



ACADEMICIANS' USE OF SOCIAL MEDIA TOOLS FOR EDUCATION: AN ASSESSMENT ON COMMUNICATION FACULTIES IN TURKEY AND IN BALTIC COUNTRIES

AKADEMİSYENLERİN SOSYAL MEDYA ARAÇLARINI EĞİTİM AMACIYLA KULLANIMI: TÜRKİYE VE BALTİK DENİZİ ÜLKELERİNDEKİ İLETİŞİM FAKÜLTELERİNE YÖNELİK BİR DEĞERLENDİRME

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Abstract: Social media is a wide platform that enables individuals to present their thoughts, views, interests in an interactive medium. Today social media tools are used for education and training purposes. Moving on from this point of view, this study tries to present how social media tools are used by the academicians and the academicians' thoughts on how the use of social media for educational purposes is beneficial. In this respect, Turkey, which becomes a newly industrialized country in 2011, and Latvia, which is an example of a developing country in Baltic countries, and Estonia, which is considered as a developed country, constitute the universe of research. A survey carried out on the academic staff of the higher educational institutions of the relevant countries which have departments relating to public relations. At the same time, an analysis was held intended to check if there are any courses on the social media in the curriculum of the public relations departments of the higher education institutions that have communication faculties in the subject countries. The results of the survey demonstrate that academicians prefer social media tools as a means of "correspondence and information exchange" and for "socialization" purposes. According to the academicians the primary benefit of social media tools for educational purposes is that "it enables information exchange independent of space and time". A majority of academicians from Turkey thinks that the use of social media tools for educational purposes is easy to learn; on the other hand this ratio is below 50 % for academicians from Latvia. When curriculum is taken into consideration, higher education institutions in Turkey gives more courses on social media compared to the higher educational institutions in Latvia.

Keywords: Social media, education, academician

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This study was presented orally at V. European Conference on Social and Behavioral Sciences in St Petersburg, Russia held on 11-14 September 2014. The research part has been conducted in co-operation with Akademetre Research & Strategic Planning Corporation.

Özet: Sosyal medya, bireylerin düşüncelerini, bakış açılarını, ilgilerini, interaktif iletişimin mevcut olduğu bir mecrada sunmalarına olanak tanıyan geniş bir platformdur. Günümüzde sosyal medya araçlarından eğitim-öğretim amacıyla da yararlanılmaktadır. Bu anlayıştan hareketle çalışmamızda, sosyal medya araçlarının akademisyenler tarafından hangi amaçlarla kullanıldığı; akademisyenlerin, sosyal medyanın eğitim amacıyla kullanımının sağladığı faydalara ilişkin düşünceleri ortaya konmaya çalışılmıştır. Bu doğrultuda, 2011 yılında yeni endüstrileşen ülke konumuna gelen Türkiye ve Baltık Denizi Ülkeleri'nden gelişmekte olan ülke kategorisinde yer alan Letonya ve gelişmiş ülke statüsündeki Estonya araştırmanın evrenini oluşturmaktadır. İlgili ülkelerin yükseköğretim kurumlarının halkla ilişkileri konu alan bölümlerinde ders veren öğretim görevlileri/öğretim üyelerine bir anket çalışması uygulanmıştır. Aynı zamanda, araştırmanın yürütüldüğü ülkelerde, iletişim fakültesi bulunan yükseköğretim kurumlarının, halkla ilişkiler bölümlerinin ders müfredatlarında, sosyal medyayı konu alan derslerin olup olmadığına yönelik bir analiz gerçekleştirilmiştir. Araştırma sonucunda, akademisyenlerin daha çok “haberleşme ve bilgi alışverişi sağlamak” ile “sosyalleşmek” amacıyla sosyal medya araçlarını kullandıkları ortaya konmuştur. Akademisyenlere göre sosyal medya araçlarının eğitim amaçlı kullanımının sağladığı başlıca yarar, “her mekânda ve her zaman bilgi paylaşımına olanak tanınması”dır. Türkiye’den katılan akademisyenlerin oransal çoğunluğu sosyal medya araçlarının eğitim amacı ile kullanımının kolay öğrenileceğini düşünürken, Letonya’dan katılan akademisyenlerde bu oran %50’nin altında kalmıştır. Ders programlarını dikkate aldığımızda, Türkiye’deki ilgili yükseköğretim kurumlarının ders programlarında sosyal medyayı konu alan derslere Letonya’daki yükseköğretim kurumlarından daha yoğun şekilde yer verildiği saptanmıştır.

Anahtar Kelimeler: Sosyal medya, eğitim, akademisyen

Introduction

After the age of agriculture and industry, shocking innovations in the communication technologies, especially in the area of computers, and their global expansion causes the age that we live in to be perceived as the age of information society. In 1980, Alvin Toffler leads to the circulation of the thought that human history reached to a new age, age of information, which he dubbed as 3rd Wave after the ages of agriculture and industry. 3rd wave came up parallel to the development of communication networks that are integrated globally in the transfer of audio, visual and electronic texts (Kaypakoğlu, 2004: 17-18). Therefore, the flow information becomes easy and it begins to have a quality that reaches masses in instants of time. These advances give opportunity to the emergence and use of a wide range of information medium intended for the exchange of information. Today, widely used social media serves for this purpose.

Social media, which enters our lives as an evolution of Web 2.0, is a medium which expands with social interaction through the use of internet and web based technologies, and which has a high rate of accessibility of content and sharing. Social media provides space for in-depth social interaction, community formation, and the tackling of collaborative projects. In other words, they are platforms like social networks, blogs, microblogs, forums and etc. where users share the content that they produce (Tiryakioğlu & Erzurum, 2011: 1034; Bruns & Bahnisch, 2009:7). Through these platforms users have the chance to share the content that they produce or that they follow as their areas of interest.

Social media tools are a powerful communication channel that enables individuals to convey their knowledge, feelings and thoughts, areas of interest through texts, video, music, pictures, photographs, etc. to a wide mass of receivers on the platform of virtual reality and receive instant feedbacks. It provides with the realization of communication independent of time and space on an intercontinental level and enables images and texts to cover every place of the virtual world and interconnects them. In this new world where real world comes through in the virtual world, individuals try to gratify their needs

for obtainment of news and information, and entertainment along with their real life social and psychological needs of belonging, honoring, favoring, etc. With this aspect, social media tools prove to work smoothly with the “Uses and Gratifications Approach”.

“Uses and Gratifications Approach” starts of from the understanding that individuals have social and psychological needs and in order to satisfy these needs they are in constant search for media contents. This approach emphasizes that individuals’ consciously and voluntarily look for, find and use media contents for their own needs and inclinations. As a result, individuals by using these media contents reach gratification (Yaylagül, 2008: 62-63).

Today social media tools are also used for educational and training purposes. Via these tools academicians can move educational action from traditional faculty and classroom to the digital environment. They can create digital course contents and share them; they can exchange ideas with students on papers and projects. At the same time, academicians make use of social media tools in order to contact with students, to share the course material, to exchange thoughts about papers, to establish book clubs, to suggest new books, to make discussions with students and with other academicians on books and articles, to prepare visual presentations and videos for educational purposes and to share their opinions on public issues and politics. They can also e-portfolios in order to monitor and evaluate the developmental process of the students. So they can have the chance to keep track of students’ performance in a particular time course.

The most immediate significance of social media for higher education is the apparently changing nature of the students who are entering university. The highly connected, collective and creative qualities of social media applications are seen to reflect more flexible, fluid and accelerated ways of being (Selwyn, 2012: 2). Utilization of social media as an educational tool individualizes learning by enabling course contents to be archived in the digital environment, so that it helps students to access to information instantly independent of time and space and repeat the course contents as much as they want. At the same time, it introduces a pleasant and creative learning platform by allowing educational materials to be enriched by visual, audible, graphical elements. It encourages students to study voluntarily, to access and to question the information. By meeting educators and students on a platform of team work it leads to a learning that is based on collaboration.

When students become the stakeholders of their own learning process, education will be accurately revolutionized through the effective collaboration between educators and students (Liu, 2010: 113). Traditional educational system ranks educator as the sole source of information, however use of social media tools for educational purposes supply them a collaborative platform that both parties, educators and students, produce and share their own contents.

1- Social Media Tools That are Used for Educational Purposes

Social media are beginning to transform learner-instructor-knowledge relationships. Social media provide access to new sources of knowledge and new chance for learning both within the traditional model of learning between the learner and the instructor. Under the traditional learning paradigm the instructor is the primary source of disseminating information to the student but in this model the instructor is an expert and the primary source of information for the learner (Grover & Stewart, 2010: 11). The fact that social networks, which holds many possibilities in the field of education, have numerous user features and facilities, help educators to support an active, creative and collaborative education-training processes, to increase student-student, student-content and instructor-student interaction, and to sustain and develop students’ utilization of research, inquiry and problem solving skills (Özmen et al., 2011:46). Along with social media aided education

environment, an alternative education and learning can be implemented by gathering audio and video, text and audio-video together just like the video chats in the internet (Toğay et al., n.d.). Major social media tools that academicians would use for educational purposes can be listed as follows (<http://www.scoop.it/t/sosyal-medya-araclar>):

Symbaloo: Symbaloo is a conceptually different and a beneficial social network that helps educators to organize their favorite websites or mobile applications and to share them and to gain access to worldwide favorite applications as well. Educators can collect and share websites and mobile applications that they think might interest their circle of students and colleagues. They may also benefit from other practices in the world.

Edcanvas: Edcanvas is a social network to create and share digital course contents. With this platform that has the feature of adding students or courses, educators can obtain a digital content archive as well as access to various course contents created worldwide.

Scoop.it: Scoop.it is a social network application that allows users to create and share their own digital bulletins on various subjects. With this application educators can follow other bulletins created worldwide, comment on them and share them with their followers. E-portfolios for students, news bulletins for parents can be created and course contents can be organized with this application.

Edmodo: Edmodo is a very safe social network application designed entirely for educational purposes. Its web-based or mobile use and administration is very easy. Edmodo platform is the most assertive social network that is active on digital learning field. Educators can share any educational content for their students and their parents, can create online quizzes and organize activities via this platform.

Pinterest: Pinterest is a coinage of two English words pin and interest. Educators can pin down contents (videos, articles, course activities, etc.) that they find interesting onto their own boards and publish them under different categories in their profiles. Moreover, they can share materials on this platform and they can publish different project ideas on Pinterest environment.

Wordpress: Wordpress is a free and open-source blogging system and it is also among the most frequently used blogging systems. Users can create their on websites and publish their articles in a short time by using Wordpress. Owing to its open-source nature, many developers support Wordpress and make it an easy-to-use blogging system with more developed features day by day. Educators can create their own websites with this platform and launch their own online classes or schools.

Vialogues: With its coined name from video and dialogue, Vialogues is a social network that introduces spectacular services to educators. Educators may initiate meaningful discussions around a video, or comment on contents created worldwide. Educators may also share their own contents with their students and encourage them to participate in a video-course.

Google-Plus: Google-Plus is a social media platform associated with Gmail accounts where you can share contents socially. Users may share anything on this platform, they may add more than one person to their circles and follow them, make people follow him/her and even make live stream. Educators may share contents, plan various organizations and etc. with this platform that introduces many important advantages for educational purposes.

Twitter: Twitter is a social networking and a microblogging site where users share their opinions on current events and facts, exchange ideas, follow opinion leaders and specialists, develop their language skills, offer books and articles, announce course contents or date changes within only 140 characters texts.

Facebook: Facebook is a social networking site that allows people to communicate each other, exchange ideas and thoughts. Educators may use Facebook to announce activities like conferences, congresses, seminars, competitions and etc, to establish book clubs, to share books or articles, to share thoughts on books with academicians and with students, to share course contents (Power point presentations), to announce changes to course contents and dates, to announce and give recommendations on projects, to share educational visual presentations and videos, to make online quizzes and to collect data by surveys.

YouTube: YouTube is the leader in online video, and the premier destination to watch and share original videos worldwide with the Web. YouTube allows people to easily upload and share video clips across the Internet through web sites, mobile devices, blogs, and e-mail (Reuben, n.d.: 4).

Blog: The word blog comes from the coinage of two words web and log which means a web log or web diaries, and come to known as blogs as it becomes popular. Blogs are websites where individuals share their thoughts, hobbies, interest areas, journeys, in short share everything that belongs to their life (Kahraman, 2010: 27). Academicians may use blogs to inform students about their courses and course contents, to introduce books, to recommend books, to collect data by surveys, to announce activities like conferences, congresses, seminars, competitions and etc. relating to the university, to share their articles in news sites and/or periodical publications.

2. Aim And Method

The aim of this study is to demonstrate how academicians use social media tools and to reveal academicians' thoughts on the benefits of social media for educational purposes. Taking Latvia and Estonia as the sampling of this research through a case study results from the fact that there seems to be no detailed studies related to Latvia and Estonia which separated from the USSR in 1991 and have affinity in historical and geographical sense. Therefore, the data gathered about these countries are compared with those related to Turkey. During this study, academicians were sent a survey via web links and the websites of the relevant higher education institutions that has Public Relations departments were examined whether they have social media courses or not among their undergraduate and graduate courses.

In order to reach the participants in Turkey a total of 175 universities, 104 state and 71 private, were sought for the active departments of public relations, public relations and publicity, public relations and advertising or public relations and relationship management departments. Related departments are active in 22 out of 104 state universities, and 14 out of 71 private universities. There are a total of 262 instructors in office, 192 instructors in 22 state universities, and 70 instructors in 14 private universities. In Latvia, there are 17 state colleges, 15 institutions that offer higher education which are established by juridical persons, 13 state institutions that offer higher education, 8 colleges that are established by juridical persons and 6 universities. Public relations, communication and public relations, public relations and advertising departments are found in 3 of the institutions that offer higher education which are established by juridical persons, in 2 of state universities, 2 of the colleges that are established by juridical persons and 1 of the state institutions that offer higher education. There are a total of 55 instructors in office, 24 of them are at the 3 institutions that offer higher education which are established by juridical persons, 16 of them are at the 2 state universities, 9 of them are at the 2 colleges that are established by juridical persons, 6 of them are at the 1 state institution that offer higher education. There are 12 public universities in Estonia (all universities are public in Estonia) and 8

special institutions. Among these universities there is only 1 department called communication and public relations. There are 8 instructors that are in office in that department.

107 out of 262 instructors that are in office in public relations departments in Turkey made a comeback. 26 out of 55 instructors that are in office in public relations departments in Latvia made a comeback. 6 of the Turkish instructors pointed out that they do not use social media because they thought that social media is a waste of time and they prefer face-to-face communication, 1 of the Latvian instructors noted that he does not use social media because it is unnecessary in education. There is no return back from 8 Estonian instructors that are in office in public relations departments. Accordingly, 40.8 % of the Turkish instructors and 47.3 % of the Latvian instructors participated in the survey sent via web link.

In this study, quantitative research method is applied. The research was conducted in an online environment. In the scope of this survey, online survey technique was applied. In the interviews, Webropol, worldwide online survey software, was utilized and a link was generated and sent to the e-mail addresses of the participants for a swift access to the survey. The completed surveys were transmitted to the Akademetre Data Base instantly and were made ready for the analysis.

The survey form consists of 11 questions, 10 of them were closed-end and 1 of them was an open-end questions. The first question was about which university that the instructors are working in, 2nd and 3rd questions were about their demographical characteristics, 4th and 5th questions were about their titles and their duration of experience, questions between 6th and 8th were about their use of social media tools and why, and the frequency of their usage. 9th and 10th questions were about the purpose of their use of social media and demand them to sort the benefits of the educational use of social media tools by severity. 11th question was prepared according to the 5 point Likert scale and was about participants' thoughts on the use of social media tools for educational purposes. The visual and operational design of the questionnaires was formed by pilot scheme. In this context, the fluency, intelligibility and information gathering potential of the data collection tools were tested.

3. Findings

Among all participants in Turkey, 61.7% was woman and 38.3% was man. Latvian academicians that participate in the survey were distributed as 61.5% woman and 38.5% man. The mean age of the participants from Turkey was predominantly between the ages of 37-41 with a 29.9%. The mean age of the participants from Latvia was mainly between the ages of 32 to 36 with a rate of 30.8%. The most participation from Turkey was from Istanbul University, Marmara University and Selçuk University respectively, and the most participation from Latvia was from Latvia University, Turība University and Vidzeme University respectively. Turkish participants' academic career was between 11-15 years with 22.4%, and Latvian participants' academic career was between 1-5 years with 53.8%.

The most commonly used social media tools were Facebook (86.1%), YouTube (67.3%), Twitter (61.4%), WhatsApp (57.4%), LinkedIn (48.5%) and Instagram (40.6%) respectively for Turkish academicians. And for Latvian academicians the most commonly used social media tools were Facebook (92%), Twitter (72%), LinkedIn (56%), YouTube (52%), WhatsApp (44%) and Instagram (36%).

The most commonly used social media tool is Facebook for both Turkish and Latvian academicians that participated in the survey. 73.6% of the participants from Turkey and 78.3% of the participants from Latvia use Facebook everyday. 65.5% of the participants from Turkey use WhatsApp and 64.5% use Twitter on a daily basis, 61.1% of the Latvian participants use Twitter and 36.4% use WhatsApp on a daily basis.

The main reasons of Turkish academicians' use of social media tools were to communicate and exchange information (39.6%), to reinforce communication with their immediate vicinity (16.8%) and to be obliged to use them (15.8%). However, the main reasons of Latvian academicians' use of social media tools were to communicate and exchange information (52%), to become social (16%) and its being an easy communication medium (12%).

While Turkish academicians use Facebook to follow up the agenda (78.2%), to announce activities relating to the faculty and university (74.7%), to correspond to the colleagues and to maintain communication (66.7%), Latvian academicians use Facebook to share photographs and videos (78.3%), to share their opinions on public matters and politics (78.3%), and to announce activities relating to the faculty and university (73.9%). When we look at the use of Facebook Latvian academicians depart from their Turkish colleagues on the issue of "sharing their opinions on public matters and politics". Facebook is more actively used by the Turkish academicians "to follow up the agenda" and "to correspond to the colleagues".

While YouTube is used by Turkish academicians for sharing visual presentations and videos for educational purposes (23.5%), for following the agenda (22.1%), and sharing photographs and videos (19.1%), Latvian counterparts use it for sharing photographs and videos (30.8%), for following the agenda (23.1%) and for sharing visual presentations and videos for educational purposes (15.4%). Turkish and Latvian academicians' YouTube use seems to be similar.

The use of Twitter shows similarities for both countries and it has a political and social dimension. Academicians from Turkey use Twitter for following the agenda (87.1%), following the opinion leaders and specialists (83.9%), sharing their views on public problems and on politics (74.2%), while academicians from Latvia use Twitter equally for following the opinion leaders and specialists and sharing their views on public problems and on politics (77.8%) and for following the agenda (72.2%).

When we look at the usage area of WhatsApp application besides sharing photographs and videos, Turkish academicians use it for corresponding with the colleagues and maintaining communication (29.3%), for announcing projects and giving advices relating to them (12.1%), while Latvian academicians use it equally for collecting data for surveys and announcing activities relating to the faculty and university (18.2%). It is seen that in both countries WhatsApp is used in the professional field apart from its use for sharing photographs and videos.

Turkish academicians use LinkedIn for corresponding with the colleagues and maintaining communication, while Latvian counterparts use it in different areas. While the primary interest of Turkish academicians to use LinkedIn is to correspond with the colleagues and to maintain communication (57.1%), whereas Latvian academicians' primary use is to correspond with the colleagues and to maintain communication (64.3%), to follow opinion leaders and specialists (42.9%), to announce activities relating to the faculty and university (35.7%).

There are also other social media tools that are used less frequently by the academicians include Instagram and blogs and it is possible to point out their primary concern for using them: academicians from both countries use Instagram for sharing photographs and videos. Turkish academicians utilize blogs for sharing books or articles while Latvian academicians use blogs for announcing course contents and information relating to the dates of courses.

According to the academicians from both countries the most important advantage of social media tools for educational purposes is that they "allow sharing of information anytime and anywhere". 43.6% of the

Turkish academicians were concentrated on this remark, while 40% of the Latvian academicians agree on this remark. Obtaining bidirectional communication, accessing information, increasing the skills of use and assessment of information, rapid feedback are among the other advantages of the use of social media tools for educational purposes.

Assessments relating to the use of social media for educational purposes are similar for the academicians working in both countries. When we look at the statements that gains importance in terms of positive values, 85.1% of Turkish academicians and 72% of the Latvian participants agree that social media tools for educational purposes are beneficial. 75.2% of the Turkish and 72% of the Latvian participants are of the same opinion that students should be encouraged to use social media tools during the education process. When we look at the criteria relating to the use of social media tools for educational purposes, the biggest clash is in the ease to learn how to use them. 87.1% of the Turkish academicians think that social media tools are easy to learn compared to 48% of Latvian academicians. Academicians from both countries are indecisive about the use of social media tools' influence on students' grades. The comparison of the participation status of the academicians relating to the use of social media tools for educational purposes are detailed in table 1.

Table 1: The Comparison of the Participation Status of the Academicians Relating to the Use of Social Media Tools for Educational Purposes

Criteria	Turkey	Latvia
	Sum of Positive Values	Sum of Positive Values
The use of social media tools for educational purposes is beneficial.	85.1	72.0
It is easy to learn the use of social media tools for educational purposes.	87.1	48.0
Students' use of social media tools for educational purposes helps them get higher grades.	25.7	32.0
Students' use of social media tools for educational purposes increases their potential for thinking, questioning and criticizing.	57.4	52.0
Sharing of the educational materials by the educators increase students' activity in the lessons.	65.3	52.0
Students' use of social media tools for educational purposes develops their communication skills, increases their social attachment and gives an opportunity for a collaborative learning.	57.4	64.0
Social media helps students to learn foreign languages and to develop their translation skills.	42.6	68.0
Academicians must encourage students to use social media tools during the education process.	75.2	72.0

The findings that are obtained from the examination of the websites of the relevant higher education institutions that has Public Relations departments whether they have social media courses or not among their undergraduate and graduate courses can be expressed as follows: In Turkey, 22 out of 104 state universities have actively operating communication faculties and 14 of them have courses on social media in their

undergraduate courses. These courses are taught mainly in 3rd and 4th grades respectively. In Turkey, 14 out of 71 private universities have actively operating communication faculties and 10 of them have courses on social media in their undergraduate courses. These courses are taught mainly in 4th and 2nd grades respectively. 13 out of 22 state universities that have actively operating communication faculties have masters programs and 8 of them have PhD programs in public relations. 7 out of 13 state universities that have masters programs and 4 out of 8 state universities that have PhD programs offer courses on social media. 11 out of 14 private universities have masters programs and 2 of them have PhD programs on public relations. 5 out of 11 private universities offer courses on social media whereas there are no courses on social media in the PhD programs of the 2 private universities.

In Latvia there are courses on social media in 2 of the institutions that offer higher education which are established by juridical persons and in 1 of the colleges which is established by juridical persons. Only 1 out of 6 higher education institutions that have masters program offer courses on social media. There are 2 higher education institutions that have PhD programs but none of them offer courses on social media. In Estonia, there is only 1 public university that has communication management and public relations department, and the course plan cannot be reached in the website of the related university.

Discussion and Conclusion

Facebook is the most frequently used social media tool among the academicians that participated in the survey both from Turkey and Latvia, and it is proved that they use social media tools for “correspondence and exchange of information” and for “socialization”. For the academicians from both countries the use of social media tools for educational purposes has a number of advantages: “allows sharing of information anytime and anywhere”, “provides with a bidirectional communication”, “rapid feedback”, “allows individual learning”, “increase the skills of use and assessment of knowledge” and “allows course contents to be archived digitally”. Use of social media tools for educational purposes are found to be beneficial in general, however Turkish academicians find them more beneficial than their Latvian counterparts. Even though academicians claim that social media tools for educational purposes are beneficial, it is found out that they do not use social media tools like Symbaloo, Edcanvas, Scoop.it, Edmodo, Vialogues and etc.

When course plans are considered, it is found out that Turkish higher education institutions offer more intense courses on social media compared to Latvian higher education institutions. However, academicians are of the same opinion on the encouragement of students to use social media tools, when taken into consideration it becomes a necessity to increase the courses on social media in Latvian higher education institutions. Majority of academicians that participate in the survey from Turkey thinks that it is easy to learn to use social media tools for educational purposes; this proportion is below 50% for the academicians who participates the survey from Latvia. When this factor is considered, the courses on social media should transmit both theoretical information on the educational use of social media and practical information on how to use these tools. When it is considered that academicians are of the same opinion that students should be encouraged to use social media tools during the educational process, the treatment of courses in like manner should also prompt both academicians and students to use social media for educational purposes. It is a strong possibility for students that use social media with a conscious mind would increase their potentials of thinking, questioning and criticizing. Sharing of the educational material by educators via social media would help to increase the students’ activity in lessons. At the same time, it allows both academicians and students to improve their communication skills and gives way to collaborative learning. The internalization of the shared educational materials may have positive influence on students’ grades. Academicians’ sharing of the educational materials in foreign languages may be encouraging on students’ development of language skills.

As a result, the utilization of social media for educational purposes by both students and academicians may make more productive and higher quality education and learning activities and may take them to higher standards.

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