



A MULTIDIMENSIONAL EVALUATION OF THE USE OF SOCIAL NETWORKS IN EDUCATIONAL PROCESSES

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Abstract:

The aim of this study is to make a multidimensional evaluation of the use of social networks in educational processes, based on the opinions of Turkish Teachers. This study examines how teachers use social networks in education, how often they use which social networks, for what purpose they use social networks, whether social networks are useful or not, and how social networks should be used for quality education. In this study, phenomenological design, one of the qualitative research designs, was used. The study group of the research consists of 26 Information Technologies Teachers selected by criterion sampling method. Research data were collected with a semi-structured interview form developed by the researchers. In this study, qualitative and quantitative research techniques were used together. Qualitative data obtained through interviews were subjected to content analysis, while frequencies and percentages of quantitative data were calculated. In the research, the majority of the participants used social networks frequently/very frequently in education; social networks such as Facebook, YouTube, WhatsApp and Instagram are mostly used in education; it has been determined that the

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participants find it useful/very useful to use social networks in education, that the use of social networks in education provides teacher-student, student-student and teacher-parent communication, facilitates cooperation and solidarity with education stakeholders, and facilitates resource and material sharing.

Keywords: educational technologies, information technologies, social network, internet, social media, technology

1. Introduction

The term social network was first used in 1954 to describe one's relationships with people around them (Barnes, 1954). Today, it can be said that this definition maintains its validity through technology. Technology has created an interactive virtual network for people to share their feelings, and thoughts and work with other people. People are having a good time while doing these. The number of users of this virtual structure is increasing day by day and new understandings about communication are emerging (Cheung, Chiu & Lee, 2011). Social networks such as Facebook, Instagram, YouTube, Myspace, LinkedIn, Twitter and Pinterest allow people to connect with each other, communicate, research topics of interest, and share objects such as videos, music, news. In addition, it allows different activities such as viewing different user profiles, listing their preferences, and joining common groups.

It can be said that technological developments affect and reshape learning-teaching processes, socio-economic structure and cultural life (Taş, 2020). It is known that countless people/users can freely share all kinds of information, especially in social networks that carry the forms of communication between individuals to very different dimensions (Özmen, Aküzüm, Sünkür & Baysal, 2012). It is of great importance that these networks, which have become very widespread in recent years, are used in education for many different purposes and ways. Social networks can be preferred more than other electronic teaching and communication systems due to their simple structure and ease of use. Allowing many teachers and other people related to education to easily form groups, enabling them to share freely among themselves, providing easy communication and feedback, providing rich teaching experiences, and supporting the education-teaching process ensure that social networks are used effectively in the education process (Jones, Blackey, Fitzgibbon & Chew, 2010).

It is clear that the computer, and especially the internet technology, has an indispensable place in people's lives. It can be said that especially the young generation grew up with computer and internet technology and therefore social networks, and they placed them at a crucial point in their lives. In addition to their speed, simplicity and globality, social networks show that they have an important potential in education processes by providing individuals with opportunities for content preparation and active participation. It can be said that social networking sites have transformed society into a "global village" (Güneş, 2016). Education in social networks can turn into interactive, interactive and individualized content (Arkan & Yünter, 2018). The Internet and social

networks have allowed education-learning activities and environments to go beyond school and spread to all areas of life. Therefore, it can be said that every house, cafe, square, street and means of transportation with the internet, mobile phone or computer has turned into a learning environment. In addition, the abundance of social network users requires teachers to use these tools in both professional development and education-teaching activities (Grant, 2008).

Social networks that connect people to each other through interaction, communication and shared information can become a source of professional support in the process. Fuglei explains the purpose of social networks as providing flexible interaction between institutions or individuals to ensure progress (Arkan & Yünter, 2018). Social networks can be defined as personal web pages that allow interaction with other people by collecting and sharing information online. Social networks enable collaboration and knowledge sharing by operating a social and active learning process (Ajjan & Hartshorne, 2008).

Studies show that 3 billion 196 million of 4 billion 21 million internet users are social network users, which corresponds to 43% of the world's population. The same researches explain the rate of social network usage as 63% in Turkey (Digital in 2018). In this case, it can be said that the rate of using social networks in Turkey is above the world average. TUIK data indicate that internet use among young people is increasing day by day and it has become a part of their lives. Fuglei states that approximately 82% of educators interact with their students on social networks and teachers have started to use social networks for educational purposes over time (Arkan & Yünter, 2018). These rates show that social networks have an important educational potential if they are used carefully.

Thanks to computer and communication technologies, social networking sites where individuals can share information, interact and communicate are increasing day by day. Social networks, which have expanded the scope of education and educational environments by removing the space limitation, have transformed individuals from being passive recipients into active participants in education; it has highlighted the dimension of education as a social process by producing content in cooperation with individuals (McLoughlin & Lee, 2007).

In addition to its many benefits in different fields, in the field of education, it is one of the benefits of social networks that it makes educational processes active and creative, supports cooperative learning, increases student-teacher interaction, and activates students' research, questioning and problem-solving skills. Teaching materials that appeal to more than one sense organ in teaching activities, the use of methods and techniques makes learning more interesting and makes it permanent (Taş, 2019). Other benefits of social networks are that they are fast, cheap and up-to-date, enable two-way relations, provide an opportunity for information production, and allow people to choose among alternatives (Öztürk & Talas, 2015). It can be said that following educational and scientific publications is one of the academic benefits of social networks. At this stage, students should be made aware of and motivated for useful content and usage (Akbaba, 2006).

With the developing technology, social networks have gained an important place both in educational processes and environments, as well as in interpersonal communication and relations. Thanks to social networks, communication and interaction have been simplified and these networks have become an indispensable part of human life. In our age, there are many developments and changes, especially in technology. This development and the change experienced also change the needs, attitudes and behaviors of individuals (Taş & Minaz, 2019). Developing technologies have forced education systems and accordingly education-teaching processes to change. Education systems and processes have changed shape by leaving their traditional structures, and a transformation from a school- and classroom-based formal structure to an informal and social learning-centered structure has begun (Ekici & Kıyıcı, 2012).

In the literature, it is seen that the number of studies on the functionality and importance of social networks in educational environments is low, and the researches mostly focus on issues such as the structure of social networks, security and identity management (Boyd & Ellison, 2007). In the study conducted by Toğay, Akdur, Yetişken, and Bilici (2013), it was determined that supporting educational processes with social networks is effective in learning, facilitates learning and improves educational processes. In the study conducted by Acar and Yenmiş, it was determined that students' views on the use of social networks (Facebook) in education were positive. In the study conducted by Arkan and Yünter (2017), it was concluded that social networks can be an important, powerful and economical educational resource when used correctly. In the study conducted by Özmen et al., (2012), it was concluded that social networks have positive contributions to the education process in terms of providing coordination and knowledge sharing. In the study conducted by Öztürk and Talas (2015), social networks increase the interaction of students, teachers and content; It has been determined that it provides support to teachers and students in developing research, questioning and problem-solving skills. In the study conducted by Genç (2010), it was determined that web 2.0 technology creates an alternative to traditional classroom learning environments in education. Bekdemir and Tağrikulu (2018) determined in their study that the use of social media in education has useful results for students in subjects such as cooperation, communication and sharing. In addition, many studies reveal that social networks have positive results in terms of motivation, effectiveness and communication in educational environments (Ajjan & Harsthone, 2008; Willard, 2006).

The scarcity of research in the literature, in which the opinions of Information Technologies teachers on the use of social networks in education are included, makes this research unique and important. The idea that determining the opinions of teachers on the use of social networks in education will be useful in presenting important information and perspectives to the decision-making mechanisms on the use of social networks in education is one of the reasons for this study. This research; will lay the groundwork for research on the use of social networks in education; It is thought that the data obtained is also important in terms of being able to guide educators, families and policymakers regarding the use of social networks in education. The expressed importance and characteristics of social networks, the necessity of breaking traditional educational

patterns, and the usability of current technologies in educational environments add importance to this research.

The aim of this study is to make a multidimensional evaluation of the use of social networks in educational processes based on the opinions of Turkish Teachers. For this purpose, answers to the following questions were sought:

- 1) What is the frequency of use of social networks in education by teachers?
- 2) Which social networks do teachers use in education and how often?
- 3) For what purpose do teachers use social networks in education?
- 4) According to teachers, is the use of social networks in education useful?
- 5) According to teachers, what are the benefits of using social networks in education?
- 6) According to teachers, how should social networks be used for quality education?

2. Method

2.1. Research model

In this study, which aims to make a multidimensional evaluation of the use of social networks in educational processes based on the opinions of teachers, phenomenological design, one of the qualitative research designs, was used. Phenomenology is a research strategy carried out to reveal human experiences about a phenomenon (Creswell & Poth, 2016). The phenomenology design focuses on phenomena that are aware of but do not have detailed knowledge and understanding about (Yıldırım & Şimşek, 2018). Although it is not completely unfamiliar that social networks can be used in education, the fact that the use of social networks in education by Turkish Teachers is not a well-known phenomenon necessitated the use of phenomenology design in this study.

2.2. Working group

The study group of this research consists of 26 Turkish Teachers. Participants were determined by the criterion sampling method. Criterion sampling is the creation of the sample from people, events, objects or situations with the qualities determined in relation to the problem (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2021). Being an information technology teacher, being a member of at least one social network and using social networks actively were determined as participant selection criteria. While selecting the sample, the diversification strategy was used; In this context, data source diversity was made by choosing teachers from different genders, ages and service periods and working in different settlements (province/district/village). Twelve of the teachers participating in the study were female and 14 were male. The ages of the teachers are between 28-51; their professional seniority ranges from 6 to 28 years. 12 of the participant teachers work in the city center, 8 of them work in the district center and 6 of them work in the village.

2.3. Data collection tool

Research data were collected with a semi-structured interview form. The data collection tool was developed by the researchers. A semi-structured interview is a technique in which the questions are prepared in advance, but the flow of the interview can be affected by different additional questions depending on the process. A semi-structured interview allows the interviewee to open and elaborate on their answers (Türnüklü, 2000). Since it has a certain level of standard and provides flexibility to the research, a semi-structured interview form was used to collect the data in this study. While preparing the interview questions, care was taken to ensure that they were suitable for the purpose of the research and that they were understandable. The interview form was finalized in line with the opinions and suggestions of 2 lecturers and 3 Turkish Teachers who were experts in the subject.

2.4. Data collection

Face-to-face interviews with participants; it was held in a room provided by the school administration. In the interviews, the participants were asked questions about how often they use social networks in education, for what purpose they use social networks in education, whether using social networks in education is useful or not, what are the benefits of using social networks in education, how social networks should be used for quality education. Before the interview, the teachers were informed about the research topic and interview questions; during the interview, questions were asked to the teachers, and additional questions were asked depending on the answers of the teachers and the flow of the interview. With permission, audio recordings were made and notes were taken during the interviews, which lasted approximately 15 minutes. The real names of the interviewed teachers were not used, and the names of the teachers were coded as T1, T2, T3...T26.

In this study, the principles of scientific research and publication ethics were meticulously followed; participants were informed in detail about the research and an informed consent form was signed. Participation in the research was based on volunteerism.

2.5. Data analysis

The content analysis technique was used to analyze the data obtained in the research. According to Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, and Demirel (2021), content analysis is a technique in which some words of a text are summarized with smaller content categories with coding based on certain rules. The interviews, which were converted into written text, were read several times by the researchers and coding was carried out. Coding is the process of naming the meaningful parts among the data (Yıldırım & Şimşek, 2018). In this study, the coding method in the form of sentences was used in order to present the views and thoughts of the participants to the reader in a more clear and more understandable way. After the data were coded, the codes related to each other were categorized. The category is the grouping of related concepts under a higher theme (Yıldırım & Şimşek, 2018). In the content analysis process, the answers were

grouped into sub-categories and tabulated, and the frequencies of the sub-categories in the table were calculated. Frequency analysis, while determining the numerical and proportional frequency of the data; categorical analysis enables a message to be divided into units first, and then these units are grouped into themes-categories according to certain criteria (Bilgin, 2014). While the findings obtained as a result of the calculations are presented by converting them into tables; In some places, direct quotations were made from the opinions of the interviewed individuals.

The reliability of the data obtained in the study was achieved through peer debriefing, researcher triangulation and member checking; The validity and reliability of the qualitative dimension of the research were tested in the light of credibility, dependability, confirmability and transferability criteria.

In the research, the audio recordings of the interviews were analyzed at two different times and the consensus rate in both analyzes was determined as 90.00%. In the literature, a consensus rate of 80.00% is considered sufficient (Keeves & Sowden, 1994). In addition, since the involvement of a co-expert in the research process enables more comprehensive data analysis (Denzin, 2017; Lincoln & Guba, 1985), a faculty member took part in the research as a co-expert and participant answers were examined separately by both researchers and co-experts. and 88.00% consistency was determined in the determinations regarding possible categories and codes. This calculated ratio is considered a high value for reliability analyzes based on peer review (Boyatzis, 1998; Miles, Huberman, & Saldana, 2019). Since a confirmation mechanism to be created with data sources will help to understand how adequate the results are to represent the truth (Houser, 2018; Silverman, 2006; Yıldırım & Şimşek, 2018), the records that were converted into written text by the researchers were checked by the participants and their accuracy was confirmed.

3. Results

3.1. Findings on the frequency and purpose of using social networks in education

Teachers' views on the frequency of using social networks in education and which social networks are used and how often are presented in Table 1 and Table 2.

In the examination made in Table 1, it is seen that 84.62% of the teachers use social networks very often and frequently in education, the rate of teachers who use social networks sometimes and rarely is 15.38%, and there is no teacher who never uses social networks in education.

Table 1: Frequency of Use of Social Networks in Education by Teachers

	Very often		Often		Sometimes		Rarely		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Frequency of using social networks in education	13	50,00	9	34,62	3	11,54	1	3,84	0	0

In the examination made in Table 1, it is seen that 84.62% of the teachers use social networks very often and frequently in education, the rate of teachers who use social networks sometimes and rarely is 15.38%, and there is no teacher who never uses social networks in education.

Table 2: Social Networks Most Frequently Used by Teachers in Education

Social networks	Usage rate	
	<i>f</i>	%
Facebook	25	96,15
YouTube	24	92,31
WhatsApp	22	84,62
Instagram	20	76,92
Messenger	16	61,54
Twitter	12	46,15
Skype	7	26,92
Google Plus	3	11,54
Windows Live	2	7,69

In the analysis made in Table 2, it is seen that teachers mostly use social networks such as Facebook, YouTube, WhatsApp and Instagram in education. Teachers' views on the purpose of using social networks in education are presented in Table 3.

Table 3: Opinions on the Purpose of Using Social Networks in Education

Opinions	<i>f</i>	%
Sharing lecture notes	25	96,15
Sharing questions and exercises	24	92,31
Sharing a lesson video	23	88,46
Make an announcement	21	80,77
Submit homework	20	76,92
Professional sharing	19	73,08
Communicating with parents	18	69,23

In the analysis made in Table 3, it is seen that teachers mostly use social networks to share lecture notes, share questions and exercises, share lecture videos and make announcements.

3.2. Findings on the benefits of using social networks in education

Teachers' views on whether the use of social networks in education is beneficial and the benefits of using social networks in education are presented in Table 4, Table 5, Table 6, Table 7 and Table 8.

Table 4: Opinions on Whether the Use of Social Networks in Education is Useful

Opinions	f	%
Very useful	12	46,15
Useful	8	34,62
Less useful	4	11,54
Useless	2	7,69

In the examination made in Table 4, 80.77% of the teachers found it useful and very useful to use social networks in education; it is seen that the rate of those who see it as less useful and useless is 19.23%.

In the study, the views of teachers on the benefits of using social networks in education were subjected to content analysis, and the opinions were categorized under 4 themes as communication, cooperation, sharing, innovation and development, taking into account the closeness and similarity of the answers, and these themes are presented below in separate tables.

Table 5: Opinions on Communication Theme

Theme	Opinions	f	%
Communication	It provides communication between teacher and student.	25	96,15
	It provides communication between student and student.	25	96,15
	It provides communication between teacher and parents.	24	92,31
	It makes it easy to make announcements about school, class, student or courses.	23	88,46
	It enables the sharing of information about lessons or other educational activities.	21	80,77
	Facilitates monitoring of school and student developments	20	76,92
	It allows to follow homework or course-related tasks.	18	69,23

In the examination made in Table 5, it is seen that almost all of the teachers stated that the use of social networks in education facilitates teacher-student, student-student and teacher-parent communication, making announcements and sharing information easier. Some examples of teachers' statements on the theme of communication are presented below:

"... Social networks provide fast and effective communication between teachers, parents and students." (T8)

"... Social networks enable rapid information sharing, saving time and ensuring effective communication." (T15)

"... As social media tools facilitate communication opportunities, it also becomes easier to control the student." (T20)

Table 6: Opinions on Collaboration Theme

Theme	Opinions	f	%
Partnership	It contributes to the support of academic studies related to the courses.	25	96,15
	It contributes to the formation of groups in line with common interests and needs.	23	88,46
	It allows group work to be carried out faster.	22	84,62
	Facilitates cooperation and solidarity with parents.	22	84,62
	It enables students to collaborate among themselves.	21	80,77
	It allows to act together.	19	73,08
	Facilitates cooperation with school administration.	17	65,38
	It creates a feeling of being part of a group/community in students.	15	57,69
	It enables new friendships to be established.	10	38,46

In the examination made on Table 6, it is seen that the majority of the teachers stated that the use of social networks in education supports academic studies, enables group formation and group work to be carried out faster and easier, and facilitates cooperation and solidarity with education stakeholders. Some examples of teachers' statements on the theme of cooperation are presented below:

"... Social media tools not only make it easier to reach parents and students, but also increase cooperation." (T3)

"... Social networks enable new friendships to be formed and students to cooperate among themselves." (T18)

"... Thanks to social networks, cooperation with the school administration can be achieved more easily, which provides significant benefits in terms of education." (T24)

Table 7: Opinions on Sharing Theme

Theme	Opinions	f	%
Sharing	It provides access to rich resources and materials.	25	96,15
	Allows easy sharing of information	25	96,15
	Provides support for multiple learning environments.	24	92,31
	It allows students and teachers to share their resources.	22	84,62
	It allows easier and faster sharing of opinions and thoughts.	21	80,77
	It allows students to share questions and answers.	19	73,08
	It allows students to share group assignments.	16	61,54
	Provides sharing of news and developments about the school	15	57,69

In the examination made in Table 7, it is seen that almost all of the teachers stated that they found the use of social networks in education useful in terms of sharing resources and materials, sharing information easily, providing multiple learning environments, and sharing opinions and thoughts more easily and quickly. Some examples of teachers' statements regarding the sharing theme are presented below:

"... Social media tools offer the opportunity to share a rich source and material related to the courses." (T1)

"Social networks provide multiple learning environments and enable easy and fast sharing of information." (T2)

"... Thanks to social networks, sharing many things going on at school ensures that we are constantly sensitive and knowledgeable about the school...." (T24)

Table: Opinions on Innovation and Development Theme

Theme	Opinions	f	%
Innovation and Development	It contributes to the follow-up of innovations in education.	24	92,31
	It provides to be informed about the developments in daily life.	23	88,46
	It allows teachers to easily update themselves.	20	76,92
	It enables teachers to follow internet/computer technology closely.	15	57,69
	It enables teachers to be more sensitive to educational situations and events.	8	30,77

In the examination made in Table 8, it is seen that the majority of teachers stated that the use of social networks in education is useful in terms of following educational innovations and developments, making it easier for them to update themselves, and enabling them to follow the internet and computer technology. Some examples of teachers' statements on the theme of innovation and development are presented below:

"Social media tools enable to follow the current developments in education." (T19)

"... Thanks to social networks, our colleagues can keep themselves up-to-date on the internet and computer technology and follow the developments." (T26)

3.3. Findings on how social networks should be used to improve the quality of education

Teachers' views on how social networks should be used to improve the quality of education are presented in Table 9.

Table 9: Views on How Social Networks Can be Used to Improve the Quality of Education

	f	%
Sharing should be relevant to the topic	24	92,31
Sharing should be interesting	22	84,62
Sharing should be appropriate for students' level	21	80,77
Shares should be prepared by the group	18	69,23
Posts must be up to date	14	53,85
Posts must be original	9	34,62
Parent participation should also be ensured.	5	19,23

In the analysis made in Table 9, it is seen that the majority of the teachers suggest that the posts made on social networks should be appropriate for the subject and student level, that the posts should be prepared by the group, be up-to-date and original, and that the parents should participate in the process in order to increase the quality of education. Some examples of teachers' statements on the subject are presented below:

"... Social media posts should be appropriate to the lesson and the subject. It is not right to share posts just for fun." (T4)

"... In order for it to work, the shares made on social networks must be appropriate for the level of the students..." (T11)

"Social media posts should be prepared by the group, not by a single teacher. In this case, more rational sharing may emerge..." (T21)

"... Parents should also be included in social media posts. In this case, the control of the sharing will be easier and it will be easy to get feedback on its effect on the student." (T23)

4. Discussion, Conclusion and Recommendations

In the study, it was determined that the vast majority of teachers (84.62%) use social networks frequently/very often in education, there are no teachers who never use social networks in education, and 80.77% of teachers find it useful/very useful to use social networks in education. In addition, it was determined in the research that teachers mostly use social networks to share questions and exercises, share lecture notes, share lecture videos and make announcements. Research results on the use of social networks in education indicate that social networks are used effectively by teachers and other people related to education. It can be stated that the interaction provided by social networks directs the school staff and therefore the society to be a more active participants. It can be said that the cooperation, coordination and sharing between education staff and students, thanks to the use of social networks in education, contributes significantly to the realization of educational goals. It is clear that thanks to the use of social networks, there is an increase in the feelings of communication, cooperation, sharing and solidarity, and that people are quicker and easier to learn about the changes and innovations that occur in the environment and in the world. Thanks to social networks, ideas, inventions and innovations spread very quickly around the world. In the study conducted by Toğay et al., (2013), it was seen that most of the participants stated that the use of social networks in education is necessary and useful. In another study, the fact that 91% of the teachers participating in the research are members of a social network or actively use the social network shows that social networks are used effectively among educators (Özmen et al., 2012).

In the research, it has been determined that teachers use social networks such as Facebook, YouTube, WhatsApp and Instagram the most in education, respectively. In a

study conducted by Schmucki, Meel, Bialo, and Sivin-Kachala (2010), it was determined that the social network that educators use or subscribe to most is Facebook. In the study conducted by Bekdemir and Tagrikulu (2018), it was determined that when social media tools are mentioned, tools such as Facebook, Twitter, Instagram, WhatsApp, Swarm, Snapchat, YouTube and Tumblr come to the minds of students, respectively. In the study conducted by Toğay et al., (2013), it was determined that Facebook and YouTube were used mostly by students in education. Another study shows that teachers mostly use Facebook to communicate with their colleagues and YouTube to communicate with students (Öncel, 2011). Another study reveals that YouTube is the leading social network actively used in Turkey, followed by Facebook and Instagram (Digital in, 2018). According to Genç (2010), Facebook is the fastest growing social network among social networks and the most preferred by university students for educational purposes. These networks offer new possibilities for users to establish various social relationships and reshape the teaching-learning process. While the rapid development in information technologies creates new opportunities and conveniences in education, it also contributes to the adaptation of the educators to the new technology and their professional development. The flexibility and ease of use of social networks enable them to be used more in education than in other systems. Many people related to education use social networks in education because of their ability to form groups, share, communicate, receive feedback, and contribute to the process of enriching their teaching experience (Jones et al., 2010).

In the study, almost all of the teachers stated that the use of social networks in education ensures teacher-student, student-student and teacher-parent communication, and facilitates the making of announcements and information sharing, it has been revealed that they stated that it facilitates the sharing of resources, materials and information, provides multiple learning environments, and enables the sharing of opinions and thoughts easier and faster. Most of the teachers said that social networks support academic studies, create groups and make group work faster and easier, and facilitate cooperation and solidarity with education stakeholders; It has been determined that they have stated that it makes it easier for teachers to follow educational innovations and developments, to update themselves, and to enable teachers to follow internet and computer technology.

In the research, it was determined that the teachers suggested that the posts made on social networks should be appropriate for the subject and student level, that the posts should be prepared by the group, be up-to-date and original, and that the parents should participate in the process in order to increase the quality of education. Content produced by teachers on social networks can be considered as new materials for education. In this case, social networks become an environment for teachers to share their experiences with their colleagues. Visuals such as graphics and figures can be used to explain the subjects in a simple, clear and concise manner, either institutionally or individually, so that the subject can be seen holistically and the connection between the subjects can be established (Arkan & Yünter, 2018). It can be said that teachers can reach students more easily by using social networks and integrating education with their social lives. It can be stated

that this situation makes a difference in education and allows education to continue outside of school. In addition, the ability of students and teachers to access social media anytime, anywhere, and the ability of students to do it again thanks to the social network archive can be described as the difference and power of using social networks for education (Gülbahar, Kalelioğlu & Madran, 2018).

In the study conducted by Toğay et al., (2013) and supporting our research, it was determined that supporting educational processes with social networks is effective in student learning, facilitating and accelerating learning, improving learning-teaching processes, providing communication and cooperation, and increasing sharing. Similar to these results, in the study conducted by Ploderer, Howard, and Thomas (2010), it was revealed that social networking sites greatly contributed to the development of cooperation. Özmen et al., (2012) stated in their study that social networks had positive results in terms of motivation, effectiveness and communication for students. Ajjan and Harsthone (2008) also stated that social networks increase student learning, provide school-student and student-student interaction, and facilitate compliance with lessons. Schmucki, Meel, Bialo, and Sivin-Kachala (2010) determined in their study that teachers mostly use social networks to share information and resources. Muijs, West, and Ainscow (2010) state that social networks have benefits such as improving schools, increasing opportunities and sharing resources in education. In the study conducted by Bekdemir and Tagrikulu (2018), accessing information and sharing academic information, providing human relations and communication are among the benefits of using social networks in education. According to Öztürk and Talas (2015), while social networks rearrange communication, interaction, cooperation, working style and learning style; enrich learning experiences and support learning-teaching and evaluation processes.

It can be said that social networks are seen in every aspect of our lives and are increasingly becoming an indispensable part of our daily life. It cannot be expected that social networks, which deeply affect and even reshape the social structure and social relations, will not be used in education or not affect education. Social networks contain many opportunities and opportunities that can be used in the field of education as well as in many fields. Ease of use, prevalence, speed, enabling cooperation, communication and information sharing are the reasons why social networks are preferred by educators. Based on the findings, the following suggestions can be developed:

- 1) Necessary technical infrastructure should be established in order to use social networks more effectively at all levels of education.
- 2) Teachers should be encouraged to use social networks so that they can increase their professional development, keep up-to-date and share usefully with other education stakeholders.
- 3) In order for teachers to benefit more from social networks, more effective and practical training should be given to improve their knowledge and skills.
- 4) Technical and legal arrangements should be made so that social networks that enable the participation of international students can be actively used in course environments.

- 5) More time should be allocated to the media literacy course and more information and activities related to social networks should be included in the content of the course.
- 6) An interactive environment should be created in social networks, students should be allowed to express their opinions and thoughts easily, and a quick feedback should be provided.
- 7) At the point of using social networks in education, a complementary and supportive order should be created between school and family by ensuring that not only the school, teachers and students, but also families take responsibility.
- 8) More field studies should be conducted on the benefits of social networking for teachers and students, its contribution to educational processes and the quality of educational content.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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