ekin & Alp, 2012; Şimşek, 2012; Tanrıverdi & Sağır, 2014; Zafarmand, 2010). Zafarmand (2010: 42-43) noted that there is uncertainty about which sources and information should be used due to

lack of content filtering, dependency, excessive resources and information intensity. Dirik et al. (2012: 223), Şimşek (2012: 15), Tanrıverdi & Sağır (2014: 786) have emphasized that social networks can cause individuals to become alone, not socialising, meeting the wrong people and entering dangerous environments. The social and cultural life are damaged because of communication disorders related to misuse of the Turkish. Ertugrul & Keskin (2012) found that speech impairments and communication problems arise due to incorrect use of Turkish in people who use instant messaging programs in their research. Şimşek (2012) emphasizes that the use of unconscious social media will lead to negative perceptions, attitudes and behaviours in the education and training processes.

Tanrıverdi & Sağır (2014: 786) stated that the students become alone as they become members of a social network. In addition, it has been pointed out that the negativities of social media include negligence such as taking more time than necessary, the possibility of stealing information and decreasing the efficiency of studying.

The data obtained from this study about "the opinions of administrators, teachers and parents regarding the supportive and obstructive features of social media to education," show similarities with studies in similar areas in the literature.

The following suggestions have been developed in the light of the findings of this research:

- The use of social media should be supported by providing in-service training to school administrators and teachers on the use of social media as an educational tool.
- Methods and techniques for the use of social media as an effective educational tool that is easy and fast to use should be developed.
- Establishment of platforms through which managers and teachers can share information and materials with their colleagues from other professionals according to their interests and needs should be encouraged and administrators and teachers should be encouraged to develop and share materials and become members to social media groups.
- "Social media education" should be effectively given to students as a subject or as a subject in a related course in order to increase the level of knowledge and awareness of the students about the use of social media, and to make them act more consciously against the threats that may arise.
- A control mechanism should be developed to prevent social media addiction.
- A common network of school administrators, teachers, parents and students should be established to improve communication between the school and the community.
- Further scientific research should be conducted to demonstrate the advantages and disadvantages of using social media for educational purposes.

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