THE COMPARISON OF TEACHERS AND STUDENTS OPINIONS ON THE
USE OF SOCIAL NETWORKING SITES FOR EDUCATIONAL PURPOSES IN
A PRIVATE HIGH SCHOOL

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE COMPARISON OF TEACHERS AND STUDENTS OPINIONS ON THE USE OF SOCIAL NETWORKING SITES FOR EDUCATIONAL PURPOSES IN A PRIVATE HIGH SCHOOL

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This study aims to investigate the use of Social Networking Sites (SNSs) by high school students and teachers by (i) comparing their preferences in using these web-based social environments, and (ii) questioning how they affect their face-to-face communication. Survey research design with convenience sampling method was used to descriptively compare social media usage behaviors of teachers and students and their perceptions toward SNSs. As the data collection instruments two surveys, one for teachers and another for students were utilized. The data were collected from 445 high school students and 61 high school teachers. Descriptive statistics and t-test were used to analyze the collected dataset.

Results indicated that teachers and students prefer to use similar SNSs like Facebook, Instagram, and Twitter. They both perceive SNSs as an online environment for entertaining, socializing, and communicating. Moreover, both groups indicated that SNSs provide an opportunity to access information easily and instantly whenever and wherever they needed. According to some remarkable results, while teachers use SNSs mainly for communication reasons, majority of the students use them for entertainment reasons. Educational purpose is the most frequently stated reason by students for interacting with their teachers in SNSs. Chatting is the most preferred SNSs activity that students do for interacting with other students. Majority of students and teachers

aware of the privacy and security settings on SNSs. Majority of the students stated that use of the SNSs do not affect their face-to-face communications. This study has important implications for practice and research in that the findings drawn from this study can inform teachers and researchers how to design and tailor SNSs for their courses or studies.

Keywords: Social Networking Sites, High School, Students, Teachers, Perceptions, Social Interactions

ÖZ

ÖZEL BİR LİSEDEKİ ÖĞRETMEN VE ÖĞRENCİLERİN SOSYAL AĞ SİTELERİNİN EĞİTİM AMAÇLI KULLANIMINA YÖNELİK GÖRÜŞLERİNİN KARŞILAŞTIRILMASI

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Bu çalışma, lise öğrenci ve öğretmenlerinin sosyal paylaşım siteleri kullanımlarını (i) web tabanlı bu sosyal ortamlardaki kullanım tercihlerini karşılaştırmak ve (ii) bu sosyal ortamların onların yüz yüze iletişimini nasıl etkilediğini sorgulamak yoluyla araştırmayı hedeflemiştir. Katılımcıların sosyal medya kullanım davranışlarını ve sosyal ağ sitelerine karşı algılarını betimleyerek karşılaştırmak için tarama araştırma tasarımı (survey research design) ve kolayda örnekleme yöntemi (convenience sampling method) kullanılmıştır. Veri toplama aracı olarak biri öğretmenler ve diğeri öğrenciler için olmak üzere iki adet anket kullanılmıştır. Veriler 445 lise öğrencisi ve 61 lise öğretmeninden toplanmıştır. Toplanan verileri analiz etmek için betimsel istatistikler (descriptive statistics) ve t-testi kullanılmıştır.

Sonuçlar öğretmenlerin ve öğrencilerin Facebook, Instagram ve Twitter gibi benzer sosyal paylaşım sitelerini kullanmayı tercih ettiklerini göstermektedir. Her iki grup da sosyal paylaşım sitelerini eğlence, sosyalleşme ve iletişim için bir çevrimiçi ortam olarak algılamaktadırlar. Bunun yanı sıra iki grup da sosyal paylaşım sitelerinin istenilen bilgiye istenilen zamanda ve istenilen yerde kolayca ve anında ulaşmak için bir imkân sunduğunu belirtmişlerdir. Bazı çarpıcı sonuçlara göre, öğretmenler sosyal paylaşım sitelerini çoğunlukla iletişim amaçlı kullanırken, öğrencilerin büyük

çoğunluğu eğlence amaçlı kullanmaktadır. Öğrenciler tarafından eğitsel amaç, öğretmenleri ile sosyal paylaşım sitelerinde etkileşmelerinin en yaygın nedeni olarak belirtilmiştir. Mesajlaşma, öğrencilerin diğer öğrencilerle etkileşiminde en çok tercih edilen sosyal paylaşım sitesi aktivitesidir. Öğrencilerin ve öğretmenlerin büyük çoğunluğu sosyal paylaşım sitelerindeki güvenlik ve gizlilik ayarlarının farkındadırlar. Öğrencilerin büyük çoğunluğu sosyal paylaşım sitesi kullanımının yüz yüze iletişimlerini etkilemediğini belirtmiştir. Bu çalışma öğretmenlere ve araştırmacılara sosyal paylaşım sitelerini dersleri ya da çalışmaları için nasıl tasarlayıp ve şekillendirecekleri hakkında yol gösterebilmesi bakımından araştırma ve uygulama için önemli sonuçlar içermektedir.

Anahtar Sözcükler: Sosyal paylaşım sitesi, Lise öğrencileri, Öğrenci, Öğretmen, Algı, Sosyal etkileşim

To my family

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

SNSs: Social Networking Sites

SSI: Student-Student Interaction

STI: Student-Teacher Interaction

TSI: Teacher-Student Interaction

TTI: Teacher-Teacher Interaction

CHAPTER 1

INTRODUCTION

Social Networking Sites (SNSs) have been designated as web-based tools or platforms where individuals with similar interests and different characteristics come together and carry out a range of activities. Those activities can be simply categorized as creating, sharing, discussing, collaborating, and editing. Despite being popular and well-known as well as widely applicable in various contexts, there is no universal definition of web tools that has been accepted in the literature. Such web-based tools not only allow people to actively collaborate, meaningfully create content and knowledge and share information in an easy way, but also encourage people to become more socialized members of society. Moreover, the popularity of using web platforms among the youth population and its wide applicability and affordances in different contexts inspire educators and researchers around the globe to be in search of adapting these platforms for educational purposes. This is due to social web platforms including features and characteristics that could be tailored and adopted to transform teaching and learning. Those contributions can be simply named as blogs, microblogs, video sharing platforms (YouTube, Dailymotion etc.), wikis, social networking sites and other social software artifacts. Because of its affordances and easily adaptable features, the number of teachers who attempt to use Web 2.0 tools in higher education is increasing rapidly. Not only teachers but also students mention many benefits from using web technologies in their school activities.

Different names have been used in the literature to refer to web tools such as social networking sites, social network platforms, social media, and Web 2.0 tools. Even if

the names seem to be different, they fundamentally overlap in many aspects. For that reason, throughout the writing of this thesis, the term "Social Networking Sites (SNSs)" is used predominantly in order to avoid confusion or misunderstanding.

1.1 Background of the Study

Web tools are technologies capable of supporting the development of ICT pedagogy in the 21st century (Donaldson, 2014). These capabilities involve evaluating and analyzing the development of students, collecting presentations, homework or other lesson materials, controlling time management, planning school or class events, creating a calendar for class activities, creating online projects (presentations, documents, posters, tests, quizzes, videos, games etc.) in collaboration, communication, digital storytelling, e-portfolios, etc. As popular web tools, SNSs are described as online personal platforms allowing people with similar interests to gather in order to collaborate, communicate, share ideas, photos, videos and discuss with others (Boyd & Ellison, 2008).

A recently conducted study demonstrated that Facebook, Twitter, LinkedIn and Instagram are the most widely used social networking sites (Al-Zaidiyeen, Mei, & Fook, 2010). Like any other new technology, students and teachers are likely to prefer to use SNSs because of its ease of use. SNSs are not only a very good tool for finding old friends, learning about what's happening, communicating, being aware of the agenda, time spending, creating a social environment or business acquisitions, but it also might be an incredible learning tool and effective means of supporting the development and improvement of teaching and learning in many aspects. For instance, teachers can utilize SNSs in the support of class projects, enhancing communication and collaboration, facilitating student engagement with learning materials in a manner that might not otherwise be possible in the traditional classroom settings. They might have the great potential to convert the learning environment from passive to active and

to promote online interaction between students, teachers and content, and thereby increasing student enrollment.

Today's educators are expected to have 21st century skills in order to equip students with critical knowledge and skills deemed necessary to survive in this modern-day society. Those skills are composed of media literacy, information literacy, technological literacy, game-based learning, project-based learning, problem-based learning, and design-based learning (Cook, 2007). Furthermore, they are required to not only deal with learner-centered classroom and personalized instructions, but also to guide students as producers, learn new technologies, go more global, use smart devices, write blogs, go digital, collaborate, use social media tools effectively, connect with other experts, manage project-based learning, build a positive digital footprint, code, and be innovative, etc. . This requirement necessitates that teachers use social networking sites professionally and efficiently for educational purposes.

On the other side, today's youth, with their different backgrounds and learning styles, have different expectations from their schools and from their teachers. They may not be good at utilizing SNSs for facilitating and improving their knowledge growth process. However, something is certain; that they use SNSs for many reasons and purposes. Some of those reasons and purposes can be listed as following other people, informing about the other people' sharing, meeting new people, looking at others' lifestyles, sharing their own interests and hobbies, and attending to different activities like music and books. In addition, they may want to use SNSs to reflect their life perspectives, social status, emotional attitudes, beliefs, and relationships. For that reason, if educators want to 'speak the same language' as their students, they also need to be keen users of SNSs.

Educators may prefer utilizing some of the more well-known and widely used SNSs like Facebook, Twitter, Instagram, LinkedIn, Google+, Tumblr and Pinterest in order

to support their instruction in educational settings (Stelzner, 2011). However, using these platforms does not always necessarily bring about a positive effect on students' learning and classroom atmosphere/discipline or school life. There may also be negative effects as well. Therefore, before starting to use SNSs for educational purposes, it is necessary to know critical information regarding the perceptions of teachers and students towards SNSs, teachers' and students' intentions of using SNSs for educational activities, and also their views on the use of SNSs for educational purposes. By looking from this perspective, this thesis study was developed in order to analyze and investigate teachers' and students' perceptions, engagement, experiences, and relationships on SNSs within the perspectives of student-student, student-teacher, student-content, and teacher-teacher interaction.

1.2   Statement of the Problem

The web applications, mostly known as social media, aim to convert the school environment from traditional to digital and to a more learner-centric setting. The social networking sites may hold huge promise for teaching and learning because they are strictly web-based and completely free to end-users (Anderson, 2012). They also support collaboration, communication and increased interaction between student-teacher-content, enhance students' and teachers' learning experiences with customization and personalization, provide rich opportunities for networking and have great potential for learner-centered education.

SNSs may have many advantages on educational activities as well, with SNSs being flexible learning environments where anyone with a mobile device can have access anywhere, anytime. SNSs with such features might be useful and effective for both teachers and students to reach learning and teaching content with mobile devices easily. That is, when a teacher shares course material, students can access the materials 24 hours a day without constraint on time or place. Another positive feature might be

that students faced with unfortunate circumstances like being ill or having personal problems and therefore unable to attend class may at least have the opportunity to access class materials and communicate with other students about the what was covered on the course.

Ease of use is another advantage of SNSs. This property can allow students and teachers to adapt easily. With the use of SNSs, the characteristics of learning environment may undergo some role changes, not only for students but also for teachers. Teachers become more like guides or advisors rather than presenters of information, and students can become more active learners rather than passive.

In the literature, within the context of education, a series of positive effects of SNSs on students, teachers and content have been described and reported. Thus, SNSs encourage social interaction between individuals, support active learning, social learning, and help students construct knowledge within a student-centered learning platform (Anderson, 1995). Some studies on elementary school students reported the effects of social media on different aspects of education. According to those studies, use of SNSs promoted students' learning, empower collaborative learning among students, increase students' satisfaction (Andreassen, 2017) and enhance students' social efficacy (Boyd, 2007). However, a limited number of research studies investigated the use of SNSs within the context of both high school students and teachers. In addition, most of the research on the educational effects of using SNSs was conducted in the field of higher education (Correia, 2010). However, research on secondary school education was found to be scarce. For that reason, research studies are required to investigate how secondary school students and teachers used SNSs for educational purposes and what their reactions and perceptions were towards SNSs.

1.3 Purpose of the Study

SNSs are the basic communication platforms for today's world. The users of SNSs either share their life experiences or follow others (Zwart, Lindsay, Henderson, & Phillips, 2011). However, the use of SNSs in education can transform teaching and learning in many aspects; for example, it may influence an educator's communication style and their interaction with students, other teachers, and content. This is because SNSs provide an easy and easily accessible avenue for students to collaborate, communicate and share information (Lampe, Wohn, Vitak, Ellison, & Wash, 2011).

The purpose of this study is to, (i) investigate the use of SNSs by high school students and teachers, (ii) show their preferences in using these web-based social environments, and (iii) if and how they affect their face-to-face communication.

1.4 Research Questions

The following research questions were addressed in the current study:

Research Question 1: What are the SNS usage preferences of students and teachers?

> RQ1, Sub-question A. What is the students' and teachers' preferred SNS?

> RQ1, Sub-question B. What are the preferred devices to connect to SNSs?

Research Question 2: What are the students' and teachers' reasons for using SNSs?

> RQ2, Sub-question A. What are the types of SNS activities used by teachers for interacting with other teachers?

> RQ2, Sub-question B. What are the types of SNS activities used by teachers for interacting with students?

RQ2, Sub-question C. What are the types of SNS activities used by students for interacting with teachers?

RQ2, Sub-question D. What are the types of SNS activities used by students for interacting with other students?

Research Question 3: What are the problems encountered by students and teachers while using SNSs?

Research Question 4: What type of information is shared by students with other students and teachers on SNSs?

Research Question 5: Is there a significant difference in students and teachers perceived knowledge in security settings of SNS?

Research Question 6: Does SNS communication affect face-to-face communication of students and teachers?

1.5   Significance of the Study

A review of the literature revealed important information regarding the extensive use of SNSs by teachers and students. The expanse of this usage has increased dramatically in recent years. There might be many reasons behind this immense usage. If students and teachers spend more time using SNSs, it might be effective to integrate SNSs into school courses, as such usage can be leveraged by teachers in order to help students turn this usage into profitable revenue.

However, no comprehensive information could be found in the literature as to what would happen if SNSs were integrated into a secondary school course and how this integration would affect interaction between students, teachers, and learning content. In this respect, this study holds significant value for teachers and school administrators.

The information gathered in this study would be helpful for schools and educational policymakers to be aware of how teachers and students use SNSs for educational and non-educational activities. Moreover, this study provides many important statistics regarding teachers' and students' understandings and knowledge on SNSs settings, privacy, and policies. Such information is likely to help teachers and curriculum developers who are planning to integrate SNSs into courses to make some arrangements in advance.

Besides, this study reveals much information about the types of behaviors and actions that are likely to be demonstrated by teachers and students in SNSs. This information would be helpful in tailoring SNSs for educational purposes and to guide teachers as to how to regulate their actions and behaviors towards students' needs while interacting with students in SNSs.

1.6 Definitions of Terms

The following terms are commonly used in this study, and their definitions in the context of this study clearly described and explained as follows:

Student-student interaction (SSI): This term refers to communication among students in SNSs for the purpose of information exchange.

Student-teacher interaction (STI): This term refers to communication between a student and their teacher for the purpose of information exchange and support relating to the SNSs.

Student-content interaction (SCI): This term refers to communication between the student and their engagement and access to the learning content published on SNSs.

Social Networking Sites (SNSs): In this study, SNSs refers to an online platform that not only allows one-to-one, one-to-many, many-to-one, and many-to-many relations

with student and student, student and content, student and teacher, teacher and teacher, but also provides a social and learning space where students and teachers can share ideas, activities, events, and interests with each other or within their individual or group networks (Madden, 2013).

CHAPTER 2

LITERATURE REVIEW

In this part of the study, relevant research studies and important findings related to the use of SNSs for educational and non-educational activities are given, along with the general and theoretical information related to SNSs and the use of technology in education. Moreover, various effects of using SNSs on different aspects of education are described in line with the literature.

While developing the literature review of this thesis, the content of more than 40 articles published in different international scientific journals were examined in detail in order to distill the essential and relevant literature on the effects of SNSs on motivation, interaction, and entertainment.

2.1 Technology and Education

Nowadays, the use of technology, especially social media, has significant influence in many areas of people's lives (Deaux, 1973). One such area is undoubtedly education. Technology is described as the utilization of scientific knowledge for convenient aims (Marwick, 2001). Technology has a big potential to support and develop teaching and learning processes in the high school (Dumova, 2009). It also provides a chance to change the student's learning environment and to attend actively to the learning process (Coskun, Dogan, & Uluay, 2017).

When technologies are used for educational purposes, they are likely to help students set attainable goals and make them happen. Through education, students probably will

develop their thoughts and embrace new opinions and changes. They also can build better life conditions for themselves and their communities. By interacting with SNSs activities in daily life, students are able to achieve what is required and important for them and for the fortunes of the society in which they live.

Despite research studies indicating the positive impacts of technology on education, some research claims that the use of technology is negatively correlated with education (O'Callaghan, Neumann, Jones, & Creed, 2017). A recently conducted study, however, reported both positive and negative relationships between technology use and education (Eyrich, Padman, & Sweetser, 2008). Other SNS-related studies showed that as social media usage increases, students become more narcissistic and have lowered self-esteem. Cyber bullying, mobbing, and social connectedness are reported as some of the basic SNSs violations which can affect students or teachers when social media technologies are used harmfully or deficiently.

2.2 Social Network Sites (SNSs) in Education

SNSs can support all kind of learning activities, not only within the school environment, but externally too. It gives a chance for learners to take control of the learning process by affording them the initiative, promoting self-reflective learning, and encouraging peer teaching (Erümit, Karakuş, 2015). According to previous studies on SNSs, many students admit that using SNSs is positive for discussing learning topics and sharing ideas and that these types of activities were significantly confirmed to be helpful for achieving the given learning objectives (Mingle, 2013). In their study, Mingle (2013) examined SNSs in developing teaching and learning in high school education. They were found to provide both students and teachers a chance of guiding the learning environment and attending effectively to the learning procedures. The use of SNSs in an educational context was described by Hampton, Goulet, Rainie, & Purcell, 2011 that "SNSs give a change to students with more detailed information.

Furthermore, Griesemer (2012) claims that the SNSs can be used as a means of developing students in preparation for the 'real world' or 'education' in order to deal with its many challenges. That is, students can develop themselves by engaging with increasing content in SNSs or finding some other participation in high schools through international projects.

The main characteristics of social networking sites were described by Richter (2008) as personal information management, professional investigation, context understanding, network management, and information exchange activities. According to Lee, Lee, and Kim (2015), two reasons stand out as being important to use SNSs for educational purposes in school environments. One of them is that SNSs are utilized to support the development of class quality within the context of teaching and learning. Students' activities in SNSs such as sharing their opinions about course materials and assignments and discussing course-related topics support exchange of knowledge and social interaction among students, in turn culminates with development in education. The second is that SNS applications can be used as a communication tool to support the communication and interaction between teacher-teacher and teacher-student.

Interaction has been given significant value because of its importance as an element in the educational process (Anderson, 2003). Moore (1989) divides interaction into meaningful segments: teachers, students, and contents and points out the relationship between segments: student-teacher, student-student, student-content and teacher-teacher. Student-teacher interaction refers to a collection of activities taken place between students and their teacher on SNSs like sharing of documents, provision of interactive feedback, announcements, interaction and communication of teacher with student, etc. Student-student interaction, on the other hand, deals with a series of educational and non-educational activities on SNSs such as student's communication and interaction with classmates or peers about course activities or other matters. Student-content interaction relates to student engagement with their course content on

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SNSs. According to Moore (1989), student-content interaction is "the process of intellectually interacting with the content that results in changes in the student's view of the topic, understanding, the student's perspective, or the cognitive structures of the student's mind" (p. 2). Teacher-teacher interaction also refers to the aim of teachers SNSs interaction in terms of educational and non-educational activities. The main aim intended to achieve through all these types of interaction is to enhance the educational process. Consequently, as also reported in previous studies, the quality of student-student interaction and student satisfaction in SNSs relies on the quality of student-teacher communications, the effectiveness of using SNSs tools, and also the content of the course (Haythornthwaite and Wellman, 2002).

SNSs can provide many benefits. They can serve as a facilitator for both student and teacher communication. Additionally, it can also enhance the understanding of teacher-teacher and teacher-student feelings and establish a sense of trust, sincerity, and closeness, etc. For that reason, examining the effects of SNSs can inform school educators and administrators about improving the quality of education and improving the school culture (Mingle & Adams, 2015).

For this research, educational uses of SNSs can be mentioned under two options; the first is that SNSs are a tool for reflecting or forming social relationships between teachers and students, to enhance education in the virtual space. The second is that SNS services provide either web-based or mobile-based information systems as a place for exchange and communication to generate, share, and connect public or private information related with teaching and student guidance.

2.3 Effect of SNSs on Education

SNSs are the most mentioned and popular term among 21st century skills as a means of communicating, collaboration and cooperation (Lee, 2016). This is because of the significant potential of SNSs to encourage individual learning environments and affect

more self-regulated learning (Dabbagh & Kitsantas, 2012). Furthermore, SNS technologies have the potential to help students intensify their engagement with learning materials, read others' experiences, and have a change of pedagogical practices (Jones & Shao, 2011). The commonly used SNSs such as Facebook, Twitter, Instagram and LinkedIn give people the opportunity to express their emotions, thoughts, opinions, and to connect with others, anytime and anywhere with this mobility opportunity (Colbeck, 2015). The popular use of SNSs has already been changed into online interactions with the important part being people experiencing as it is observing (Eke & Odoh, 2014). Moreover, SNSs enable people to communicate, work together mutually, and to share documents. With the help of SNSs, learners and teachers can easily rally around common interests, share whatever comes to mind, and rapidly respond to each other.

Besides, SNSs provide an online platform where participants can cooperate with other individuals like teachers on the development of a study, whenever or wherever they want (John, Thavavel, Jayaraj, Muthukumar, & Jeevanandam, 2016). Previous research showed that a great number of students (97%) were very active in using SNSs (Ifinedo, 2016). This is just one of the indications showing that the use of SNSs inclines to be getting more and more popular with students. The reasons that make SNSs more common include its capability of providing a platform that allows students to share pictures and information, and form groups of friends with others (Papacharissi & Gibson, 2011).

Despite the aforementioned variety of benefits, SNSs are generally not used by students and teachers for the purpose of learning or teaching (Lord, Risi, Lambrecht, Leventhal, DiLavore & Rutter, 2000).; Roblyer, McDaniel, Webb, Herman, & Witty, 2010). Likewise, students do not consider SNSs as a formal learning tool, but rather as means of socialization When used for educational purposes, SNSs are likely to bring about positive contributions on the educational performance of students. Moreover, it

is claimed that using SNSs as an instrument for having access to knowledge can be advantageous not only for teachers but also for students (Yunus & Salehi, 2012). The impacts that SNSs can create mostly depend upon how students and teachers use it and how they consider it educational perspective. For instance, using SNSs for leisure activities would possibly diminish students' existing performance.

Even if a portion of students use SNSs for non-educational, social connections, entertainment, and leisure activities, there are a group of students who uses SNSs for educational purposes. According to a study conducted by Mehmood and Taswir (2013), students who performed (multitask) SNSs and homework at the same time had lower grades than other non-multitasking students. Whilst "lots of high school students have SNSs accounts, their e-mails or instant messaging working in the background while they are studying" (Enriquez, 2010), doing homework while SNSs are still running in the background results in lower grades (Mehmood & Taswir, 2013).

It was stated by the American Educational Research Association (AERA, 2010) that students who spend more time on SNSs get lower grades at the end (as cited by Kaplan, 2010). Similar ideas were shared by other authors stating that SNS users inclined to receive lower grades (Thuseethan & Kuhanesan, 2014). On the contrary, some studies found that use of SNSs was positively associated with academic performance of the student (Kuss & Griffiths, 2011).

2.4 Interaction in SNSs

Moore (1989) identified three main parts of interaction in online education: learner-content, learner-instructor and learner-learner interaction. The educational use of SNSs should address some elements to support student-student, student-teacher, and student-content interaction. For example, social media platforms hold many opportunities that could be utilized to build rapport and increase student-student interaction or student-content interaction. Moreover, giving more social interaction and exchange like guided

introductions, changing of private or personal information and some activities designed to enhance social harmony can promote such kinds of interactions (Minor, Smith, Brashen, 2013).

SNSs can strengthen such interactions in many useful ways. According to Zwart et al. (2011), some of them are development of creativity among students, encouragement for social interaction, and access to vast amounts of information and information sources. In addition, a sense of belonging can be developed among students and teachers and barriers such as time and space can be decreased. Moore's model of flow concept in social context takes the social interactions as the source of flow experience.

Student - Content

Student - Content

Student - Teacher

Student - Content

Student - Teacher

Student - Student
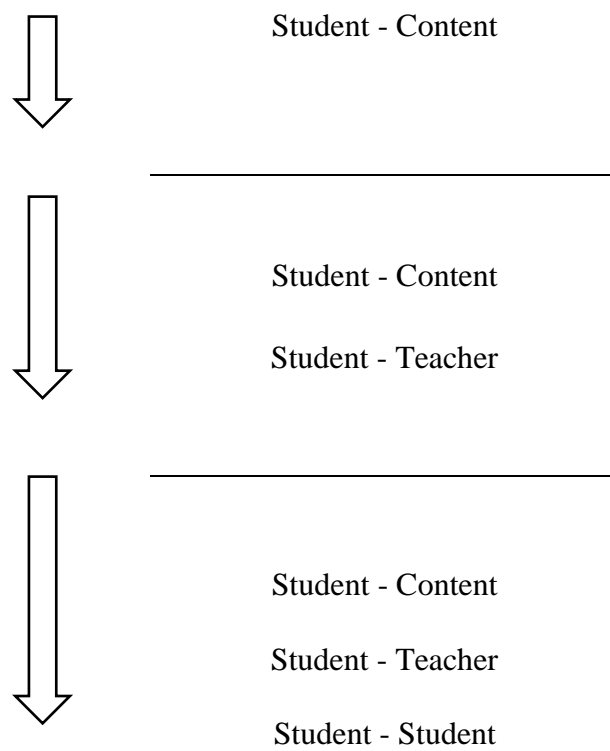
Figure 3.1 Flow experience in social interaction (Moore, 1989).

As depicted in Figures 3.1 and 3.2, those social interactions can be categorized as communication, interaction, and information exchange that has been taken place not only between "student and content" but also "student and teacher" and "student and student" on social networking sites.
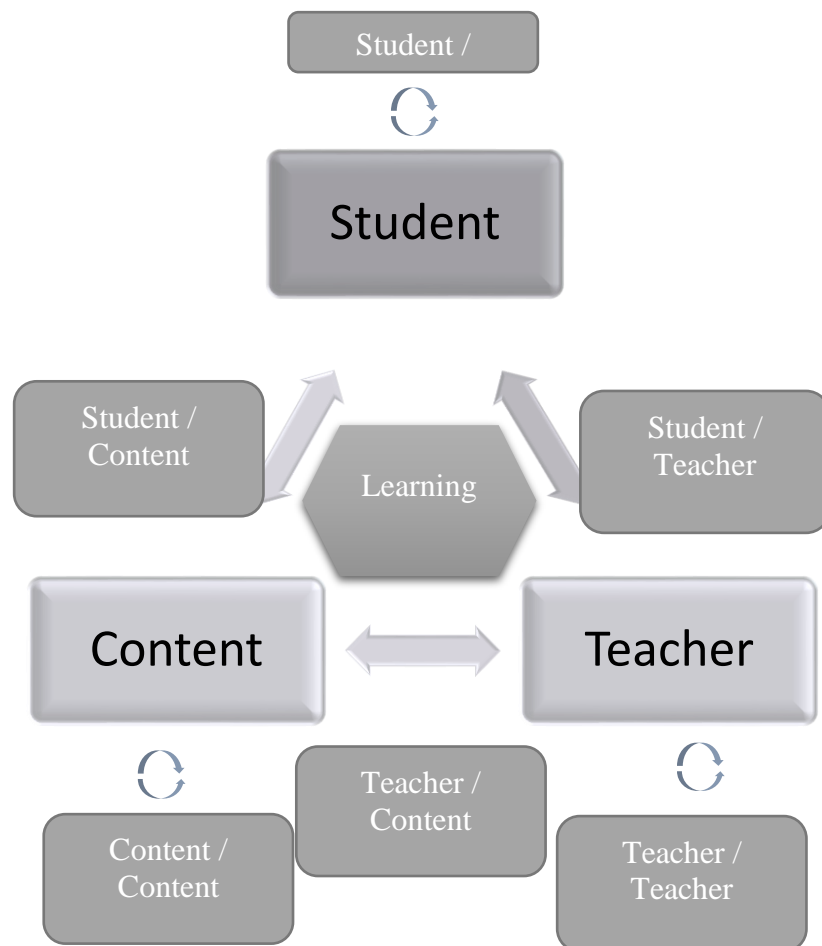
Figure 3.2 The modes of interaction (Moore, 1989).

2.5. Interaction in SNSs

2.5.1 Student - Student Interaction

Student-student interaction is an important component when it comes to the use of SNSs for educational purposes. Previous studies indicated that high levels of student-student interaction in SNSs results in positive effects on students' learning (Kolloff, 2001). The formation of an online community requires smooth student-student interaction which is claimed to support meaningful, satisfying learning, improves problem solving and critical-thinking skills (Kolloff, 2001). In another research, it was reported that when the interaction intensifies between students, not only the quality of students' learning but also the pleasure they took in learning increased (Swan, 2001). Marín, Isabel, Lemos, & Enrique, 2016 found similar findings, indicating that students who had high interaction in SNSs demonstrated better performance than students with low interaction. Based on these findings, it could be concluded that SNSs can afford student-student interaction in high quantity and in turn result in higher satisfaction and better achievement and performance by students.

2.5.2 Student-Teacher Interaction

Another important part of the interaction in SNSs is interaction between student and teacher, known as student-teacher interaction. There are different perspectives and views regarding this type of interaction. One perspective is that students tend to post improper content on their profiles. The role of teachers in SNSs is the same as the role in the traditional classroom setting (June, Yunoug, & Kim, 2015).

SNSs are public sites, and therefore very useful for teachers to post announcements or write public comments. Having such features increases the possibility of creating a meaningful public space for students on SNSs. Teachers generally feel unhappy when their students spend too much time on SNSs. June, Yunoug, and Kim (2015) stated

that teachers in contact with students behave more carefully such as avoid sharing too many posts, uploading private photos-videos, private information like family, relationships, telephone numbers, etc. Teachers have strict ethical concerns about 'being friends' with students for the regulation of student-teacher relationships on SNSs (Vallor, 2015). It is considered that older students have a greater chance of teachers accepting their friend requests. It might be very effective to make decisions and regulations in advance so as to organize teacher-student activity on SNSs (Prensky, 2001).

Many benefits of teacher-student interaction in SNSs have been reported. According to Swan (2001), using SNSs with high levels of teacher-student interaction have a positive effect on student learning. An active SNSs teacher who guides and coordinates the class, positively affects both the student's sense of active participation and learning (Minor, Smith, Brashen, 2013). The success of the student depends critically on the role of the teacher in student-teacher interaction (Omwenga, Nyabero, Okioma, 2015).

The student-teacher interaction aimed to be achieve in the online environment is not completely dissimilar to the traditional classroom. The opportunities provided by SNSs can help accomplish a sense of community, a different way of designing the class and interacting with students.

There are lots of features that teachers can use to facilitate the works of students such as allocating extra activities and providing feedback. Individual feedback given by teachers makes students feel that their work is being closely evaluated. School hours may not be adequate for students to discuss some topics deeply. SNSs can help them contact their teacher and ask questions or address problems whenever they want. Students can make use of all the activities like reading, grading, monitoring, discussions, and exchange of feedback in SNSs.

SNSs are an easy place to communicate with the entire class. SNSs can provide communication in many aspects such as reminders of upcoming assignments, comments on an activity, general comments about how the whole class performs on an assignment, remediation on a misunderstood learning topic, and a link to a related video or class activity. The student-teacher relationship plays an important role in the students' academic, social and emotional development (Gallagher, 2013). SNSs are online platforms that share common characteristics, mainly the ability of their users to construct a public or semi-public profile and to build a personal inner network of connections (Boyd-Ellison, 2007). SNSs have become the most popular sites on the Internet and have been adopted by many of the younger generation worldwide (Risi, 2010).

2.5.3 Teacher-Teacher Interaction

The teacher-teacher interaction is another important element of interaction in SNSs. These types of interaction give teachers the chance to develop a professional standpoint and to self-improvement through supportive communities. It also encourages teachers to discover and grow in the knowledge of their particular subject area (Drever, 1995).

High school teachers at a private high school shared their thoughts and views on online learning classrooms. According to them, such platforms are effective to follow what people are doing and how they live, to get to know other people more closely, which conferences or collage they attended, and which activities they attend (Grosseck, 2011).

2.5.4 Student-Content Interaction

For many years, LMSs (Learning Management Systems), CMSs (Content Management Systems) and Web CTs have been widely used as an educational

technology to support students' performance and increase productivity within the classroom or outside. These types of technologies give change to both student and educators in better managing the learning period and for the sharing of knowledge (Rydzewska, Pirrie, 2016). Some of the tasks, homework, search assignments, online grading and class notes can be made available through SNSs. However, sometimes both students and teacher can be faced with more complex environments. Learning does not simply end when the class bell rings. Students and teachers continue to seek the information outside of the class.

In today's world, students are more prone to social media exposure (Ahn, 2011). The majority of students own or carry mobile devices and have constant Internet connection. They can easily access content whenever and wherever they want, making online content more meaningful and easy for them to access. Teachers can use such social media tools to promote student and content interaction in a more beneficial way.

2.6 SNSs in Teaching

Teachers' preferences for using technology in the classroom are expected to be aligned with the level of their experiences or competencies in computer technology (Peters, 2014). As indicated in previous studies, teachers who have positive attitudes toward computers are likely to have better experiences with computer technology (Polit, Beck, 2006). Familiarity prompts a decrease in anxiety and fear and in turn increases confidence (Benedetto, 2005). The amount of confidence a teacher has in using computers and related information technologies may influence their effective implementation of technology methods in the classroom (Benedetto, 2005).

Using information technology in the classroom effectively entails a teacher possessing a positive attitude towards computers. Christensen and Knezek (2009) stated that anxiety caused by technology is a main cause of resistance to using technology, especially computers. They also reported that increased computer experience reduced

computer anxiety in many teachers. However, the ability to reduce anxiety may also depend on the type of computer experience to which the teachers are exposed (Christensen, 2002). According to the study conducted by Christensen (2002), at least 30 hours of instruction and practice were required just to reduce anxiety about information technologies. Uncertainty prevents users from becoming confident and competent in using technology. Fostering technology integration in schools requires a change in attitudes of teachers who are often resistant to using any digital technology for teaching (Christensen, 2002). Moreover, teacher attitude and expertise play a crucial role and factor in the adoption of computers in the classroom (Simona, Marco, Federica, Laura, & Gianluca, 2017). According to Prensky, (2001), it is important for teachers to possess both positive attitudes and sufficient computer literacy skills to successfully incorporate technology into the classroom.

CHAPTER 3

METHODOLOGY

In this section, the methodological approach, strategies and procedures used in the study are provided. Firstly, the overall design of the research is discussed. Then, the sampling procedures and other properties of the data collection instruments adopted are presented. Finally, the procedures employed to collect and analyze the data are given along with the related limitations.

3.1 Research Questions

This study was designed to address following main and sub-questions:

Research Question 1: What are the SNS usage preferences of students and teachers?

> RQ2, Sub-question A. What is the students' and teachers' preferred SNS?

> RQ2, Sub-question B. What are the preferred devices to connect to SNSs?

Research Question 2: What are the students' and teachers' reasons for using SNSs?

> RQ2, Sub-question A. What are the types of SNS activities used by teachers for interacting with other teachers?

> RQ2, Sub-question B. What are the types of SNS activities used by teachers for interacting with students?

RQ2, Sub-question C. What are the types of SNS activities used by students for interacting with teachers?

RQ2, Sub-question D. What are the types of SNS activities used by students for interacting with other students?

Research Question 3: What are the problems encountered with SNS by students and teachers?

Research Question 4: What type of information is shared by students with other students and teachers on SNSs?

Research Question 5: Is there a significant difference in students and teachers perceived knowledge in security settings of SNS?

Research Question 6: Does SNS communication affect face-to-face communication of students and teachers?

3.2 Design of the Study

This study was designed to explore and investigate students and teachers' use of SNSs, and their effects on their school life. Quantitative research method was adopted to address the research questions. Quantitative research, one of the most common research methodologies, relies on several special qualities including numbers, sampling, provision of estimated instrument, reliability and validity (Sowaal, 2008). Survey research design was used in order to determine high school students' and teachers' perceptions and use of SNSs in the context of education.

Survey studies aim to explore the sampling of individual units from a population by utilizing survey data collection techniques. Survey, as an instrument, is one of the data collection techniques employed to obtain information from participants in quantitative

form. Two main sampling methods are common in survey methodology studies: random sampling and non-random sampling. As part of non-random sampling, convenience sampling deals with individuals who are accessible and available as participants in the research. For this study, convenience sampling was adopted because the researcher of this study is working as a teacher at the same school along with target group.

Two surveys were created in order to collect quantitative data for this study. One was used to collect data from teachers regarding their SNSs usage experiences and habits, and behaviors of using SNSs to contact and communicate with students (see Appendix A). The other was used to collect data from students regarding their SNS usage experiences and habits, and behaviors of using SNSs to contact and communicate with teachers and peers (see Appendix B).

3.3 Procedures of the Study

The quantitative data gathered through two surveys (one for teachers and one for students) were analyzed by using the following procedures. After the creation of the survey was complete, the researcher contacted the psychological counseling and guidance department in order to obtain permission to collect data from both teachers and students. The survey instruments were prepared in paper-based and online format. While the data from teachers were collected online via Survey Monkey (a cloud-based online survey software application), the data from students were collected through paper-based format. The collection of data was accomplished during psychological counseling and guidance hour. Three consecutive e-mails were sent to teachers informing them about the purpose of the study and its content.

Descriptive statistics including frequencies, mean, standard deviation, and percentages were first calculated, and then tabulated for comprehensive examination and reporting. The validity and reliability of the two survey instruments were inspected. One

instructor, who had good knowledge about the subject, comprehensively examined all the items included in the instrument. In addition to this, both surveys were piloted before the actual data collection application in order to detect anomalies, mistakes, grammatical errors, misunderstandings, and to ensure validity and reliability related concerns were identified. Pilot testing data were collected from four private high school teachers, one academician who works at a public university Computer Education and Instructional Technology department, and 10 private high school students in grades 9-12.

3.4 Participants of the Study

Teachers and students of a private high school in Ankara are the data sources of the study. Detailed information about the characteristics of the students and teachers are as follows.

3.4.1 Students

High school students were the first sample from which the quantitative data were collected. The sample was comprised of 445 high school students from grades 9-11. Of them, 236 was female (53.03%) and 209 was male (46.97%) (see Table 3.1). All of the students were from a private high school in Ankara, Turkey.

Table 3.1 Demographic Characteristics of Students

Grade	Age Range	Female	Male	N
9	13-15	106	88	194
10	15-17	103	95	198
11	17-18	27	26	53
Total		236	209	445

As indicated in Table 3.1, students from grades 9 and 10 constituted the majority of the student sample. While the percentage of students from grades 9 and 10 was 43.60 and 44.49 respectively, the 11th grade students formed 11.91% of the total student sample. Similarly, the number of female students (53.03%) was greater than those of male students (46.97%).

3.4.2 Teachers

High school teachers were the second sample from which quantitative data were gathered. The sample consisted of 61 teachers in the 25-41 year age range. While female students constitute 57.38% of the sample (n=35), male teachers constitute 42.62% of the sample (n=26). Furthermore, as shown in Table 3.2, teachers were grouped and classified under five age ranges: under 25, 26-30, 31-35, 36-40, above 41. According to Table 3.2 most teachers were over the age of 41 years (36.07%) followed by 36-40 (24.59%) and 26-30 (21.31%) age ranges. The least number of teachers were under the age of 25 (8.20%), followed by the 31-35 age range (9.84%). All teachers work at a private high school located in Ankara, Turkey.

Table 3.2 Distribution of Teachers by Age

Age	N	Percentage (%)
Under 25	5	8.20
26-30	13	21.31
31-35	6	9.84
36-40	15	24.59
Above 41	22	36.07
Total	61	100

When it came to teachers' experiences, the researcher ranged teachers according to their teaching experiences under four categories. Statistics in Table 3.3 indicate that a considerable number of teachers (55.74%) had ten or more years of experience, followed by a second large group of teachers who had teaching experience between two and five years (19.67%).

Table 3.3 Distribution of Teachers by Teaching Experience

Experience (years)	N	Percentage (%)
0-1	6	9.84
2-5	12	19.67
6-9	9	14.75
Above 10	34	55.74
Total	61	100

Teachers came from various departments. The sample distribution percentage in terms of department was 16.39% for Math, 3.28% for Physics, 4.92% for Chemistry, 6.56% for Biology, 9.84% for Literature, 6.56% for English, 4.92% for History, 4.92% for Geography, 1.64% for Philosophy, 6.56% for Second Language, 3.28% for Visual Arts, 9.84% for Physical Education, and 3.28% for Psychological Counseling and Guidance.

Table 3.4 Distribution of Teachers in terms of Department

Department Name	N	Percentage (%)
Math	10	16.39
Literature	6	9.84
Physical Education	6	9.84
Biology	4	6.56
English	4	6.56
Second Language	4	6.56
Chemistry	3	4.92
History	3	4.92
Geography	3	4.92
Physics	2	3.28
Visual Art	2	3.28
Psychological Counselling & Guidance	2	3.28
Philosophy	1	1.64
Others	11	18.01
Total	50	100

In this study, high school teachers come from a wide range of fields or subject areas. Table 3.4 showed the proportion of teachers with respect to their department. As clearly indicated in Table 3.4, most of the teachers were from the departments of Math,

Literature, Physical Education, Biology, English, Second Language, and others respectively.

3.5 Instrumentation

Two surveys were prepared in accordance with three types of interaction described by Moore (1989). The instruments that were used to collect quantitative data from both teachers and students in this study comprised of five main sections. The first section included questions regarding demographic characteristics. Questions in the second section related to the frequency of SNS usage, type of device used to access SNSs, and the number of friends in contact with on SNSs. The third section consisted of questions related to the motives or reasons for using SNSs, kinds of activities on SNSs, problems encountered while using SNSs, and the type of information shared on SNSs. Questions included in fourth section concerned the use of SNSs for educational purposes, SNSs settings, and the effects of SNS usage on social life. The last section consisted of questions related to security and privacy settings on SNSs, the effects of social media crimes on SNS use, and reasons deemed worth using SNSs.

As mentioned previously, two surveys were used to collect data from two groups: high school teachers and students. The type of questions exposed to students and teachers are indicated in Table 3.5 Questions were categorized in terms of "student" and "teacher". Under "student" and "teacher" there is a sign denoting the inclusion or exclusion of the question in that category. For instance, under "student" and category "Gender" meant that student types for the instrument included the "Gender" item.

Table 3.5 Items in Survey Instruments for Students and Teachers

Items	Students	Teachers
Demographic Information	✓	✓
Age	✓	✓
Gender	✓	✓
Department		✓
Grade	✓	
Distribution of Experience Years		✓
Grade SNSs Usage Frequency	✓	✓
No Account	✓	✓
Once in a month	✓	✓
Once in a week	✓	✓
Once in 4-6 days	✓	✓
Once in 2-3 days	✓	✓
Everyday	✓	✓
SNSs Distribution of SNSs Entrance Tool	✓	✓
School PC	✓	✓
Home PC	✓	✓
Tablet	✓	✓
Smartphone	✓	✓
Effect Distribution of SNSs to Face-to-face Communication	✓	✓
No affect	✓	✓
Little affect	✓	✓
Affected	✓	✓
Totally affected	✓	✓
SNSs Friend Numbers	✓	✓

Table 3.5 Items in Survey Instruments for Students and Teachers (Continued)

Items	Students	Teachers
No friends	✓	✓
Less than 10	✓	✓
10-49	✓	✓
50-99	✓	✓
100-149	✓	✓
150-199	✓	✓
More than 200	✓	✓
Distribution of SNSs Usage Reasons	✓	✓
For communication	✓	✓
To find old friends	✓	✓
To find new friends	✓	✓
To be up to date	✓	✓
For fun	✓	✓
To inform others about my life	✓	✓
To follow online class activities, homework, online exams and announcements	✓	✓
Follow the page about my field		✓
To communicate with the experts in my field		✓
To create discussion groups with co-workers		✓
To create different classroom style		✓
To follow the students closely		✓
To communicate with students out of class		✓
To share extra materials for high order students		✓
To communicate with students after graduation		✓
Distribution of the most used activities on SNSs		
Sharing situation information	✓	✓

Table 3.5 Items in Survey Instruments for Students and Teachers (Continued)

Items	Students	Teachers
Sharing check-in information	✓	✓
Chatting	✓	✓
Following others	✓	✓
Sharing photos or videos	✓	✓
Commenting others sharing	✓	✓
Being a member of an interest group	✓	✓
Using for educational purposes	✓	
Sharing quizzes, exams		✓
Sharing extra documents		✓
Sharing homework		✓
Creating closed groups		✓
Problems	✓	✓
Activities on SNSs	✓	✓
Technical problems	✓	✓
Privacy & Security settings	✓	✓
School rules	✓	✓
Family-imposed restrictions	✓	✓
Shared Items	✓	✓
Name-Surname	✓	✓
Birth date	✓	✓
Educational level	✓	✓
Photos & videos	✓	✓
Address	✓	✓
Phone number	✓	✓
E-mail	✓	✓

Table 3.5 Items in Survey Instruments for Students and Teachers (Continued)

Items	Students	Teachers
Relationship	✓	✓
Workplace	✓	✓
Birthplace	✓	✓
Interests	✓	✓
Political view	✓	✓
Regional view	✓	✓
Favorite books, music etc.	✓	✓
Family members	✓	✓
Settings of SNSs	✓	✓
Do you use privacy and security settings?	✓	✓
Do you use password settings?	✓	✓
Do you know where to complain about abusive use of SNSs?	✓	✓
Group settings	✓	✓
SNSs Effects of School Life	✓	✓
It is difficult to concentrate on something	✓	✓
It affects the lessons positively	✓	✓
It increase my popularity at school	✓	✓
Reaching the information is easily	✓	✓
Close relationships with my classmates	✓	
It causes a problem when I don't accept the other teacher's friend request		✓
Religion, region and culture important while accepting friend request		✓
Friends religion, regional and cultural sharing affects our relation		✓

Table 3.5 Items in Survey Instruments for Students and Teachers (Continued)

Items	Students	Teachers
SNSs has a positive effect on educational methods		✓
It makes it easier while developing educational material		✓
It eases student evaluation process		✓
Hierarchy is important for me while accepting friend request		✓
Using SNSs for lesson positively affects the class atmosphere		✓
I share my feelings more comfortably		✓

3.6 Quantitative Data Analysis

Quantitative approach was employed to investigate the attitudes, behaviors, perceptions of teachers and students towards SNSs and its educational effects on high school settings. Survey method was adopted to gather quantitative data from both teachers and students. Descriptive statistical techniques were utilized to examine the quantitative data including frequency, percentage, number, mean, mode, and standard deviation.

After completion of the data collection, the data were entered into IBM SPSS Statistics program for further analysis. Before performing quantitative analysis, preliminary tests were conducted. That is, the collected data were inspected for missing data, outliers, and normality. Complete examination of data and results of preliminary tests produced no violation of normality and no outliers.

3.7 Validity and Reliability

One qualified researcher examined the content validity of the surveys to make sure that the content and format of the instrument was convenient and suitable for the intended data collection. All of the participants were from the same school where the researcher works as a teacher. Since the researcher was quite familiar and acquainted with the other teachers, students and the school environment, the researcher could easily address any practical issues and risks that could impede the data collection process. The researcher's familiarity with the context of the research had a positive effect on the internal validity of the study. Furthermore, a pilot study was conducted so as to check to what extent the questions measured what was intended to be measured, and to what extent they were semantically understandable and grammatically correct. The role of the researcher in this study was to set and prepare a convenient platform for the investigation and examination of the research questions. The student survey was applied to high school students at their coding club. The teacher survey was applied to teachers working as research assistants and an expert working at METU's CEIT department. Moreover, the researcher applied to the Psychology and Counselling department teachers in order to arrange for a free one hour session for the students to complete the instrument.

3.8 Role of the Researcher

At the time when the data was being collected, the researcher of this study was working as an ICT teacher at a private high school in Ankara. The role of the researcher in this study was to set and prepare a convenient platform for the investigation and examination of the research questions. Before collecting the data, the researcher applied a pilot study by using two instruments. The student instrument was applied to high school students at their coding club, and the teacher instrument was applied to a

few teachers working as research assistants and an expert working at METU's CEIT department. Moreover, the researcher applied to the Psychology and Counselling department teachers in order to arrange for a free one hour session for the students to complete the instrument. Permissions were taken from the school administration and the students' families. Results also will be shared by the researcher with the school administrator and the student's families.

3.9 Assumptions

The following statements were assumed in the study:

- Participants responded to the instrument by reading each question fully
- Participants honestly and willingly responded to all of the questions
- All of the questions were accurately responded to by the participants
- Recording, collection, and analysis of quantitative data were accurately carried out
- Both surveys were considered to be reliable and valid

CHAPTER 4

RESULTS

In this chapter the data obtained from the teachers and students using the applied instruments were presented in alignment with the study's research questions. Figures, tables and graphs have been used in order to present and illustrate the results so that readers can more easily understand and interpret the important findings. Since both surveys included similar questions, the responses that the teachers and students gave are first reported individually and then compared.

4.1 SNS Usage Preferences of Students and Teachers

4.1.1 Students' and Teachers' Preferred SNSs

The section concerns the type of social media channels students use and the extent to which they use those sites. Frequency and percentage were the statistics utilized to report the relevant findings.

Table 4.1 shows statistics regarding students' answers to the question of "How frequent do you use the following social networking sites?" Students' responses to each SNS sites were measured on six scales and reported by frequency and percentage. These statistics are also reported graphically in Figure 4.1.

Table 4.1 Frequent Use of Different SNSs by Students (n=445)

SNSs	No Account		Once a month		Once a week		Once in 4-6 days		Once in 2-3 days		Everyday	
	f	%	f	%	f	%	f	%	f	%	f	%
Facebook	171	38.4	105	23.6	29	6.5	20	4.5	41	9.2	79	17.8
Twitter	247	55.5	71	16	21	0.7	20	4.5	17	3.8	69	15.5
Instagram	113	25.4	28	6.3	25	5.6	25	5.6	34	7.6	220	49.4
LinkedIn	420	94.4	18	4	5	1.1	-	-	1	0.2	1	0.2
Tumblr	281	63.1	46	10.3	32	7.2	11	2.5	34	7.6	41	9.2
Google Plus	234	52.6	95	21.3	35	7.9	19	4.3	21	4.7	39	8.8
Pinterest	338	76	51	11.5	17	3.8	17	3.8	10	2.2	12	2.7
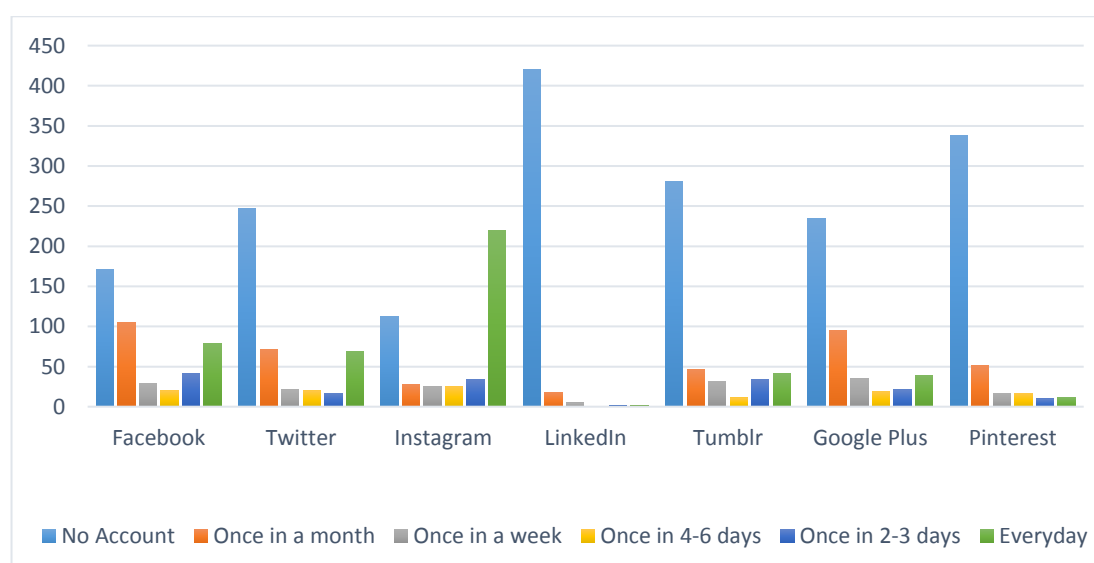
Figure 4.1 Frequent Use of Different SNSs by Students

As can be seen from Table 4.1, the most commonly used SNSs among students was Instagram (49.4%), followed by Facebook (17.5%), and Twitter (15.5%). On the other

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hand, Facebook was the most frequently used SNSs among teachers (40.7%), followed by Instagram (28.6%) and Twitter (19%). Based on the result, it can be inferred that using specific SNSs seems to be common between teachers and students, but predominantly Instagram by students and Facebook by teachers.

When it comes to the SNSs never used by students, as shown in Table 4.2 and Figure 4.2, LinkedIn (94.4%), Pinterest (76%) and Tumblr (63.1%) were the three SNSs for which most students did not even have an account. On the other hand, as shown in Table 4.2 and Figure 4.2, a large amount of teachers had never used Tumblr (92.1%), Pinterest (68.2%) or Instagram (36.7%).

Table 4.2 provides the results obtained from the analysis of teachers' responses to the question, "How frequent do you use the following social networking sites?" Teachers' responses to each SNSs sites were measured on six scales and reported by frequency and percentage. These statistics are also illustrated graphically in Figure 4.2.

Table 4.2 Frequent Use of Different SNSs by Teachers (n=61)

	No Account		Once a month		Once a week		Once in 4-6 days		Once in 2-3 days		Everyday	
SNSs	f	%	f	%	f	%	f	%	f	%	f	%
Facebook	4	7.4	3	5.6	5	9.3	6	11.1	14	25.9	22	40.7
Twitter	11	21.6	14	27.5	7	13.7	2	3.9	7	13.7	10	19.6
Instagram	18	36.7	6	12.2	2	4.1	1	2	8	16.3	14	28.6
LinkedIn	17	38.6	12	27.3	11	25	1	2.3	1	2.3	2	4.5
Tumblr	35	92.1	1	2.6	2	5.3	-	-	-	-	-	-
Google Plus	17	39.5	11	25.6	6	14	5	11.6	1	2.3	3	7

Table 4.2 Frequent Use of Different SNSs by Teachers (n=61)

	No Account		Once a month		Once a week		Once in 4-6 days		Once in 2-3 days		Everyday	
Pinterest	30	68.2	5	11.4	3	6.8	2	4.5	1	2.3	3	6.8
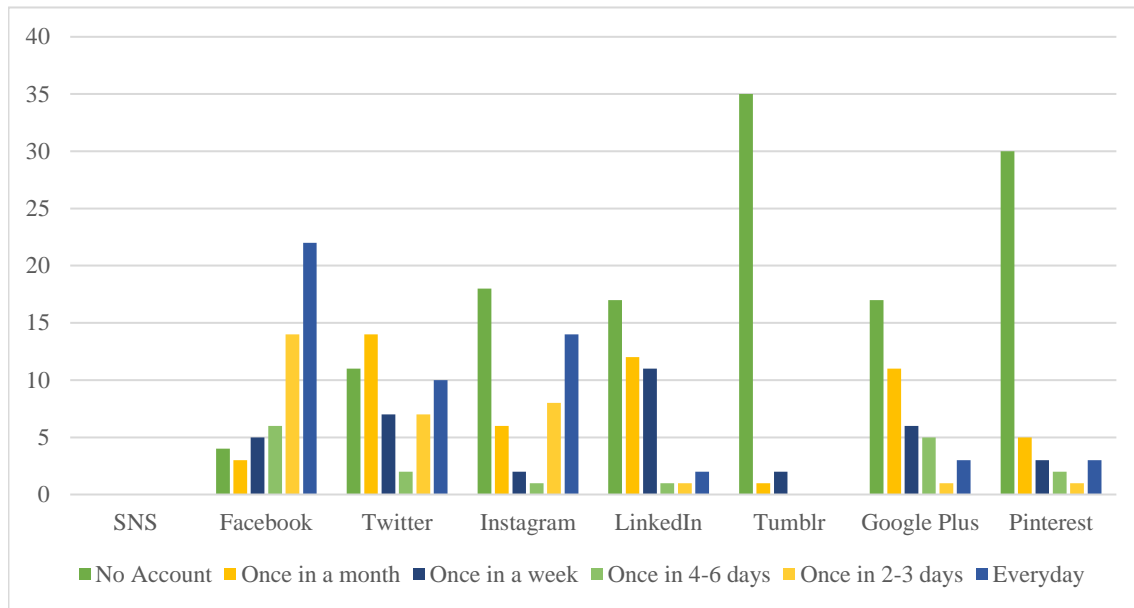
Figure 4.2 Frequent Use of Different SNSs by Teachers

4.1.2 Teachers' and Students' Preferred Devices

The findings showed that students mostly preferred smartphones to connect to SNSs (n=396, 98.00%), followed by home PC (n=312, 11.00%). Moreover, the least preferred tools among students were school PC (n=21, 71.00%) and tablet (n=95, 21.34%). On the other hand, teachers mostly preferred smartphones to access SNSs (n=49, 89.00%), followed by home PC (n=23, 41.00%). School PC (n=7, 12.00%), and tablet (n=8, 14.00%), respectively were the least preferred tools by teachers to access SNSs. Reaching a smartphone may be easy and practical in terms of other tools,

and therefore students and teachers are likely to have smartphone as the most preferred tools to access SNSs.

4.1.3 Difference Between Male and Female students in Facebook Usage Frequency

The independent sample t-test was employed to examine whether or not there was a significant difference between Facebook usage frequencies of female and male students. The test result showed that frequent use of SNSs by female students (M=2.21, SD=1.64) significantly differed from that of the male students (M=3.37, SD=2.05) (t (398.31) = -6,54, $p<0.05$). It can be inferred from the result that male students tend to use Facebook more frequently than female students.

4.2 Teachers' and Students' Reasons for Using SNSs

Table 4.3 provides a number of reasons drawing students and teachers to using social networking sites. Like other questions, some of the students and teachers considered not answering the items of this question. Table 4.5 shows the answers of students and teachers who responded to this question. The results are also illustrated graphically in Figure 4.3.

Table 4.5 Reasons Why Students and Teachers Use SNSs

	Student		Teacher	
Reasons	f	%	f	%
Communicating	342	76.9	37	60.7
Finding old friends	147	33	23	37.7
Finding new friends	119	26.7	4	6.6
Being up to date	336	75.5	30	49.2

Table 4.5 Reasons Why Students and Teachers Use SNSs

Reasons	Student		Teacher	
	f	%	f	%
Having fun	384	86.3	19	31.1
Informing others about my life	197	44.3	7	11.5
Following online class activities, homework, online exams and announcements	196	44	11	18
Following the page about my field			25	41
Communicating with experts in my field			14	77
Creating discussion groups with co-workers			11	18
Creating different classroom style			1	1.6
Following the students closely			1	1.6
Communicating with students out of class			2	3.3
Sharing extra materials with high order students			2	3.3
Communicating with students after graduation			16	26.2
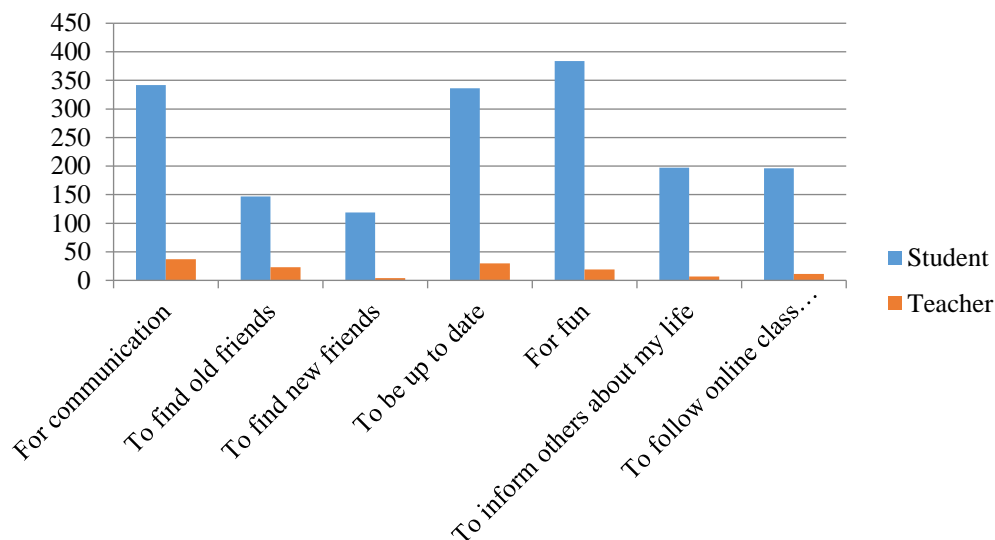
Figure 4.3 Reasons Why Students and Teachers Use SNSs

The reasons that induced teachers and students to use SNSs varied. However, as indicated in Table 4.5, despite teachers who commonly used SNSs for the purpose of communication (60.7%), students used SNSs mostly for having fun (86.3%). The other prevailing reasons students used SNSs were being up to date (75.5%) and communication (76.9%). Being up to date was also a common reason to use SNSs among teachers (49.2%), followed by finding old friends (37.7%). Furthermore, the ratio of students to teachers who used SNSs to follow and track online class activities, homework, online exams and announcements was 196 to 11.

Following the pages related with their own department was another big part of this pie (41%). 19 out of 61 teachers used SNSs for fun, 16 of them wanted to communicate with students after graduation, 14 of them preferred to use SNSs in order to communicate with experts in their field. Consequently, SNSs seemed to be generally used for the purpose of communicating with other people, peers, or students, finding new friends, and to be entertained.

4.3 Types of SNS Activities Used by Teachers for Interacting with Other Teachers

Table 4.6 shows the findings from teachers concerning the activities they conduct on SNSs with other teachers. The total number of teachers who participated in this question varied by item. Therefore, the statistical calculations were separately performed for each question item. Table 4.6 consists of 13 question items which were considered to represent teacher-teacher general activities on SNSs.

Table 4.6 Distribution of Activities on SNSs by Teachers-Teachers

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	F	%	F	%	
Sharing situation information	4	6.6	12	19.7	4	6.6	-	-	20
Sharing check-in information	7	11.5	11	18.0	1	1.6	-	-	19
Chatting	3	4.49	11	18.0	3	4.9	4	6.6	21
Following others	1	1.6	6	9.8	8	13.1	10	16.4	25
Liking sharing (Like, Retweet, Favorite, Pin, +1)	3	4.9	8	11.5	6	16.4	6	9.8	23
Sharing photos or videos	2	3.3	10	16.4	8	13.1	2	3.3	22
Commenting others sharing	4	6.6	12	19.7	5	8.2	1	1.6	22
Being a member of an interest group	4	6.6	12	19.7	4	6.6	-	-	20

Table 4.6 Distribution of Activities on SNSs by Teachers-Teachers

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	F	%	F	%	
Sharing quizzes, exams	7	11.5	11	18.0	1	1.6	-	-	19
Sharing extra documents	3	4.49	11	18.0	3	4.9	4	6.6	21
Sharing homework	1	1.6	6	9.8	8	13.1	10	16.4	25
Making announcements	3	4.9	8	11.5	6	16.4	6	9.8	23
Creating closed groups	2	3.3	10	16.4	8	13.1	2	3.3	22

As indicated in Table 4.6, SNSs are used generally by teachers to share homework (16.4%) between themselves and to follow other teachers (16.4%). The least or never used activities consisted of sharing their check-in information and sharing quizzes and exams with other teachers.

4.4 Types of SNS Activities Used by Teachers for Interacting with Students

Table 4.7 Distribution of Activities on SNSs by Teachers-Students

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	F	%	f	%	
Sharing situation information	1	18	3	4.9	1	1.6	-	-	15

Table 4.7 Distribution of Activities on SNSs by Teachers-Students

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	F	%	f	%	
Sharing check-in information	1	19.7	2	4.9	-	1.6	-	-	14
Chatting	1	16.4	3	4.9	3	4.9	-	-	16
Following others	9	14.8	2	3.3	3	4.9	2	3.3	16
Liking sharing (Like, Retweet, Favorite, Pin, +1)	1	18	1	1.6	1	1.6	2	3.3	15
Sharing photos or videos	8	13.1	3	4.9	3	4.9	-	-	14
Commenting others sharing	9	14.8	4	6.6	-	21.3	-	-	13
Being a member of an interest group	8	13.1	3	4.9	-	-	2	3.3	13
Sharing quizzes, exams	6	18	3	1.6	3	-	1	1.6	13
Sharing extra documents	8	13.1	2	3.3	3	4.9	-	-	13
Sharing homework	8	13.1	2	3.3	2	3.3	-	-	12
Making announcements	7	11.5	2	3.3	3	4.9	1	1.6	13
Creating closed groups	6	9.8	2	3.3	2	3.3	2	3.3	12

As shown in Table 4.7, most of the activities on SNSs have not once been used between teachers and students. Accordingly, the most common activities that were never happened between teachers and students were following others (14.8%), commenting sharing of others (14.8%), followed by sharing photos or videos (13.1%) and sharing homework (13.1%).

4.5 Types of SNS Activities Used by Students for Interacting with Other Teachers

Table 4.8 Distribution of Activities on SNSs by Students-Teachers

	Never		**Seldom**		**Sometimes**		**Always**		**Total**
	f	%	f	%	f	%	f	%	
Sharing situation information	392	88.1	26	5.8	14	3.8	6	1.3	441
Sharing photos & videos	351	78.9	21	4.7	8	1.8	8	1.8	388
Chatting	306	68.8	44	9.9	24	5.4	14	3.1	389
Following others	256	57.5	79	17.8	28	6.3	28	6.3	392
Liking sharing (Like, Retweet, Favorite, Pin, +1)	284	63.8	43	9.7	35	7.9	27	6.1	389
Commenting others sharing	311	69.9	37	8.3	23	5.2	17	3.8	388
Being a member of an interest group	297	66.7	53	11.9	16	3.6	23	5.2	388
Using for educational purposes	233	58.4	62	13.9	41	9.2	63	14.2	399

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In Table 4.8, the statistical information regarding the most commonly used activities between students and teachers on SNSs are provided. The results are also illustrated graphically in Figure 4.4.

Student-teacher activities on SNSs seem to be at a poor level. This is shown by responses that almost all the students had no intention of undertaking activities with their teachers on SNSs. As specifically seen in Table 4.8, the majority of students did not want to conduct activities on SNSs with teachers such as sharing situation information (88.1%), following others (57.5%) and sharing photos or videos (78.9%). Moreover, even more students preferred not using SNSs with teachers for educational purposes (58.4%). Figure 4.4 shows the vast number of students not in favor of sharing activities with teachers on SNSs. Consequently, students tend not to perform activities on SNSs with teachers. There might be a variety of reasons for students to present such behaviors.

Figure 4.4 Distribution of Activities on SNSs by Students-Teachers
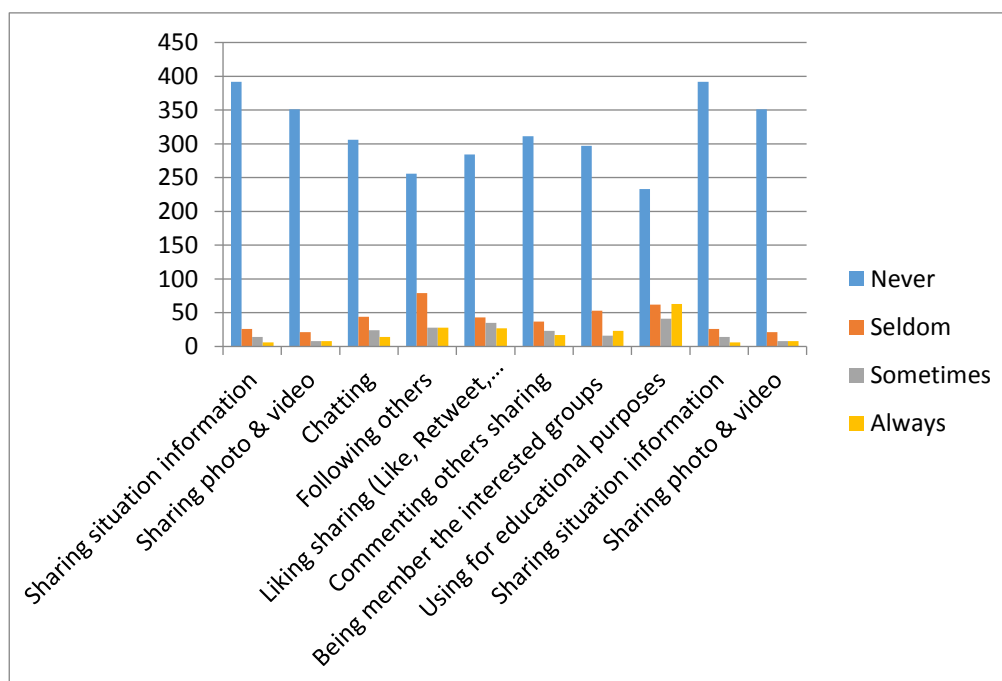
4.6 Types of SNS Activities Used by Students for Interacting with Other Students

Table 4.8 provides findings from students concerning activities they conduct on SNSs with other students. The total number of students who participated varies by item; therefore, the statistical calculations were separately performed for each question item. Table 4.8 consists of eight question items considered to represent student-student general activities on SNSs.

Table 4.8 Distribution of Activities on SNSs by Students–Students

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	f	%	f	%	
Sharing situation information	223	50.1	83	18.7	66	14.8	69	15.5	441
Sharing photos & videos	89	20	72	16.2	114	25.6	136	30.6	411
Chatting	59	13.3	47	10.6	70	15.7	238	57.4	414
Following others	75	16.9	61	13.7	80	18	191	42.9	407
Liking sharing (Like, Retweet, Favorite, Pin, +1)	107	24	69	15.5	92	20.7	148	33.3	416
Commenting others sharing	59	29	47	23.1	70	18.2	238	58.4	408
Being a member of an interest group	139	31.2	93	20.9	67	15.1	103	23.1	402

Table 4.8 Distribution of Activities on SNSs by Students–Students

	Never		Seldom		Sometimes		Always		Total
	f	%	f	%	f	%	f	%	
Using for educational purposes	168	37.8	92	20.7	72	16.2	73	16.4	405

As can be seen from Table 4.8, most of the students never used SNS activities among themselves such as sharing situation information (50.1%), being a member of groups they were interested in (31.2%), or for educational purposes (37.8%). However, the activities students always did among themselves on SNSs included chatting (57.4%) and communicating with other students (58.4%). Additionally, following other students was an activity that students always used with other students (42.9%), followed by other activities such as liking other students' sharing (33.3%) and sharing photos or videos (30.6%).

4.7 Problems Encountered While Using SNSs by Students and Teachers

Table 4.9 shows several problems associated with SNSs and the distribution of the number of students and teachers who claimed to have experienced such problems. Those problems were technical, privacy/security settings, class disciplinary, school rules, and restrictions imposed by family. Their responses regarding the problems encountered in SNSs were reported on three measures, as indicated in Table 4.9.

Table 4.9 Distribution of SNSs-related Problems by Students-Teachers

	Never		Seldom		Sometimes		Always	
	T	S	T	S	T	S	T	S
Technical problems	5	137	11	226	7	49	-	12
Privacy & Security settings	6	266	8	115	5	31	-	11
Disciplinary problems in class	1	326	3	64	2	19	-	11
Peer victimization	-	353	-	48	-	10	-	9
School rules	1	-	2	-	3	-	-	9
Exposed to plagiarism	-	353	-	48	-	10	-	9
Family-imposed restrictions	1	274	4	78	2	35	-	35

Note. T = Teacher, S = Student

Table 4.9 shows the problems most commonly faced by students and teachers relating to technical, privacy/security settings, and discipline in the classroom. Despite this result, the responses of students show that a great number of students had never come across the problems listed. Since the gap between the number of students and teachers who responded was quite large, comparing their SNS-related problems would be biased and lead to over or underestimate.

When the responses of students and teachers were considered separately, it seemed that neither groups had experienced extreme problems and that they were comfortable

with the level of problems experienced in SNSs. For instance, most teachers seldom faced problems linked with technical (18%) or privacy/security settings (13.1%). Moreover, a vast number of students seldom or never experienced problems associated with plagiarism or family-imposed restrictions.

4.8 Type of Information Shared by Students with Other Students and Teachers on SNSs

Table 4.10 shows the distribution of students' responses related to what they shared with either other students or teachers on SNSs. Students' responses are tabulated in two columns. The first column details students sharing with other students, whilst the second is sharing between students and their teacher.

Table 4.10 Types information shared between student-student and student-teacher on SNSs

	Student-Student			Student-Teacher		
	f	%	N	F	%	N
Name-Surname	384	86.3	439	258	58	439
Birth date	353	79.3	439	230	51.7	439
Educational level	323	72.6	439	231	51.9	439
Photos & videos	362	81.3	439	204	45.8	437
Address	231	51.9	439	149	33.5	439
Phone number	194	43.6	439	161	36.2	439
E-mail	308	69.2	439	199	44.7	439
Relationship	257	57.8	439	159	35.7	439
Workplace	230	51.7	439	160	36	439

Table 4.10 Types information shared between student-student and student-teacher on SNSs

	Student-Student			Student-Teacher		
	f	%	N	F	%	N
Birthplace	274	61.6	439	182	40.9	439
Interests	329	73.9	439	197	44.3	439
Political view	225	50.6	439	152	34.5	439
Regional view	219	49.2	439	143	32.1	439
Favorite books, music etc.	343	77.1	438	188	42.2	438
Family members	263	59.1	445	81	40.7	439

As shown in Table 4.10, the majority of students indicated no concern in sharing their name and surname (86.3%), photos and videos (81.3%), birth date (79.3%), and their favorite books and music (77.1%). The things they least preferred to share included their phone number (43.6%), regional views (49.2%) and political views (50.6%). When it came to the things shared with teachers, the results did not significantly change. Over the half of the students were comfortable with sharing their name and surname (58%), educational level (51.9%), and birth date (51.7%). The items that the least number of students were in favor of sharing with teachers consisted of regional view (32.1%), address (33.5%) and political view (34.5%).

4.9 Types of SNS Activities Used by Teachers for Interacting with Other Teachers

Table 4.11 shows the distribution of teachers' responses related to things they shared with other teachers and students on SNSs. Teachers' responses were tabulated on two

columns. While the first column shows teachers' sharing with other students, the second shows the sharing of items between teachers and students.

Table 4.11 Types of information shared between teacher-teacher and teacher-student on SNSs

	Teacher-Teacher			Teacher-Student		
	f	%	N	f	%	N
Name-Surname	16	26.2	45	34	55.7	27
Birth date	9	14.8	29	25	41	36
Educational level	13	21.3	48	31	50.8	30
Photos & videos	8	13.1	53	28	45.9	33
Address	2	3.3	59	4	6.6	57
Phone number	5	8.2	56	5	8.2	56
E-mail	1	1.6	60	14	23.0	47
Relationship	3	4.9	58	3	4.9	58
Workplace	14	23	47	25	41	36
Birthplace	7	11.5	54	13	1.3	48
Interests	7	11.5	54	15	24.6	46
Political view	2	3.3	59	3	4.9	58
Regional view	1	1.6	60	3	4.9	58
Favorite books, music etc.	5	8.2	56	12	19.7	49
Family members	2	3.3	59	6	9.8	55

As shown in Table 4.11, approximately one quarter of teachers indicated no concern share their name and surname (26.2%), workplace (23.0%), educational level (21.3%) and birth date (14.8%). The things they least preferred to share included regional view (1.6%), e-mail (1.6%) and political view (3.3%). When it came to the things shared with students, the results did not significantly change. Almost half of the teachers were comfortable with sharing their name and surname (55.7%), educational level (50.8%), and photos and videos (45.9%). The items that the least number of students were in favor of sharing with their teachers consisted of birthplace (1.3%), political view (4.9%) and regional view (4.9%).

4.10 Difference in Students' and Teachers' Perceived Knowledge in Security Settings of SNSs

Students' and teachers' responses to the way they considered the privacy and security settings on SNSs are provided in Table 4.11. Responses given by students and teachers are tabulated side by side. Their responses concerning privacy and security setting behaviors on SNSs were reported on five measures as indicated in Table 4.12.

Table 4.12 Use of Privacy and Security Settings on SNSs by Students

	N	M	SD
Security & privacy settings	301	3.72	1.48
Password settings	438	4.05	1.34
How to report abusive behaviors	438	3.79	1.39
Group formation settings	438	3.77	1.42

Results of the responses revealed that the majority of students and teachers were concerned with privacy and security settings on SNSs. According to the responses, 349 out of 402 students and 51 out of 56 teachers used social media account and privacy settings. Additionally, as can be seen from Table 4.12, almost half of the students considered themselves very good at setting and using their SNSs accounts against privacy and security issues. Similarly, many students considered themselves good or very good at reporting the abusive use of SNSs and changing group settings on SNSs.

Table 4.13 Use of Privacy and Security Settings on SNSs by Teachers

	N	M	SD
Password settings	39	3.90	1.10
How to report abusive behaviors	39	3.67	1.22
Blocking settings	40	3.90	1.08
Who can see the shares you make	39	4.13	0.98
Group formation settings	39	3.69	1.30
Activity formation settings	39	3.41	1.43

When it came to the teachers' responses, a great number of teachers were either good or very good in referring to privacy and security settings on SNSs. For example, as shown in Table 4.13, 16 out of 39 teachers considered themselves good at knowing and using group settings when they were in need to create a closed group in SNSs. Moreover, almost half of the teachers were confident about informing on abusive situations that happened in SNSs.

4.11 Effect of SNSs on Face-to-Face Communication of Students and Teachers

Table 4.14 presents the teachers' and students' responses as to how SNSs affect their face-to-face communication on a daily basis. The degree of these effects were evaluated on a four level scale: no affect, little affect, affected, and totally affected.

Table 4.14 Effect of SNSs on Face-to-face Communication

	No affect		Little affect		Affected		Totally affected	
	f	%	f	%	f	%	F	%
Student	104	43.9	81	34.2	36	15.2	16	6.8
Teacher	1	1.63	3	4.91	1	1.63	5	8.19

As distinctly shown in Table 4.14, despite only a few teachers, a great number of students said that SNSs do not affect their face-to-face communication (n=104, 43.9%). Moreover, according to some students, SNSs affect their face-to-face communication just a little bit (n=81, 34.2%). In addition to that, for some students, SNSs totally affects their communication on a daily basis (n=16, 6.8%). Contrary to the students opinion, the number of teachers who answered this question was quite low, only 10 out of 61. Yet, among the teachers that did answer this question, the majority responded that SNSs totally affect their face-to-face communications (n=5, 8.19%).

Students' responses regarding the impacts of using SNSs on their life within the school environment were also sought. Impacts were investigated on five aspects and measured by two options as either agreed or disagreed (see Figure 4.3). For the first aspect, contrary to 255 out of 437 students who disagreed, 143 of the 437 students agreed that they experienced difficulties in directing their attention and concentration on the task

in hand. For the second aspect, despite 268 of 436 students who disagreed, 147 of the 437 students agreed that SNSs influenced their lesson in a beneficial way. For the third aspect, 122 of 435 students agreed that SNSs contributed to the growth of their popularity and boosted their popularity level at school. For the fourth aspect, in spite of 104 students responding as disagreed, 315 out of 436 students agreed that SNSs provided an opportunity for them to easily and instantly access information whenever they needed. Regarding the fifth aspect, 242 out of 437 students agreed that SNSs helped them build closer relationships with their classmates.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter concludes and discusses the main and significant findings in light of the relevant literature. Furthermore, educational implications, limitations of the study and recommendations for future research are also provided.

5.1 Conclusion and Summary of Findings

The conduct of this study was driven by two main purposes. The first was to examine how SNSs affect the interaction between student and student, student and teacher, and student and content, while the second was to inspect the perceptions of students and teachers on using SNSs as an educational tool. In addition, this study investigated the reasons that propel students and teachers to utilize SNSs and the effects caused by SNS use on the school life of both students and teachers. The sample from which data were collected for this study included high school students from grades 9 to 11 and high school teachers, both from a private high school in Ankara, Turkey.

This study has identified that the most prevailing use of social networking sites among students is predominantly Instagram, then Facebook, and Twitter respectively. This ratio seemed to be different when it come to frequent use of SNSs by teachers. Use of Facebook by teachers was much more intensive than other second-most commonly used SNSs including Instagram and Twitter. The research has also shown that both teachers and students referred to smartphones when wanting to check their SNSs accounts and go online. Regarding the impacts of SNSs on face-to-face

communication, the majority of students responded that it had no impact or only a small impact, whereas teachers responded there being great effects on the process of expressing ideas and feelings on a daily basis.

The study showed that, except for some minor differences, the reasons or factors leading students and teachers to using SNSs seemed to be mutual. Both teachers and students largely used SNSs for the purpose of communication, followed by entertainment and being informed and kept updated about news and current events.

Regarding the frequent use of activities shared among teachers on SNSs, the study indicated that most teachers generally undertook activities such as following other teachers and sharing homework. However, the types of these activities changed totally when activities shared by teachers and students in SNSs were considered. Many teachers were not interested in following their students, sharing documents or homework, or communicating with students in SNSs.

Students' usage of activities with their peers on SNSs was less intense; below average in fact. One finding was that in social networking sites, a relatively large number of students had never or rarely shared information about what they are doing and where they are with other students or peers, or attempt to join as members of groups. Additionally, quite a low number of students used SNSs for educational purposes, including meaningful educational activities.

Another finding of the study was that many students did not find it a problem to share personal and privacy-related information with their peers on SNSs. However, the ratio of students' interests in sharing such types of information with teachers on SNSs were lower. Teachers' interests in sharing such types of information with other teachers, on the other hand, was as similar to that of the students. That is, no significant differences were observed between the number of teachers who preferred information sharing with colleagues and those who preferred information sharing with students on SNSs.

This study has found that the majority of students and teachers were aware of how to manage and deal with SNSs settings concerned with privacy and security issues. Furthermore, the investigation into the effect of SNSs on students' and teachers' school life has shown that more than half of students and teachers did not consider SNSs to cause disruption to their ability to concentrate on a particular task within the school environment. Likewise, most students were not in agreement regarding the idea that SNSs positively contributed to their lessons. Contrarily, the study showed that many teachers thought that SNSs helped them improve and augment their educational methods in the courses and facilitated the process of preparing and designing convenient educational materials. However, the ability of SNSs to make the student assessment process easier was not accepted by many teachers. Despite responses not in favor that SNSs positively impact some aspects of students' school life, a considerable number of students advocated that SNSs provide them with invaluable opportunities to access information instantly without constraints of time and place. In addition, SNSs were reported to cultivate and encourage student's relationships and rapport with other students in the classroom.

5.2 Discussion

The findings from this study corroborated prior studies that have noted the importance of SNSs on the ways that teachers and students learn, collaborate, cooperate, investigate and organize (Lai & Ng, 2011). However, despite being considered as influential means by many teachers, the use of SNS-related tools by teachers in order to improve their teaching seems to be limited.

These results from this study align with that of Lee et al.'s (2015) study, emphasizing the positive effects of SNSs on the establishment of friendly and positive relationships and friendships in the classroom. However, cultivation of a friendly classroom culture may not only be achieved through the friendships and relationships of students with

their peers, or through teachers with other students in the classroom. Two-sided and reciprocal interaction and relationships such as student-student and teacher-student are necessary in SNSs in order to build a fully socialized classroom where students and teachers can work in harmony and with respect for one another.

Teachers' low level of using SNSs for both educational activities and various kinds of learning activities was likely attributable to the intense and harsh conditions of teachers working in the private school. The school administration assigned the teachers many school and classroom-related responsibilities that would take up a large share of their official school working time. This would leave a relatively short amount time available for teachers to check their SNS accounts. For that reason, it was not unexpected to realize the conclusion that teachers rarely made use of SNSs in creating a rich learning zone through a particular social media site where they can observe students' activities, share additional materials with students and discuss teaching and learning-related matters.

Even though educational purposes were not the rationale behind the creation and formation of SNSs, people have started using it for different purposes in a variety of areas such as management, advertising, and politics (Weber, 2012). There is no doubt that the impact of using SNSs for educational purposes have gained popularity among researchers (Erümit, 2015); however, some of the positive effects claimed to be evoked by SNSs on different aspects of education might be just based on theoretical views or personal ideas.

Findings of this current research have shown that students as well as teachers remain uninspired by the pedagogical affordances and features of SNSs. As a result, the educational use of SNSs between student-student and teacher-student was found to be relatively low when the general high usage of SNSs for non-educational activities are considered. This may be attributable to many reasons, including teacher's ignorance

or the absence of pedagogical and technological knowledge and knowhow to tailor a particular social networking site to their courses, or a lack of adequate infrastructure provided by the schools' administration.

Specifically, different from previous studies that reported SNS interactions facilitated growth in learning gain (Dijck, 2013) and helped contact with external learners and specialists (Voogt, Knezek, 2008), this current study indicated that some of the main reasons that both teachers and students make use of SNSs were communication, keeping up-to-date with current events, and finding old friends, rather than communicating with students outside of the classroom and sharing additional materials with gifted students. This finding was also corroborated by following evidence drawn from the current study that most commonly teachers and less commonly students refrained from sharing both educational and non-educational activities on SNSs such as regional and political views or beliefs, details of family members, contact information like e-mail, as well as education-related document and other information.

Another important finding was that high SNS usage among students and teachers did not implicitly link to a high level of interaction between students and teachers, or that students were content with interacting with teachers in SNSs. The current study showed that the use of well-known social networking sites like Facebook and Instagram was common not just for students, but also for teachers. However, their spending more time on SNSs did not somehow contribute to their mutual interaction. One possible explanation for this might be that since SNSs were not originally developed to promote such interactions, teachers and students may prefer not to transfer face-to-face oriented formal teaching and learning activities to the virtual social environment. However, it has been suggested that virtual social networks were used by a large number of students and teachers as a medium of communication (Steinfield, Ellison, & Lampe, 2008).

According to Research Question 1 (What are the SNS usage preferences of students and teachers?), the study's results indicated that both teachers and students use similar SNSs like Facebook, Instagram, and Twitter. This indicates that these popular social media tools work properly in both their mobile and desktop variants. However, non-educational SNS activities were carried out between student-student, student-teacher, and teacher-teacher. Secondly, RQ1, Sub-question A (What is the students' and teachers' preferred SNS?) showed that teachers generally prefer Facebook, whereas students prefer Instagram. Both Facebook and Instagram share essentially the same features but there are few differences; for example, Instagram has no facility to write on a friends wall or share a writing post, although that can be done by sharing an image of some writing.

Thirdly, according to RQ1, Sub-question B (What are the preferred devices to connect to SNSs?), both students and teachers preferred to use their mobile devices for connecting to SNSs, as opposed to a desktop computer. Whilst the students are not allowed access to their mobile devices during class hours, both before and after school they are free to use them, or if needed as part of a class activity with the permission of the teacher. Additionally, teachers are also not allowed to use their mobile devices during class time; but are permitted to use their cell phones during class breaks.

According to RQ1, Sub-question C (Is there any difference between male and female students in Facebook usage frequency?), male students showed a tendency to use Facebook more frequently than female students. According to Vemeren (2015), female students are more willing to share information on social platforms, and use mobile devices more than males (Vemeren, 2015). However, the current study revealed that male students use Facebook more frequently. Usage of cell phones without permission by male students may have contributed to the difference seen between the current study and that of Vemeren (2015).

Research Question 2 (What are the students' and teachers' reasons for using SNSs?) was also important in that it showed teachers SNS usage as mostly being for communication, whereas for students it is for entertainment. RQ2, Sub-question C (What are the types of SNS activities used by teachers for interacting with teachers?) was another question addressed. According to the results, following others and homework sharing were the most common types of SNS activities used by teachers interacting with other teachers. The teachers showed an interest in their colleagues' lives, and enjoy engaging over the popular chat topics at school. Moreover, sharing is an easy way for teachers to share with others as it is both efficient and cost free.

The other question relates to the types of SNS activities used by teachers for interacting with students. The teachers prefer following others, liking posts, joining common interest groups and creating closed groups for interacting with their students The teachers prefer to follow students and collect data about them in order to engender positive interactive associations with their students. They like to join groups of mutual interest so they can follow their coworkers' activities, and to stay informed about news and developments in their respective areas. Moreover, creating closed groups is another preferred activity that teachers generally use with students. This is a good feature because the teacher can control and select members of the group, rather than it being open to all. Teachers can share materials with their students easily via SNS. Moreover, when the semester finishes the teacher can chose whether to close the group or continue to use for the purposes of sharing.

Types of SNS activity used by students for interacting with their teachers was the subject of another sub-question. According to the results, students use SNSs mostly for educational purposes when interacting with teachers, which is in accordance with studies seen in the literature (Roblyer, McDaniel, Webb, & Witty, 2010).

Conversely, the types of SNS activity used by students to interact with other students is chat, or instant messaging. Instant messaging is a quick and easy medium of communication for students. SNSs also offer group messaging functionality which students may also tend to use. According to the literature, students like chat because it allows them a form of intimate dialogue (Ellison & Boyd, 2013). Instant messaging can be used in the background as either a PC (desktop) application or on a mobile device while the user simultaneously works on their primary task.

The other question relates to problems encountered while using SNS by both students and teachers. In the study, neither the teachers nor the students experienced any significant problems and were comfortable using SNSs. However, many students complained of issues associated with directives set by their families for the use of SNSs. Mobile or other new technological devices are mostly easy to use and problems are easily resolved through clear directions in the use of SNSs.

The type of information shared by students with other students and teachers on SNSs indicated that students do not have an issue sharing their name-surname with other students. When considering what students would share with their teachers, the results did not significantly change.

More than the half of the students were comfortable with sharing their name and surname with their teachers. The reason may be that their teachers already know their names. Approximately one quarter of teachers indicated no concerns sharing their name and surname in SNSs with either other teachers or students.

The other significant difference between students' and teachers' perceived knowledge in SNS security settings can be explained with regard to their concerns over privacy of SNSs; of which functionality they are already quite aware.

SNS communication can also affect the face-to-face communication of both students and teachers; however, a few teachers said that SNSs did not affect their face-to-face communication, as did many students.

5.3 Implications for Research and Practice

This study provides many important implications for teachers, researchers, and school administrators who intend to either use one particular or several SNSs for various types of educational and non-educational activities within a school environment. More specifically, the findings from this study shed light on one of the prevailing questions: How should SNSs be applied and exploited so that its affordances can be leveraged as much as possible? Moreover, this study revealed many significant findings, pointing out both teachers' and students' stances on the use of SNSs for educational and non-educational activities. Additionally, within the perspective of teachers and students this study held many important inferences that can be used to explore how to effectively and efficiently use SNSs in order that the interaction between student-student and teacher-students can be facilitated and promoted, but not inhibited in the classroom environment.

As teacher dependency upon SNSs increases, the development of new and contingent standards become more possible in order to supply the demand of teachers' interaction with students (Ellison, Steinfield, & Lampe, 2007; Mazer, Murphy, & Simonds, 2007). This study has provided quantitative information regarding students' and teachers' views, opinions and perceptions on difference aspects of SNSs. These important findings can be taken on board for the development and identification of 21st century standards and interventions.

5.4 Limitations and Recommendations for Future Research

This study was limited to students' and teachers' responses to a series of questions designed by the researcher to elicit use of various types of activities on SNSs. Further research is needed with students and teachers in other schools in order to comprehensively understand where exactly the perceptions, thoughts, views and experiences of teachers and students stand when it comes to the use of different types of educational and non-educational activities in SNSs.

The scope of this study was limited to high school teachers and to 9th, 10th and 11th grade students from a Turkish private high school. Therefore, any generalizability of the findings drawn from this study should be considered in this respect.

The researcher particularly abstained from making firm and assertive comparisons on the similarity between the results of teachers and students due to the mainly non-proportional sample size between the teacher and student groups included in this study. For that reason, in further studies, if teachers' and students' results are to be compared, an equivalently proportioned sample would be required in order that teachers' and students' results can be meaningful compared.

In addition, the correctness and meaningfulness of deduction, assertions, and inferences drawn from this study was adhered to participants' honest, correct, and subjective responses to the questions. Moreover, the respondent teachers' tendency not to provide answers to all question items but instead be more selective in their answering is considered to have hampered the study and is seen as a considerable limitation. In further studies, researchers are strongly recommended to reveal the reasons and motives behind teachers selecting which questions they may or may not answer.

The participant school has no written SNS usage policy, but the school administrator always reminds that the teachers and students verbally about the school's rules for SNS

usage. The school recommends that teachers do not use their own personal SNSs accounts, but instead create another account for educational usage with students. The Psychological Counselling and Guidance department also always provides direction to the students about SNS usage, because they are the department that is generally faced with these types of problems. The researcher wanted to make a short presentation to the school (separately to the teachers and students) in order to inform them about the results of the study and to provide some direction. As seen in the results, the students are willing to use SNSs for educational purposes, and therefore the teachers should prepare different kinds of online educational activities. Both the teachers and students use SNSs in common ways so that the school can make announcements via this channel. For example, the school could share the academic calendar online with teachers, students and parents.

As previously mentioned, the students at the school in this study are not permitted to use their cell phones during school time. However, their teacher can grant permission if mobile devices are required for an educational activity inside of the class. Similarly, the teachers are also not permitted to use their cell phones at school, except for educational usage.

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APPENDICES

APPENDIX A

Questionnaire Type 1 (Teacher)

EĞİTİM AMAÇLI KULLANILAN SOSYAL MEDYAYA İLİŞKİN ÖZEL LİSE ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİNİN KARŞILAŞTIRILMASI

Bu çalışma lise öğretmenlerinin sosyal paylaşım sitelerini kullanma alışkanlıklarını, öğrencileri ile sosyal paylaşım siteleri üzerinden iletişim kurma davranışlarını araştırmayı amaçlamaktadır. Ankete vereceğiniz yanıtlar öğrenme ortamlarının geliştirilmesine yardımcı olacaktır. Lütfen yanıtlarınızı acele etmeden ve samimiyetle veriniz. Cevaplarınız tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilen bilgiler bilimsel yayın amaçlı kullanılacak olup kişisel bilgileriniz kesinlikle gizli tutulacaktır.

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplamayı bırakabilirsiniz. Anket sonuçları sizlerle paylaşılacaktır. Katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için ODTÜ BÖTE tezli yüksek lisans öğrencisi Seda Karabulut (Tel: 553 304 65 61; E-posta: ssedakarabulut@gmail.com) ya da ODTÜ, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Ömer Delialioğlu (Tel: 210 41 98; E-posta: omerd@metu.edu.tr) ile iletişim kurabilirsiniz.

Bölüm 1

1- Yaşınız

()25 ve altı
()26 - 30
()31 - 35
()36 - 40
()41 ve üzeri

2- Cinsiyetiniz
()Kadın
()Erkek

3- Branşınız
()Türk Dili ve Edebiyatı
()İngilizce
()Matematik
()Fizik
()Kimya
()Biyoloji
()Tarih
()Coğrafya
()Felsefe
()2. Yabancı Dil
()Görsel Sanatlar
()Müzik
()Beden Eğitimi
()PDR

4- Hizmet yılınız
()0 - 1
()2 - 5
()6 - 9
()10 ve üzeri

Bölüm 2

5- Aşağıdaki sosyal paylaşım sitelerini hangi **sıklıkta** kullanıyorsunuz? (Birden fazla işaretleyebilirsiniz.)

	Hesabım yok	Ayda bir	Haftada bir	4 - 6 Günde bir	2 - 3 Günde bir	Her Gün
Facebook						
Twitter						
Instagram						
LinkedIn						
Tumblr						
Google Plus						
Pinterest						
Diğer:						

6- Sosyal medya hesaplarınızı **günde kaç defa** kontrol ediyorsunuz?

()Hergün kontrol etmiyorum
()Günde 1-5 defa kontrol ediyorum
()Günde 6-10 defa kontrol ediyorum
()10 dan fazla
7- Sosyal paylaşım sitelerine giriş yaparken genellikle **aşağıdaki araçlardan hangisi/hangilerini kullanıyorsunuz?** Birden fazla işaretleyebilirsiniz.
()Okul bilgisayarı
()Evdeki bilgisayar
()Tablet
()Telefon

8- Öğrencilerinizden gelen arkadaşlık isteklerini kabul eder misiniz?
()Evet
()Hayır
()Bazen

9- Sosyal paylaşım sitelerini **eğitimde** kullanıyor musunuz?
()Evet
()Hayır
()Bazen

10- Sosyal paylaşım sitelerinin **güvenlik & gizlilik** ayarlarını kullanıyor musunuz?
()Evet
()Hayır

11- Sosyal paylaşım sitelerinde ki **güvenlik & gizlilik ayarlarının yeterli** olduğunu düşünüyor musunuz?
(1)Hiç yeterli değil   (2)lYeterli deği   (3)Yeterli   (4)Kesinlikle yeterli

12- Sosyal paylaşım sitelerinde ki arkadaşlıklarınız **yüz yüze iletişiminizi** ne derece etkiliyor?
(1)Hiç etkilemiyor   (2) Kısmen etkiliyor   (3) Etkiliyor   (4) Tamamen etkiliyor

13- Aşağıdaki sosyal paylaşım sitelerinde **bağlantı kurduğunuz yaklaşık kaç arkadaşınız** var?

	GENEL							ÖĞRETMEN							ÖĞRENCİ					
	Hiç yok	10 dan az	10-49	50-99	100-149	150-199	200 ve üzeri	Hiç yok	10 dan az	10-49	50-99	100-149	150-199	200 ve üzeri	Hiç yok	10 dan az	10-49	50-99	100-149	150-199	200 ve üzeri
Facebook																				
Twitter																				
Instagram																				
LinkedIn																				
Tumblr																				
Google Plus																				
Pinterest																				

Diğer:																					

Bölüm 3

14- Sosyal paylaşım sitelerini kullanma **nedeniniz** aşağıdakilerden hangisidir?

	Genel	Öğretmen	Öğrenci
Arkadaşlarımla iletişim kurmak			
Eski arkadaşlarımı bulmak			
Yeni arkadaşlıklar edinmek			
Ailem ile iletişim kurmak			
Güncel kalabilmek			
Alanım ile ilgili gruplara katılmak			
İş ve kariyer ile ilgili bağlantılar kurmak			
Ek gelir kaynağı sağlamak			
Eğlenmek (Müzik dinlemek, video izlemek, oyun oynamak)			
Arkadaşlarımı hayatımla ilgili gelişmelerden haberdar edebilmek			
Teknoloji farkındalığımı artırmak			
Uzman meslektaşlarım ile iletişim kurmak			
Öğretmen arkadaşlarımla tartışma / paylaşım grupları yaratmak			
Klasik sınıf ortamından kurtulmak			
Öğrencilerimi yakından takip edebilmek			
Sınıf dışı iletişim kurabilmek			
Ders materyalleri, ödev, sınav, duyuru vb. paylaşımlarda bulunmak			
Hızlı ilerleyen veya daha ilgili öğrenciler için ekstra kaynaklar paylaşabilmek			
Dersimle ilgili grupları tavsiye etmek			
Mezun olduktan sonra da öğrencilerim ile iletişimi sürdürebilmek			

15- Sosyal paylaşım sitelerinde **en çok hangi aktiviteleri kullanıyorsunuz**?

	GENEL				ÖĞRETMEN				ÖĞRENCİ			
	Hiçbir zaman	Nadiren	Arasıra	Çoğunlukla	Hiçbir zaman	Nadiren	Arasıra	Çoğunlukla	Hiçbir zaman	Nadiren	Arasıra	Çoğunlukla
Durum bilgisi paylaşıyorum												
Konum bilgisi paylaşıyorum (Check-In)												
Mesajlaşıyorum / Görüntülü sohbet ediyorum												
Arkadaşlarımın paylaştıklarını takip ediyorum												
Paylaşımları beğeniyorum. ("Like", "Retweet", "Favourite", "Pin", "+1" vb)												
Fotoğraf / Video paylaşıyorum												

Fotoğraf, video, durum vs. paylaşımların a yorum yapıyorum											
Arkadaşlarım ı etiketliyorum . (Video, fotoğraf, yazı vs.)											
Etkinlik düzenliyorum											
Etkinlikleri takip ediyorum											
İlgi alanıma giren gruplara üye oluyorum											
Arkadaşlarım ın duvarına yazı yazıyorum(T ebrik, kutlama mesajları vs.)											
Derse gelmeden ön hazırlık yapamaları için döküman paylaşıyorum (Video, *.ppt, *.doc, *.pdf vs.)											
"Neler Öğrendik?" testleri paylaşıyorum											
Ek kaynaklar paylaşıyorum											
Ödev veriyorum											

Dersle ilgili duyurular yapıyorum											
Sınıflarım için kapalı gruplar kuruyorum											

16- **Derslerde** sosyal paylaşım siteleri kullanırken en çok ne tür **problemlerle** karşılaşıyorsunuz?

	Hiçbir zaman	Nadiren	Arasıra	Çoğunlukla
Teknik problemler				
Güvenlik ve gizlilik ayarlarına yönelik problemler				
Öğrencilerden gelen rahatsız edici mesajlar				
Sınıf içi disiplin problemleri				
Çevrim içi gruplara katılmak istemeyen öğrenciler				
Velilerin yarattığı problemler				
Okul yönetiminin tutumu				

17- Sosyal paylaşım sitelerinde genel olarak hangi **bilgilerinizi, kimlerle** paylaşıyorsunuz?

	Genel	Öğretmen	Öğrenci
Ad - Soyad			
Doğum tarihi			
Eğitim durumu			
Fotoğraflar			
Adres			

Telefon			
E-posta			
İlişki durumu			
Çalıştığı kurum			
Doğum yeri			
İlgi alanları			
Siyasi görüş			
Dini görüş			
Sevdiği müzik, film, kitap, TV programları vs.			
Aile bireyleri			

Bölüm 4

18- Aşağıdaki tabloyu derslerinize yönelik olarak, sosyal paylaşım sitelerinden **ne sıklıkta faydalandığınızı** düşünerek doldurunuz.

	Hiçbir zaman	Nadiren	Arasıra	Çoğunlukla
Eğitim materyali hazırlarken				
Öğretmen arkadaşlarımla bilgi alış-verişinde bulunmak için				
Kişisel gelişim				
Öğrenciler ile iletişim / Ödev, sınav vs.				
Sınıf içi tartışmalar için				

19- Kullandığınız sosyal paylaşım sitelerinde **aşağıdaki ayarları ne derece biliyorsunuz?**

	Hiç	Biraz	Kararsızım	İyi	Çok İyi
Güvenlik & gizlilik ayarları					

Şifre ayarları					
Kötü kullanımların nasıl bildirileceği					
Engelleme ayarı					
Yaptığınız paylaşımları kimlerin görebileceği					
Grup oluşturma ayarları					
Etkinlik oluşturma ayarları					

20- Aşağıdaki soruları sosyal medyanın okul ve sosyal **hayatınıza olan etkilerini** göz önüne alarak cevaplayınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
Yaptığım işe konsantre olmamı zorlaştırır				
Sosyalleşmemi engeller				
Teknolojiye olan yatkınlığımı artırır				
Fiziksel ve kültürel bariyerleri ortadan kaldırır (Yurtdışındaki meslektaşlarımla rahatlıkla iletişim kurabilirim)				
Kendime olan güvenimi artırır (Beğen (Like), Favourite, Retweet, Pin, +1 vs.)				
Hayatımla ilgili gelişmelerden istemediğim kişilerinde haberdar olması beni kötü etkiler				
İhtiyaç duyduğumda arkadaşlarıma rahatlıkla erişebildiğim bir adres defteridir				
Arkadaşlık davetini kabul etmediğim arkadaşlarımla sorun yaşarım				
Arkadaş eklerken siyasi, dini ve ahlaki değerleri ön planda tutarım				

Arkadaşlarımın paylaştığı siyasi ya da dini görüş içerikli paylaşımlar, ilişkilerimizi etkiler				
Öğretim yöntemlerine olumlu etkisi vardır				
Öğretim materyali geliştirmemde kolaylık sağlar				
Öğrencilerimi değerlendirme sürecinde etkili olmuştur				
Okuldaki popüraritemi artırır				
Arkadaşlık davetlerinde hiyerarşiye önem veririm				
Derslerde kullanılması öğrenci motivasyonunu/sınıf yönetimini olumlu yönde etkiler				
Sosyal paylaşım sitelerinde düşüncelerimi daha rahat ifade ederim				

Bölüm 5
Aşağıdaki soruları sosyal paylaşım siteleri kullanımınızı göz önünde bulundurarak cevaplayınız.

21- Güvenlik ve gizlilik ayarlarını her **öğretmen** kullanmalıdır?
(1)Kesinlikle katılmıyorum   (2) Katılmıyorum (3)Katılıyorum (4) Kesinlikle katılıyorum

22- Güvenlik ve gizlilik ayarlarını her **öğrenci** kullanmalıdır?
(1)Kesinlikle katılmıyorum   (2) Katılmıyorum (3)Katılıyorum (4) Kesinlikle katılıyorum

23- Okulunuzun sosyal medya kullanım **kurallarını biliyor musunuz**?
(1)Hiç bilmiyorum   ()Kısmen biliyorum   (4)Hepsini biliyorum

24- Okulunuzun sosyal medya kullanım **kurallarına uyuyor musunuz**?
(1)Kesinlikle hayır   (2) Hayır   (3)Evet   (4) Kesinlikle evet

Questionnaires Type 2 (student)

EĞİTİM AMAÇLI KULLANILAN SOSYAL MEDYAYA İLİŞKİN ÖZEL
LİSE ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİNİN
KARŞILAŞTIRILMASI

Bu çalışma lise öğrencilerinin sosyal paylaşım sitelerini kullanma alışkanlıklarını, okul arkadaşları ve öğretmenleri ile sosyal paylaşım siteleri üzerinden iletişim kurma davranışlarını araştırmayı amaçlamaktadır. Çalışma kapsamında kullanılan ankette kimlik belirleme amaçlı bilgi istenmemektedir. Ankete vereceğiniz yanıtlar öğrenme ortamlarının geliştirilmesine yardımcı olacaktır. Lütfen yanıtlarınızı acele etmeden ve samimiyetle veriniz. Cevaplarınız tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilen bilgiler, bilimsel yayın amaçlı kullanılacaktır.

Anket, kişisel rahatsızlık verecek sorular içermemektedir. Anketi cevaplarken sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplamayı yarıda bırakıp kapatmakta serbestsiniz. Anket sonuçları sizlerle paylaşılacaktır. Katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için ODTÜ BÖTE tezli yüksek lisans öğrencisi Seda Karabulut (Tel: 553 304 65 61; E-posta: ssedakarabulut@gmail.com) ya da ODTÜ, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Ömer Delialioğlu (Tel: 210 41 98; E-posta: omerd@metu.edu.tr) ile iletişim kurabilirsiniz.

1. Bölüm - Genel Bilgiler
Lütfen, aşağıda yer alan her bir soruyu ilgili boşluğu doldurarak veya size en uygun olan seçeneği "X" ile işaretleyerek cevaplayınız.

1- Yaş   :…………...

2- Sınıf   :.............

3- Cinsiyet   : Kadın   Erkek

2. Bölüm - Sosyal Paylaşım Sitesi Kullanım Sıklığı
*Lütfen, aşağıda yer alan her bir soruyu ilgili boşluğu doldurarak veya size en uygun
olan seçeneği "X" ile işaretleyerek cevaplayınız.*
4- Aşağıdaki sosyal paylaşım sitelerini hangi **sıklıkta** kullanıyorsunuz? (Birden fazla
işaretleyebilirsiniz.)

	Hesabım yok	Ayda bir	Haftada bir	4 - 6 Günde bir	2 - 3 Günde bir	Her Gün
Facebook						
Twitter						
Instagram						
LinkedIn						
Tumblr						
Google Plus						
Pinterest						

6- Sosyal paylaşım hesaplarınıza giriş yaparken genellikle **aşağıdaki araçlardan
hangilerini** kullanıyorsunuz? (Birden fazla işaretleyebilirsiniz.)
()Okul bilgisayarı   ()Evdeki bilgisayar() Tablet()   Telefon()

7- **Öğretmenlerinizle** sosyal paylaşım siteleri üzerinden bağlantı kurar mısınız?
()Evet   ()Hayır

10- Sosyal paylaşım sitelerindeki **arkadaşlıklarınız yüz yüze iletişiminizi** ne derece
etkiliyor?
()Hiç etkilemiyor   ()Kısmen Etkiliyor   ()Etkiliyor   ()Tamamen etkiliyor

11- Aşağıdaki sosyal paylaşım sitelerinde bağlantı kurduğunuz **yaklaşık** kaç
arkadaşınız var?

	Öğretmenlerim	Okul arkadaşlarım	Diğerleri
Facebook			
Twitter			
Instagram			

LinkedIn			
Tumblr			
Google Plus			
Pinterest			

3. Bölüm - Sosyal Paylaşım Sitesi Kullanımı

Lütfen, aşağıda yer alan soruları "X" ile işaretleyerek cevaplayınız.

12- Sosyal paylaşım sitelerini **kullanma nedeniniz** aşağıdakilerden hangileridir? (Birden fazla işaretleyebilirsiniz.)

	İletişim kurmak
	Eski arkadaşlarımı bulmak
	Yeni arkadaşlıklar edinmek
	Güncel kalabilmek
	Eğlenmek (Müzik dinlemek, video izlemek, oyun oynamak)
	Hayatımla ilgili gelişmelerden haberdar edebilmek
	Ders materyalleri, ödev, sınav, duyuru vb. takip etmek

13- Sosyal paylaşım sitelerinde kimlerle en çok hangi **aktiviteleri** kullanıyorsunuz?

1: Hiçbir zaman   2: Nadiren   3: Ara sıra   4: Çoğunlukla

	Öğretmenlerim				Okul arkadaşlarım				Diğerleri			
	1	2	3	4	1	2	3	4	1	2	3	4
Durum bilgisi paylaşıyorum												
Konum bilgisi paylaşıyorum (Check-In)												
Fotoğraf / Video paylaşıyorum												
Mesajlaşıyorum												
Paylaşımları takip ediyorum												
Paylaşımları beğeniyorum. ("Like", "Retweet", "Favourite", "Pin", "+1" vb)												

Paylaşımlara yorum yapıyorum													
İlgi alanıma giren gruplara üye oluyorum													
Eğitim amaçlı kullanıyorum													

14- Sosyal paylaşım sitelerinde **en çok hangi sorunlarla** karşılaşıyorsunuz?

	Hiçbir zaman	Nadiren	Ara sıra	Çoğunlukla
Teknik sorunlarla karşılaşırım				
Güvenlik ve gizlilik ayarlarına yönelik sorunlar yaşarım				
Sınıf içi motivasyon problemleri yaşarım				
Ailemin baskıcı tutumundan rahatsız olurum				
Akran zorbalığına maruz kalırım				
Bilgi hırsızlığına maruz kalırım				

15- Sosyal paylaşım sitelerinde genel olarak **hangi bilgilerinizi kimlerle** paylaşıyorsunuz?

	Öğretmenlerim	Okul arkadaşlarım	Diğerleri
Ad – Soyad			
Doğum tarihi			
Eğitim durumu			
Fotoğraflar			
Adres			
Telefon			
E-posta			
İlişki durumu			

Çalıştığı kurum			
Doğum yeri			
İlgi alanları			
Siyasi görüş			
Dini görüş			
Sevdiği müzik, film, kitap, TV programları vs.			
Aile bireyleri			

4- Bölüm - Sosyal Paylaşım Kullanım Ayarları
Lütfen, aşağıda yer alan soruları "X" ile işaretleyerek cevaplayınız.

8- Sosyal paylaşım sitelerinin **güvenlik & gizlilik ayarlarını** kullanıyor musunuz?
   ()Evet   ()Hayır

16- Kullandığınız sosyal paylaşım sitelerinde **aşağıdaki ayarları** ne derece biliyorsunuz?

	Hiç	Biraz	Kararsızım	İyi	Çok İyi
Güvenlik & gizlilik ayarları					
Şifre ayarları					
Kötü kullanımların nasıl bildirileceği					
Grup oluşturma ayarları					

9- Sosyal paylaşım sitelerindeki **güvenlik & gizlilik ayarlarının yeterli olduğunu** düşünüyor musunuz?
   ()Hiç yeterli değil   ()Yeterli değil ()Yeterli   ()Kesinlikle yeterli

5- Bölüm - Hayatınıza olan etkileri
Lütfen, aşağıda yer alan soruları "X" ile işaretleyerek cevaplayınız.

17- **Sosyal paylaşım sitelerinin okul ve sosyal hayatınıza olan etkilerini göz önüne** alarak cevaplayınız.

	Evet	Hayır
Yaptığım işe konsantre olmamı zorlaştırır		
Sosyalleşmemi engeller		
Teknolojiye olan yatkınlığımı artırır		
Fiziksel ve kültürel bariyerleri ortadan kaldırır.		
Kendime olan güvenimi artırır (Beğen (Like), Favourite, Retweet, Pin, +1 vs.)		
Hayatımla ilgili gelişmelerden istemediğim kişilerinde haberdar olması beni kötü etkiler		
İhtiyaç duyduğumda arkadaşlarıma/öğretmenlerime rahatlıkla erişebildiğim bir adres defteridir		
Arkadaşlık davetini kabul etmediğim arkadaşlarımla sorun yaşarım		
Arkadaş eklerken siyasi, dini ve ahlaki değerleri ön planda tutarım		
Arkadaşlarımın paylaştığı siyasi ya da dini görüş içerikli paylaşımlar, ilişkilerimizi etkiler		
Derslerime olumlu etkisi vardır		
Okuldaki popülaritemi artırır		
Sosyal paylaşım sitelerinde düşüncelerimi daha rahat ifade ederim		
Bilgiye kolaylıkla erişebilirim		
Sınıf arkadaşlarımla yakın ilişkiler kurarım		

18- Okulunuzun belirlediği sosyal paylaşım sitesi kullanım **kurallarını** biliyor musunuz?
()Hiç bilmiyorum   ()Kısmen biliyorum   ()Hepsini biliyorum

19- Okulunuzun belirlediği sosyal paylaşım **kullanım kurallarına uyuyor musunuz?**
()Evet   ()Hayır

Katılımınız için teşekkür ederim.

APPENDIX C

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY
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Veli Onay Mektubu

Sayın Veliler, Sevgili Anne-Babalar,

Orta Doğu Teknik Üniversitesi, Bilgisayar ve Öğretim Teknlojileri Eğitimi bölümü olarak Bilimsel Araştırma Projesi (BAP) kapsamında "Sosyal Ağların Eğitime Etkisinin 3 - Ö (Öğretmen - Öğrenci - Öğrenim) Boyutuyla İncelenmesi" adlı çalışmayı yürütmekteyiz. Araştırmamızın amacı sosyal ağlarda öğretmen tutum ve davranışlarının öğrenci gelişimi ve okul başarısı üzerindeki etkilerini anlamaktır. Bu amacı gerçekleştirebilmek için hazırlanan anketin öğrencimiz tarafından içtenlikle doldurmasını rica ediyoruz. Elde edilen bilgiler, sosyal medyadaki öğrenci - öğretmen ilişkilerini, bu ilişkinin eğitim ve öğretim hayatlarını ve gelişimlerini nasıl etkilediği hakkında veriler sunacaktır. Araştırmayla ilgili daha fazla bilgi almak isterseniz aşağıdakiiletişim bilgilerini kullanarak bize ulaşabilirsiniz.

Katılmasına izin verdiğiniz takdirde öğrencimiz, anketi çevrimiçi olarak istediği zaman doldurabilecektir. Ankette yer alan soruların psikolojik gelişimine olumsuz etkisi olmayacağından emin olabilirsiniz. Dolduracağı anketin cevapları sadece bilimsel araştırma amacıyla kullanılacaktır. Bu formu imzaladıktan sonra çocuğunuz katılımcılıktan ayrılma hakkına sahip olacaktır. Araştırma sonucunun özeti sizlerle de paylaşılacaktır.

Seda KARABULUT
ODTÜ GV Özel İlkokulu
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Doç. Dr. Ömer DELİALİOĞLU
Orta Doğu Teknik Üniversitesi, Ankara
e-posta: omerd@metu.edu.tr

Saygılarımızla,

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve bu formu çocuğunuzla okula geri gönderiniz.

A) Bu araştırmaya tamamen gönüllü olarak katılıyorum ve çocuğum ....'nın da katılımcı olmasına izin veriyorum. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Baba Adı-Soyadı...................

Anne Adı-Soyadı...............

İmza ....　　　　　　　　İmza ....

B) Bu çalışmaya katılmayı kabul etmiyorum ve çocuğumun ....'nın da katılımcı olmasına izin vermiyorum.

Baba Adı-Soyadı.............　　　　Anne Adı-Soyadı.................

İmza ....　　　İmza ....

APPENDIX D

Gönderilen: Doç. Dr. Ömer DELİALİOĞLU

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNİCAL UNİVERSITY 30 EYLÜL 2015
Bilgisayar ve Öğretim Teknolojileri Eğitimi
Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Komisyonu Başkanı

Etik Onayı

Danışmanlığını yapmış olduğunuz Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü Yüksek lisans öğrencisi Seda KARABULUT "Sosyal Ağların Eğitime Etkisinin 3-Ö (Öğretim-Öğretmen-Öğrenci) Boyutuyla İncelenmesi" isimli araştırması insan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 28.09.2015-29.01.2016 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
Uygulamalı Etik Araştırma Merkezi

İnsan Araştırmaları Komisyonu Başkanı

BU BÖLÜM, İLGİLİ BÖLÜMLERİ TEMSİL EDEN İNSAN ARAŞTIRMALARI ETİK ALT KURULU TARAFINDAN DOLDURULACAKTIR.

Protokol No: 2015-EGT-125

ODTÜ 2015

Protokol No: 2015-EGT-125

İAEK DEĞERLENDİRME SONUCU

Sayın Hakem, Aşağıda yer alan üç seçenekten birini işaretleyerek değerlendirmenizi tamamlayınız. Lütfen "Revizyon Gereklidir" ve "Ret" değerlendirmeleri için gerekli açıklamaları yapınıZ. Değerlendirme Tarihi: 29.09.2015Tarih seçmek için tıklayın Ad Soyadı:

Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir.

Revizyon gereklidir

D Gönüllü Katılım Formu yoktur.

D) Gönüllü Katılım Formu eksiktir.

Gerekçenizi ayrıntılı olarak açıklayınız: Metin girmek için tıklayın

D) Katılım Sonrası Bilgilendirme Formu yoktur.

D Katılım Sonrası Bilgilendirme Formu eksiktir.

Gerekçenizi ayrıntılı olarak açıklayınız: Metin girmek için tıklayın

Rahatsızlık kaynağı olabilecek sorular/maddeler ya da prosedürler içerilmektedir. Gerekçenizi ayrıntılı olarak açıklayınız: Metin girmek için tıklayın

Diger.

Gerekçenizi ayrıntılı olarak açıklayınız: Metin girmek için tıklayın.

Ret

Ret gerekçenizi ayrıntılı olarak açıklayınız: Metin girmek için tıklayın

APPENDIX E

Gönüllü Katılım Formu

Bu çalışma lise öğretmenlerinin sosyal paylaşım sitelerini kullanma alışkanlıklarını, öğrencileri ile sosyal paylaşım siteleri üzerinden iletişim kurma davranışlarını araştırmayı amaçlamaktadır. Çalışma kapsamında kullanılan ankette kimlik bilgileri istenmemektedir. Cevaplarınız tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilen bilgiler bilimsel yayın amaçlı kullanılacaktır. Anket, kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi bir nedenden ötürü rahatsız olursanız cevaplamayı bırakıp kapatmakta serbestsiniz. Lütfen yanıtlarınızı acele etmeden ve samimiyetle veriniz. Anket sonuçları sizlerle paylaşılacaktır. Katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için ODTÜ BÖTE tezli yüksek lisans öğrencisi Seda Karabulut (Tel: 553 304 65 61; E-posta: ssedakarabulut@gmail.com) ya da ODTÜ, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Ömer Delialioğlu (Tel: 210 41 98; E-posta: omerd@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza