

UTILIZATION OF SOCIAL NETWORKING WEBSITES IN EDUCATION:
A CASE OF FACEBOOK

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**UTILIZATION OF SOCIAL NETWORKING WEBSITES IN EDUCATION:
A CASE OF FACEBOOK**

Submitted by **HASAN TINMAZ** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Computer Education and Instructional Technology Department, Middle East Technical University** by,

Prof. Dr. Canan Özgen
Dean, **Graduate School of Natural and Applied Sciences** _____

Prof. Dr. İ. Soner Yıldırım
Head of Department, **Computer Edu. and Instructional Tech. Dept., METU** _____

Assoc. Prof. Dr. Kürşat Çağiltay
Supervisor, **Computer Edu. and Instructional Tech. Dept., METU** _____

Examining Committee Members:

Prof. Dr. İ. Soner Yıldırım
Computer Edu. and Instructional Tech. Dept., METU _____

Assoc. Prof. Dr. Kürşat Çağiltay
Computer Edu. and Instructional Tech. Dept., METU _____

Assist. Prof. Dr. Hakan Tüzün
Computer Edu. and Instructional Tech. Dept., Hacettepe University _____

Assoc. Prof. Dr. Zahide Yıldırım
Computer Edu. and Instructional Tech. Dept., METU _____

Assist. Prof. Dr. Çiğdem Haser
Elementary Education Dept., METU _____

Date: March 15, 2011

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.

Name, Surname: Hasan TINMAZ

Signature :

ABSTRACT

UTILIZATION OF SOCIAL NETWORKING WEBSITES IN EDUCATION: A CASE OF FACEBOOK

Tınmaz, Hasan

Ph.D., Department of Computer Education and Instructional Technology

Supervisor: Assoc. Prof. Dr. Kürşat Çağltay

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The aim of this study is to seek fundamental uses and gratifications of a social networking website, Facebook as a case, and the possible advantages and the challenges of utilization of Facebook for instructional activities. The research study encompassed four main steps; the analysis of uses & gratifications of Facebook, the analysis of Facebook utilization possibilities for instruction, the interviewing for two preceding steps, and the realization and analysis of a course on Facebook. In the study both qualitative and quantitative data were gathered through questionnaires, interviews and open-ended questions. The qualitative data was analyzed according to qualitative data analysis techniques and quantitative data was analyzed using SPSS software.

The results showed that Facebook which is perceived as a usable tool has a potential utilization for instructional activities. As quite new context, the participants seemed concerned about participating any learning activity on Facebook. Most of the participants in all steps of the study emphasized that Facebook should be a supplementary material for instructional activities. It is concluded that individual differences and alternative methods must be studied for better integration of Facebook into education.

Keywords: Social Networking Websites, Facebook, Uses and Gratification Theory, Instructional Use of Social Networking Websites

ÖZ

SOSYAL AĞ WEB SİTELERİNİN EĞİTİMDE KULLANILMASI: FACEBOOK ÖRNEĞİ

Tınmaz, Hasan

Doktora, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

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Bu çalışma sosyal ağ web sitelerinin kullanım ve doyum değerlendirmesini ve sosyal ağ web sitelerinin öğrenme-öğretme süreçlerinde kullanılmasına yönelik avantajların ve sorunların tespit edilmesini içermektedir. Oldukça yaygın ve sık kullanılan Facebook sosyal ağ web sitesi, bu çalışma için örnek durum olarak seçilmiştir. Çalışma başlıca dört adımdan oluşmaktadır; Facebook'un kullanım ve doyum analizi, Facebook'un eğitimde kullanılabilirlik analizi, önceki iki adımı içeren görüşme analizleri ve Facebook üzerinde gerçekleştirilen bir dersin sonuçlarının analizi. Bu çalışmada anket, görüşme çizelgesi ve açık uçlu sorular ile hem nitel hem de nicel veri toplanmıştır. Nitel veriler nitel veri analiz yöntemleriyle, nicel veriler ise SPSS yazılımı kullanılarak analiz edilmiştir.

Çalışma sonuçları kullanışlı bir araç olarak algılanan Facebook'un öğretim etkinlikleri için kullanım potansiyeli olduğunu göstermiştir. Oldukça yeni bir ortam olmasının, katılımcıların Facebook üzerinden bir öğrenme gerçekleştirmek için endişeli olmalarına neden olduğu görülmüştür. Çalışma katılımcılarının çoğu Facebook'un eğitime destek materyali olarak kullanılmasının daha uygun olduğunu belirtmişlerdir. Facebook'un daha iyi eğitim entegrasyonu için bireysel farklılıkların ve alternatif öğretim yöntemlerinin çalışılması gerektiği görülmüştür.

Anahtar Kelimeler: Sosyal Ağ Web Siteleri, Facebook, Kullanım ve Doyum Kuramı, Sosyal Ağ Web Sitelerinin Eğitimde Kullanımı

**This dissertation is dedicated to my family and my teachers
who have supported and motivated me all the times.**

**Wholehearted thanks and blesses to those who make me the person who I am
now.**

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CHAPTER I

INTRODUCTION

This section reveals the justification for research issue by presenting background to the study, the purpose of the study, the questions of the research and the significance of the study. Beside these, the important terms of the study are defined and limitations of the study are explained. At the end, an overview of the reminder for the study is presented.

1.1. Background of the Study

It is vital to keep up with the innovations for instructional designers, teacher trainers, teachers, managers, and all stakeholders in the field of education. To this end, Information and Communication Technologies (ICTs), especially the Internet, serve a huge amount of opportunities. Lower-cost access to Internet has brought the Internet into many people's lives and affected their social lives profoundly. Therefore, it is demanded to spend effort on delineating how new technologies are changing us, our social lives, our societies and countries.

Most recent human generation of 21st century doesn't know how to survive without Internet (Oblinger & Oblinger, 2005). The development of the Internet has acknowledged several public issues, for instance; online gambling websites, knowledge economy, social capital as a new concept and online communities (Farfaglia, et al., 2006). With the Internet's innate structure, new generations have increased their abilities on finding new people whom they have something in common, networking with them and keeping in touch with them. To serve that purpose, the Internet helps people overcome geographical and time barriers on socialization (Hinduja & Patchin, 2008).

People have different understanding of Internet as a socialization tool (Tufekci, 2008). Likewise, the Internet users utilize its communication function not only for personal mode in the form of emailing or instant messaging, but also for groups in the form of blogging, or social networking (Wise, Hamman & Thorson, 2006). The social networking web sites are one of those latest developments on the Internet regarding to human socialization and communication. People utilize those social networking web sites for interacting and communicating with other people from all over the world. As a trend, people are registering to those web sites and creating communities with a variety of similar interest. The users of social networking websites can share their photos, videos, upcoming events, and notes with other users on the web. Moreover, these users name each other as friends, fellows or buddies.

Among the entire population who uses the Internet on the world, 70% is the member of social networking websites. This accounts for 10% of the time which people spend on the Internet in entire world (Global faces and networked places, 2009). Hence, in a socially networked society, the role of education has been changed for the whole citizens, especially the youth. In that sense, new version of educational actions must address the issues not only related with preparation of youth to prospective occupations but also preparation to active participation in their communities (“Living and learning with,” 2008).

As established on 2004, Facebook.com has become one of the most well-known social networking web sites on the Internet. Moreover, Facebook is developing itself by creating new tools, applications and features. With its tools, applications, rich features and the number of registered users, Facebook plays an important role in our modern lives. Especially business world takes the advantage of its popularity for advertising of different products. Moreover, different groups of users create communities on Facebook to disseminate and share ideas. Appendix A provides more information about Facebook.

Facebook has added an online perspective to our offline lives. New generations are absorbed the virtual structure of their lives and they are happy in their virtual world (Villiers, 2010). It seems that students’ current offline lives seem to be melted in their online lives (Muñoz & Towner, 2009). The online and offline lives empowered that mobile information technologies with certain Internet features also altered the youngsters’ social interactions and cultures (Sampat & McQuade, 2009). Nonetheless, according to Vie’s dissertation study (2007), instructors are not familiar with the daily

used technologies including social networking. Moreover, although some instructors are aware of the existence of social networking web sites, they prefer not to register to those sites. Instructors show a lack of involvement to social networking web sites. This contradictory approach between students and instructors creates several challenges for educational systems for today and tomorrow.

Hence, use of any kind of social technologies has become the fundamental necessity of current generations (Lenhart, Madden, Macgill & Smith, 2007). Providing transformation in any level of schooling is one of the most difficult mission for all countries. Besides, as stated in OECD “The high cost of low educational performance” report (2010), countries which apply reform strategies in their educational systems, have been disappointed with the fairly modest student cognitive achievements. In that manner, several research studies must be established on new technologies before, during and after their implementation for instructional activities.

Educators feel excited about innovative technologies and their effects on instructional activities. Mostly, educators criticize new tools in terms of destroying their power on the instructional processes. That is also valid for Web 2.0 technologies which put the socialization and cooperative knowledge production in the centre of activities (Huijser, 2008). For example; Medina (2007) posits that socialization in our modern societies is triggered by the Internet. That’s why researchers are currently focusing on the socialization process via the Internet. Web 2.0 technologies offer new tools for communication and socialization process, such as blogs, wikis, and social networking web sites.

Palloff and Pratt (2007) establish a resemblance between real life and social networking web sites with a visualization of a university campus where students walk around the buildings, go in and out of the classrooms, talk, share documents and news, instructors have office hours for their students, students have coffee breaks in the restaurants. They state that what happens on a social network website with an aim of more socialization among people, is quite similar in the universities’ role of enculturation and socialization. Thus, teachers and researchers must pay attention to the scientific studies on how to create and share knowledge on those online communities settled on social networks (Drula, 2009)

About how Facebook has changed our daily routines, Andon (2007) gives a charming example; “Facebook’s reputation was spreading word of mouth around college campuses to the extent that the question ‘Are you on Facebook?’ became

synonymous with asking for someone's cell phone number or e-mail address" (p.10). Students without Facebook accounts seemed disadvantaged in their social lives. In Medina's dissertation study (2007), it revealed that Facebook offers opportunities to its users to escape from the problems of real life and create an effect of destroying the negative effect of stress. Alternatively, the same study showed that for the sample group, Facebook is not more or less important than the other computer mediated communication tools such as emailing or chatting in terms of keeping social relationships.

In conclusion, researchers must focus more on computer-mediated communication tools including innovative Web 2.0 technologies which are comparatively young and dynamic. Moreover, as Andon (2007) argued previous findings must be revisited due to fast developments in the technologies like the Internet. In parallel, the new phenomenon of Facebook needs further studies with a range of different variables to understand how people utilize it. According to Kord's dissertation findings (2008), social networking is an appropriate way of interacting with friends, family members and colleagues whereas this interaction is minimal with faculty members and instructors. Hence, Kord strongly points out that there is a clear need for conducting more research on using Facebook in faculties.

1.2. The Purpose of the Study

Comprehending what is social networking and related tools is a necessity for everyone (Global faces and networked places, 2009). Social networking websites have infused into our culture and daily lives for the last few years. In parallel to high-speed integration, media channels addressed the issues related with these social networking websites in positive or adverse ways ("Social networking;" 2008). It is clear that many students and teachers are using social networking websites, especially Facebook. Hence, it is vital that researchers must unfold how and why students utilize those social networking websites. Moreover, teachers should show that they can understand current culture in youth. By this way, teacher's credibility will increase among students which might alleviate the students' success (Mazer, Murphy & Simonds, 2007).

Nowadays with the established online social networks, students could access to university communities even before they enroll the higher education (Eberhardt, 2007). Moreover, it is apparent that being a member of any social networking website could

offer advantages for youngsters (Hinduja & Patchin, 2008). Wireless and wired Internet access opportunities transformed communication by reconfiguration of access to Internet tools. As a result, youth have more opportunities for interactions and sharing (Farfaglia, et al., 2006). In brief, new generations could take advantage of social networking websites for making their lives better.

The stakeholders who are related with traditional or online instruction are always excited about students' active participation to instructional processes (Siemens & Tittenberger, 2009). However, educational managers and parents are doubtful about the value and the possible effects of using social networking websites for instructional purposes (Todd, 2008). Although new generation is quite familiar with web-based technologies, it would a wrong assumption that students will be in favor of online education. Utilization of technologies in instructional activities is not as profound as in the students' daily lives (Oblinger, & Oblinger, 2005). Boyd (2007) points out that social networking websites make our daily lives more complex due to quick transformation of societies. Additionally, Boyd (2007) suggesting taking advantage of this new situation of users so that we can enlighten what our new generations are experiencing. Therefore, researchers must scrutiny the possible effects of using social networking websites on youth and their schooling activities.

There is still a long way to conduct searches on social networking websites in terms of uses and gratification issues (Joinson, 2008). Researchers must identify certain patterns of use among members, including cultural and gender differentiations (Beer, 2008). Media or instructional designers must spend more time on uses and gratification research for their potential users. Research results assist to derive some conclusions on the patterns of message receivers and reasons of certain satisfactions (Severin & Tankard, 1997). Therefore, we need new research approaches and studies on understanding what is underneath the social networking processes.

The uses and gratification approach brought a new understanding to the mass communication research area where the focus has changed from aims of communicator to aims of receiver in the communication process. The uses and gratification approach realizes "what functions mass communication is serving for audience members" (Severin & Tankard, 1997, p.329). Uses and gratification theory is mostly utilized for Internet related tool researches for revealing who uses the tool and for what reasons users utilize the tool. As a relatively new concept, social networking websites and their

uses-gratifications need more studies for having more valid and reliable conclusions (Nyland & Near, 2007).

The uses and gratification research is user-oriented and activist. In other words, the interaction of audience and media is the center of research where scholars focus on users' challenges with the media (Katz, Blumler, & Gurevitch, 1974). Moreover, the uses and gratification approach must go beyond the personal psychological needs and search about the social interactions in the context as well (Severin & Tankard, 1997). Thus, it is essential to take advantage of uses and gratification research for better understanding of social networking websites.

For Web 2.0 technologies, communal intelligence of users and their active participation to the processes are fundamental criteria of their successes in the modern era (Huijser, 2008). The supremacy of Facebook among thousands of other social networking websites is its initial point of university campuses and opening to public later on (Nyland & Near, 2007). Palloff and Pratt (2007) delineate the "learners' familiarity" for the online learning environments as an indicator of success. Hence, with the popularity of Facebook, instructors must think on taking advantage the tool for their instructional activities. For instance; group tool of Facebook has been designed for facilitating and maintaining discussions on predefined topics. Moreover, Facebook members can go and post comments on discussions exist on different groups (Villiers, 2010).

Facebook is specifically appropriate social networking website with its standard membership process and tasks realized within the site (Lampe, Ellison, & Steinfield, 2007). Use of Facebook as a teaching tool is both cost-effective and rational. It is cost-effective, because of existing and functionally working network structure of Facebook. It is rational, because most of the students are the members of Facebook from all over the world (Towner, VanHorn & Parker, 2007). Dalsgaard (2008) warns that social networking websites should not be perceived as new forms of learning management systems. On the other hand, social networking websites should be a supplementary tools for the instructional activities.

Facebook, as a dominant social networking web site, has been utilized by many different reasons yielding different levels of gratifications. Moreover, if educators from different levels of schooling gather the popularity of Facebook as a social networking web site and its high-ranked number of users in many countries, including Turkey, they can functionalize Facebook as an instructional tool offering instruction to users.

Therefore, this dissertation initiates uses and gratifications issues and challenges of Facebook, as a social networking web site, and delineates to outline the framework of Facebook's potential as an instructional material as well as issues regarding to reveal some issues about Facebook's uses and gratifications.

1.3. Research Questions

The social networking web sites (such as MySpace, Hi5 or Facebook) are getting famous all around the world. People from different countries or different socio-economic status are connecting to those web sites and interacting with each other. Their common feature is having an opportunity to access the Internet from different places; homes, Internet cafés, offices or schools. These easily accessible and usable social networking web sites can be transmitted from their daily use to instructional use so that they can be functionalized for learning and teaching aims. To serve this purpose, this study seeks to understand how a social networking web site can be used as an instructional tool effectively. Due to its popularity in Turkey, Facebook.com is selected as a case for this research.

The major research question of the study is to seek fundamental uses and gratifications of a social networking web site, Facebook as a case, and the possible advantages and challenges of utilization of Facebook for instructional activities. This study will look at the subsequent four sub-questions:

- Sub-question 1: What are the general perceptions of users about Facebook.com in terms of its uses and gratifications?
- Sub-question 2: What do the users think about the utilization of Facebook.com in learning-teaching context?
- Sub-question 3: How do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?
- Sub-question 4: What are the experiences of learners on a learning activity on Facebook?

1.4. The Significance of the Study

Human learning should be supported by technologies for increasing effectiveness (Siemens, 2006). Hence, researchers must continue their scientific studies for determining alternative systems which could bring benefits to educational framework (Muñoz & Towner, 2009). Furthermore, current researchers must conduct more studies on understanding who is using social networking websites and for what reasons they utilize them. Moreover, we must scrutinize the users' experiences for further understanding of their acquisitions on the process (Beer, 2008).

Rapid developments and unpredictable user rates guide the scholars to conduct scientific studies on uses and gratifications of social networking (Nyland & Near, 2007). The uses and gratifications of online communities in terms of social interactions occurring messaging processes should be investigated (Wise, Hamman & Thorson, 2006). Additionally, for fully understanding of the social networking effects and context, scholars must establish large-scale researches both in qualitative and quantitative approaches (Boyd & Ellison, 2007).

In Appendix B, the researcher unfolds a case study on “Courses” application on Facebook which was utilized as an instructional tool. The researcher was in the process of instructional design of the case study which initiated his experiences on the study. As stated in Appendix B, Facebook yields significant contributions to the instruction of different courses. All these former arguments and experiences point out that there is a strong need toward identifications of social networking website utilization for instructional activities. Effectiveness is the key term for all human activities in our modern era. Among several solutions to our problems, we try to identify the most effective one so that our return-on-investment coefficient will be higher. This is also true for educational activities of all schooling tasks including management, teaching, learning and counseling. In that manner, this dissertation study aims to identify effective ways for educational activities on using a free of charge social networking web site for all users. Specifically, this study is significant for the following groups;

- Higher Education Institutions: One of the major roles of universities is to create well-qualified instructional settings for their students. This sentence addresses a huge amount of dynamics; students, instructors, managers, technical facilities, recreation facilities, meals, classrooms, and active learning strategies. Within all

these complex structures, higher education institutions try to find the best opportunities. This study reveals some perspectives to universities;

- The perspective on how people interact with each other on a social network will assist the formation of new communities at the universities. It is easier to create a Facebook group in which students with the same interests might gather, than the organization of a student club. Unfolding the structures of students is important for universities to realize their needs. Facebook could assist for realization of student needs and their alternative ways of fulfillment.
 - Offering instructional tools are one of the fundamental requirements of the universities. They offer classrooms, laboratories, lecture notes, Internet connections and instructional materials. Due to budgetary issues and time constraints, universities try to find the easiest, the cheapest and the most accessible ones. In that case, Facebook can provide online classrooms with online materials where a community is easily created with its networking role. The best part is these tasks can be realized for free of charge which is good for fiscal issue of any university.
 - If it is appropriately realized by universities, these Facebook-based courses can lead advertisements of these universities. Especially, for private universities, Facebook has become any essential tool for finding new students.
 - The concept of “edutainment” can be attained by the universities via the tools offered by Facebook. Edutainment includes education and entertaining at the same time. Facebook has many tools where members can have fun and can learn. Therefore, motivation and interest toward learning can be supported and maintained during the activities. The study includes tips for this objective.
 - This study can be a beginning step for universities demanding on offering online courses in the future. The processes and the findings of this study can assist and lead the institutions to initialize their e-learning transformation efforts.
- Lifelong Learning Activities: It is important for the people and the communities to be lifelong learners in their lives to adapt themselves to highly dynamic modern era. Every single person must learn new things every day. In that sense,

people want to access the knowledge easily and effectively. For instance, European Union specifically supports the projects which are leading lifelong learning activities. Thus, courses on Facebook which is an easily-accessible web site can assist the people to fulfill their learning needs. The study includes the courses where different lifelong learners participate for enhancing their current knowledge.

- Social Network Web Designers: The complex nature of networking makes the creation of these web sites a challenging. The satisfaction of all human needs and expectations are not easy and sometimes, not feasible. This study assesses the interface, the innate structure, the tools and the ways of accomplishing different tasks on a highly use social networking website; Facebook.com. The findings suggest some guidelines to produce such web sites for future. For this study, the backbone theory of “uses and gratifications” addresses several issues which are highly related and significant for web designers.
- Instructors and Learners: Instructors (interchangeably used for teachers and educators) and learners are the most central elements of all educational activities. They are as important as themselves, whereas their interaction sometimes values more than their standpoints. Both instructors and learners might have enough capability, willingness or readiness for educational activities, but they cannot be capable of better learning if they don't communicate (or interact) with each other. The study is important to understand or to assist about following points;
 - Instructors and learners are the same learning community members with different roles. On the other hand, the common point is they are the components of the community. This study reveals the expectations and the ways of interaction among them on a social networking tool which offers a chance of continuous communication.
 - Instructors who do not have adequate knowledge and skills of creating a personal web page could create a profile on a social networking website in several minutes with basic Internet use competencies. With several clicks and some writings, instructors could create a personal web page with communication address, forums and the walls. Therefore, every instructor could have a platform for communicating with their learners.
 - Instructors could create the modest level online courses on Facebook which is the actual framework of the study. Furthermore, instructors can

utilize the Facebook as a supplementary material to their face-to-face courses. This study reveals the basic steps for creating such a tool on Facebook by researching with both learners and instructors.

- Normally, instructors are used to communicate in face-to-face settings. On the other hand, communication with students in online settings requires more effort and different for instructors. This study reflects a new method of communication between instructors and learners. This dissertation will provide instructors with a better understanding of the social networking tools on community of learner and connectedness in online environments.
- Learners can be scaffolded by the instructors and their friends on their learning via Facebook. This study aims to reveal the needs and expectations of learners on attending a learning activity on a social networking website. Moreover, their characteristics and the most commonly used tools will be analyzed.
- Students are also having face-to-face communication in their real lives and classrooms. By chatting, using online forums and social network websites they become familiar with communication in online environments. Nonetheless, because of several reasons like habits of attending face-to-face learning, they are suspicious of attending an online instruction. Therefore, any facet that can enhance the chances of learners to get a positive experience with an online instruction is worth of studying.
- Instructional Designers: This study briefly follows the steps of an instructional design (ID) process; analyze the Facebook and related elements (students, instructors...), design the course on Facebook, develop the course including instructional materials, implementation of the course with real users, and evaluation of the course. First of all, instructional designers will be the witness of a newer application of classical ID process. An expert of instructional designing must follow the latest trends and technologies around him/her so that the opportunities innate to those trends and technologies can transfer education for the sake of instructors, learners and managers. With the help of this study of dissertation, instructional designer will experience how a popular social networking tool can be utilized in the educational fields. Moreover, this

dissertation adds some findings about online communities and the dynamics of online learning environments.

- Researchers of Online Environments: There is a huge body of literature which is pertinent to online learning environments and related issues, concerns and problems. Several researchers work on different studies both theoretically and practically. On the other hand, all studies conclude that there is much to learn about online learning environments. This study will contribute to the understanding of online community and social networking. Additionally, the results of this study may encourage other researchers to explore further in this area.

1.5. Definition of Terms

In order to comprehend the entire framework of the study, the following definitions are provided in an alphabetical order;

Computer Mediated Communication: Johnson (2010) defines computer mediated communication (CMS) as “the communication that is transmitted via the computer such as email, list serves, and electronic discussion boards” (p. 61). With synchronous and asynchronous access features, different CMC tools affect instruction positively (Ting & Jones, 2010).

Facebook: Facebook.com is a very popular social networking website founded in February 2004 in which members could create personal profiles, add other members as friends, send messages, join common interest groups, and comment on each other’s profile elements (such as photos and videos).

Online Community: Online community refers to a group of people who take the advantage of information and communication technologies to interact among themselves. More willingly than face-to-face interaction, people in online communities utilize computer mediated communication tools such as email, online forums and chatting programs.

Social Learning: Social learning theory has been developed by Bandura in the late 70s by combining cognitive and behavioral aspects of a human with his/her social characteristic. Observation of other people is the key factor for learning. Learning oriented observations follow three stages; (a) paying attention to the learning objects, events, or people, (b) retention of observed behavior, and (c) performance of the behavior in a particular setting (Arends, 2001).

Social Networking: Social networking is a term referring to connecting people with similar areas of interest. With the use of different technological means, like email, social networking creates online communities on shared purposes; educational, friendship building and political.

Social Networking Website: As Perretta (2007) pointed out social networking sites “allow people to create a presentation of self and then link that presentation to others” (p.24). Through these websites, a person can establish links to other people via text, audiovisual objects and images.

Social Software: Giacoppo (2007) defines social software “...technologies such as blogs, wikis, and community websites are energizing a proliferation of online communities by providing dramatically new ways for people to connect, communicate and interact online” (p.1).

Web 2.0: As a reflection of rapid developments in information and communication technologies, Web 2.0 as a revolutionary change process occurred on Internet. Blogs, wikis, photo and video sharing web sites and social networking web sites are the well known examples of Web 2.0 tools.

1.6. Overview of the Reminder of the Study

Chapter II presents a review of the literature pertaining to the study. Chapter III reviews the method of the study. Chapter IV presents findings of the study. Chapter V provides a summary, discussions, conclusions, and recommendations. The study concludes with references and appendices.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This section of the study covers a theoretical background of the dissertation study with a guide for establishing links between the previous research findings and the current study results. This section has been designed to offer a road map through the literature in relation to utilization of social networking websites, Facebook in specific, as well as providing a framework for considering that literature. As Kumar (2005) suggested, the complete literature review launched a base for clarity of research questions, which developed the study methods and extended the study conclusions.

This study seeks to understand how a social networking website (Facebook.com as a study case) can be used as an instructional tool effectively. The major research question of the study is to seek fundamental uses and gratifications of a social networking website, Facebook as a case, and the possible advantages and challenges of utilization of Facebook for instructional activities. Particularly, the review of the literature intended to expose the current information related to the following sub research questions:

- Sub-question 1: What are the general perceptions of the users of Facebook.com in terms of its uses and gratifications?
- Sub-question 2: What do the users think about the utilization of Facebook.com in learning-teaching context?
- Sub-question 3: How do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?
- Sub-question 4: What are the experiences of learners on the courses given via Facebook.com in terms of its instructional utilization?

This chapter is organized according to five themes which provided grounding for this study:

I. Associated Theories in Relation to Study

- i. Social Learning
- ii. Uses and Gratification Theory
- iii. Media and Method Debate on Learning and its implications on the study

II. Computer Mediated Communication

- i. Social Software
- ii. Online Community

III. Web 2.0

- i. Social Networking
 - i.i. Online Social Networking Websites
 - i.i.i. Educational Use of Online Social Networking Websites
 - i.i.ii. Facebook

IV. Research Studies on Facebook

V. General Glance at Turkey

2.2. Associated Theories in Relation to Study

In immense scientific literature, there are many theories associated with social networking and/or instructional technology. This dissertation study is grounded on Social Learning and Uses-Gratification theories. The well-known media versus method debate has been added to the literature.

2.2.1. Social Learning

According to Siemens and Tittenberger (2009), there are four factors of transforming prospective educational activities; global, social/political, technological and educational. The latest technological developments have already transformed the learning and socialization process of new generations. Hence, all education related stakeholders, such as teacher trainers, teachers, managers and families must take this transformation into consideration for fulfilling the needs of current youngsters (“Living and learning with”, 2008).

Children from new generation are getting more mature in the shadow of new technologies which affect their identities and cultural developments. Besides, acquisition of maturation will definitely affect their adulthood (Storsul et al., 2008). Researchers from a variety of academic disciplines have been conducting scientific studies on comprehending the underlying reasons of users' participation, practice, newly created cultures and the possible effects on different branches of human lives (Boyd & Ellison, 2007).

With the advancement of innovative and seductive Internet technologies, such as blogs, wikis, and social networking websites, educational stakeholders become more ambitious for discovering their roles on students' participation in instructional processes, basically their learning processes (Ellison & Wu, 2008). Because, learners are no longer absorbers of knowledge in the context. Learners are more active in creating, disseminating and evaluation of knowledge where these processes are getting faster with the technological innovations (Marhan, 2006). While students are in the learning process, they must also maintain their human roles in terms of connections with other students, instructors and other human beings (Palloff & Pratt, 2007).

Learning could take place in anywhere and at anytime; in the family, in hobbies, at work, in a community, or etc (Siemens & Tittenberger, 2009). Yet, in the traditional learning process, it is vital that students absorb what their instructors tell them. Yet, social part of human has been neglected in the process. On the other hand, modern active learners demand more on socialization which push instructors to implement more group activities and simulation based activities (Palloff & Pratt, 2007).

Siemens (2004b) emphasizes that in parallel with significant changes in human lives, learning theories reflecting in instructional activities must be renewed as well. Siemens remarks that learning theorists must take social aspects and networking issues into consideration for better understanding of the current learners.

The "social enterprise blog" (January 12, 2010), which is a cumulative work on the adaptation of social media into instructional activities, and reports that for a better integration of social media, three dimensional social learning strategies must be established in terms of software tool, transformational strategies of change with this software tool and a broader policy on the implementation of former issues. Besides, as the effectiveness of online learning programs has been augmented, policymakers have initiated their efforts on expanding the online learning opportunities with more social learning enhancements (Lips, 2010).

Learning should afford opportunities for individual participation where knowledge must stem from practice with other people (Oblinger & Oblinger, 2005). Online technologies and courses provide several opportunities for active participation for social learning actions. Likewise, Lips (2010) summarized the benefits of online learning as followed; more access to instructors, more customizable and optimized instruction, flexibility on learning time, flexibility for teachers with more career opportunities, improved efficiency and innovation.

Herzog (2010) states that social learning refers to collaborative instructional activities where each unique learner's needs has been addressed to. The social learning related tools presenting more cooperation, communication and critical way of thinking opportunities to the modern learners. For instance, Herzog (2010) utters that instructors might use wikis and blogs for assignment purposes. Current generation who uses such innovative technologies could have a chance of learning from one another, not always from the parents or teachers. Furthermore, youngsters could set their learning goals by discussing with their classmates (“Living and learning with,” 2008). Johnson and Levine (2008) explain that social interactions which are situated in social learning strategies will support the motivation of learners. Moreover, learners’ self-esteem will be maintained through the social interactions.

As a well known psychologist, Vygotsky highlights the importance of social interactions in learning process, especially for cognitive development. Vygotsky notifies that sharing different experiences among learners will stimulate cognitive development process. Vygotsky utters that in the early childhood, people develop basic communication skills in the form of aural and visual means. Afterwards, people take advantage of these means for fulfilling their social interaction needs. As people get satisfied with the social interaction needs, it yields more higher order thinking skills (Learning Theories Knowledgebase, 2011). Therefore, it is highly essential for learners to have social interaction context for creating effective learning outputs. In that sense, Facebook offers an innovative and social-interaction oriented framework for learners.

Kohler (2010) applied Vygotsky’s social learning theory into mathematic instruction where treatment group got higher scores than the traditional instruction group. Kohler states that mathematic teachers should learn about Vygotsky’s social learning theory so that their students learn more about mathematics both in cognitive (the content itself) and affective (self-efficacy) domains of learning.

Palincsar (1998) reveals some points on Vygotsky's social learning theory and points out that social interaction is not enough for the occurrence of learning. Palincsar states that the level of consciousness plays an essential role on social learning process. The consciousness will assist learners to develop new strategies and understanding of other people and their worlds. Moreover, Palincsar summarizes that learning and development processes strongly affect from society and culture which are always in a cycle of alterations from each other.

In short, Facebook suggests many opportunities for learners with its innate social tools and context. It is essential to realize how to utilize Facebook as a social tool yielding with the knowledge, skills and abilities.

2.2.2. Uses and Gratification Theory

Late forties witnessed to the work of a famous psychologist Abraham Maslow on human needs and their categorization. In his pyramid of needs, Maslow emphasizes that there are certain needs to be fulfilled primarily to reach a certain level of self-actualization. His theory of needs is represented as a shape of pyramid where basic needs like eating and sleeping provide the base of the pyramid (Arends, 2001). After those basic needs, people want to feel the "safety" in their lives. The next level of those needs is the feeling of "love and belonging" about friends, family and colleagues. To fulfill this level of "love and belonging", people interact with other people around them. Parties, dating, going-out, festivals, celebrations are some examples of interaction ways. People want to find new friends, to feel that he or she is a member of the society, to establish a new family and so forth. Through all these face-to-face interactions, human beings try to fulfill their needs of belonging and love which are stated as the last step of "lower level needs". To proceed to fulfilling the higher level needs (esteem and self-actualization steps), people must be satisfied with lower level needs.

The history of the uses and gratification researches goes back to the first mass communication devices. The audiences of communication process have certain needs; sometimes could be defined by the Maslow's hierarchy of needs theory. In order to fulfill these needs, audiences, as active participants in the process, utilize the tools and perceive certain level of gratification or dismay. The scientific approach which conducts studies on the audiences about the usage processes and feeling regarding to these

context is basically called as uses and gratification research (Katz, Blumler, & Gurevitch, 1974).

Basically, uses and gratification approach deals with the reality that different users of the same communication tool might have different reasons for using it (Severin & Tankard, 1997). Uses and gratification theory focuses on scientific explanations about how people use any communication tool to fulfill their personal needs. Through a scientific scrutiny, scholars reveal the possible advantage and disadvantage of utilization of any communication tools (Nyland & Near, 2007).

Furthermore, uses and gratification theory concentrates on what sources of motivation people use the tools and what satisfaction people experience from their utilization. Gratification issues can be categorized as content satisfaction dealing with what a tool offers and process satisfaction relating to what experiences the tool offers (Joinson, 2008). While people are actively participating into online communities, they demand certain gratifications, values and benefits from the communities. Hence, how people's characteristics affect their gratifications is an essential scientific pursuit (Farfaglia, et al., 2006).

The fundamental contribution of uses and gratification theory is its remarks on active consumers and audiences in the context of communication (Nyland & Near, 2007). Hence, the uses and gratification research is important for commercial purposes, since the producers want to offer most satisfactory tools for communication to the society (Severin & Tankard, 1997).

The uses and gratification research is typically based on survey research design. Effective uses and gratification research must stem from or get support of the following disciplines as much as possible; psychology, sociology, philosophy, linguistics, computer sciences, and research methods (Severin & Tankard, 1997). Therefore, social and cognitive terminologies could be utilized for media's uses and gratifications studies (LaRose & Eastin, 2004).

Uses and gratification approach is crucial for understanding new descriptive variables in relation to new media and its new gratifications. For instance; habit strength is a good variable in uses and gratifications studies. Besides, gratifications should be defined as expected outcomes (LaRose & Eastin, 2004). Likewise, the quality of the system is a significant predictor for members' gratifications and the underlying reason of intentions for using the system (Lin & Lee, 2006).

The content of the media, the ways of interaction with media and the social framework of using the media are the different vital causes of users' gratifications on communication (Katz, Blumler, & Gurevitch, 1974). Precision on information, whenever and wherever there is an access opportunity for information, value of information and types of customizable information define the quality of information which is a significant indicator of the member satisfaction in an online community (Lin & Lee, 2006).

As an example, in the Internet gratification study of Farfaglia, et al., (2006), six exploratory gratification factors were identified (n=1345); social companionship, economic gain, self-improvement, entertainment, escape and fame & aesthetics. Moreover, cultural values were observed as significant differentiation with respect to online communities.

As another example, in Joinson's study (2008), it was revealed that students (n=137) addressed their process oriented gratifications on the social activities realized on Facebook tools; sharing documents or tagging them. Moreover, it was observed that Facebook related satisfaction issues are significantly related with frequency of Facebook use and the total time spent on Facebook. In Joinson's study (2008), seven factors were identified as the indicators of uses and gratifications of Facebook; social connection, shared identities, photographs, content gratifications, social investigation, social network surfing, and status updates. Lastly, it was found out that users who want to meet new people paying less attention to privacy information in their profiles.

Considering a social networking website, designers must remember that different people utilize these websites in totally different ways and different people perceive different satisfaction from those websites. Different age, gender and career groups desire different elements on social networking websites (Joinson, 2008). Therefore, researchers must conduct studies on understanding different uses and gratifications of social networking websites.

2.2.3. Media and Method Debate on Learning and its implications on the study

In the field of educational technology, there has been a sparkling discussion on the effects of media and the methods on learning process. The leading scholars; Clark and Kozma are stimulating this discussion on scientific research studies. This discussion

reflects on usage of Facebook in instruction where Facebook is a new medium of the current era.

Clark (1983) states that “media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition. Basically, the choice of vehicle might influence the cost or extent of distributing instruction, but only the content of the vehicle can influence achievement” (p.446). Furthermore, Clark (1983) explains his view that differences in the characteristics ascribed to diverse media might influence learning-related behaviors of learners. Clark (1994a) extends his ideas that we are inadequate to associate our works to “the basic and applied research on learning from instruction” (p.8). Clark (2002) deems that in order to conduct our researches, we need theories. Moreover, Clark (2002) recommends that our past failure experiences might be stemmed from our lack of theories. Therefore, from Clark’s perspective, Facebook is a new vehicle where the researcher must establish studies for increasing its usage as a part of teaching methodology.

As another point, Clark (1983) urges that there is a confounding variable in most of the media research in education. Clark (1983) proposes some possible sources such as the comparisons of different methods as if they were similar and the novelty affected for the latest media. Clark (1983) warns researchers that when they make media comparison studies, everything except those media, must be identical in terms of content and the method of instruction. Clark (1994b) points out that most studies when they proposed that some features of media yielded an increase in learning, these studies lost their control for instructional methods. Clark (1994b) defines this losing control as a confound variable in research studies. Hence, this study is a preliminary step for offering a base for further comparative studies on social networking websites including Facebook.

Kozma (1991) disagrees with Clark’s position that there are no learning benefits to be gained from using any specific medium to deliver instruction, and gives some counter examples from ThinkerTools and Jasper Woodbury Series cases. Kozma (1991) also states that to utilize technology effectively, the instructional designers should take advantage of their creativity as maximum as possible which maybe first produces failures but then lead effective media in learning. In that perspective, this Facebook implemented study has a significant value for stimulating creative, social networking applications for instructional activities which might yield unsuccessful results whereas

creating a base for better implications. Kozma (1994) remarks that if there seems to have no significant relationship between media and learning, this is our inability to associate these two terms.

Educational technology does not only focus on the effectiveness of instruction with a purpose of increasing learning, but also focuses on decreasing the cost for instruction (Clark, 2002). Clark (1994a) depicts what an instructional designer should do in an educational context; to select the less expensive mode of instructional delivery. Clark (1994b) also adds on cost-benefit analysis that while choosing the less expensive one, people should also consider the most “cognitively efficient” (p.22) one. Thus, Facebook, as a free of charge platform, could offer a new context for online and hybrid instruction.

Clark (1983) advises “it is what the teacher does -the teaching- that influences learning” (p.458). Maybe use of the media in education does not completely affect learning, but may affect the job of teaching. Needless to say that the technologies can help the teachers make their jobs effective, efficient and easy. This may also increase the satisfaction level of teachers in schools. The effect of educational technology on teaching may still be enough for educators to deal with educational technology. Uses and gratification study on Facebook has a potential to delineate the satisfaction level of users (both instructors and learners in this study). The more usable Facebook becomes, the more possibilities of yielding more learning and instructional opportunities there are.

Dillon and Gabbard (1998) acknowledge that when we say “learning”, we refer to a very large concept that we cannot choose a side in a discussion on whether media affect learning or not. They suggest generalizing research findings as soon as possible on “constituent tasks such as information location, concept identification, reasoning, and categorization” (p. 346). Dillon and Gabbard (1998) also suggest the scholars and the practitioners to take advantage of different media as much as they can. Therefore, it appears that the field of educational technology needs more research studies applied into real context than exploring the consequences of different methods and media on learners’ success in a technology supported context. This dissertation study offers new findings on identifying the possible advantages and challenges of using Facebook as a medium for instruction.

2.3. Computer Mediated Communication

Basically, computer mediated communication (CMC) includes electronically mediated communication tools in facilitating effective interactions in communication process. There are two distinct modes of CMC; asynchronous and synchronous. In an asynchronous CMC mode, interactions among participants are not restricted by the time factor. On the contrary, synchronous CMC mode is restricted by time in which participants interact simultaneously (Olaniran, 2006).

CMC has a potential of gathering people who have many differences indeed and who can never come together otherwise (Greene, 2008; Paulus & Scherff, 2008). Hence, CMC could provide communication from afar; or on a different part of the world. CMC could establish and maintain links between students, and their instructors, and their classmates. Therefore, students could continue their learning outside of the classrooms and extend their knowledge (Bikowski, 2008).

Bikowski (2008) categorizes CMC into three distinct divisions; computer based conferencing (including e-mail, chatting and conferencing), computer based instruction (in the form of different courseware) and informatics (library management systems, online databases, university information systems).

Distance education courses with the purpose of language teaching and learning utilize different computer-mediated communication tools. With the features of anytime and anywhere learning opportunities, CMC tools gain more importance in this field. Especially for learning languages, asynchronous CMC tools are preferable; email, discussion boards, blogs and wikis. It is explained that synchronous CMC tools are lack of “anytime” option where all the learners must be online at the same time (Ozdener & Satar, 2008).

Besides, CMC tools have a potential to support problem-based learning courses. Lo (2009) presents a strategy for using CMC for problem based learning courses; (i) use of synchronous discussions on the problem solving process, (ii) asynchronous mode of communication for letting participants digesting the issues and the problems presented, and (iii) collaborative creation of projects by editing as a group. Greene (2008) points out that CMC tools offer many collaboration and reflection opportunities for teacher education programs. Moreover, CMC tools could establish a link between practitioners in this field and academicians from teacher education programs.

Due to the time constraints, small group discussions cannot be realized as they designed for traditional classrooms.. With the improvement of CMC tools, small group discussions can be transferred to different computer mediated communication tools (Lo, 2009). For instance; Ozdener and Satar (2008) inferred from their studies that computer-mediated communication could offer many advantages for teaching and learning a foreign language, especially for overcoming problems of speaking.

CMC could establish and maintain links between students, their instructors and their classmates. Therefore, students could continue their learning outside of the classrooms and extend their knowledge (Bikowski, 2008). Instructional use of computer mediated communication framework brings advantages for student-instructor relationship which could yield more learning for students (Mazer, Murphy & Simonds, 2007).

Olaniran (2006) argues that synchronous computer mediated communication yields more learning, increases participation in instruction, and improves critical thinking. There are several underlying reasons why computer mediated communication tools are favorable for students; their accessibility, feasibility, cost-effectiveness and user-friendly structures (Lo, 2009). Moreover, CMC tools offer opportunities for participants to visit the record of the conversations whenever they want (Paulus & Scherff, 2008).

Utilization of any computer mediated communication tool requires many considerations for better implementation in instructional cases. Olaniran (2006) lists these considerations as followed; (i) course design including time constrains, level of interactivity, feedback mechanism and direction of interactions, (ii) new roles of instructors in the CMC context, (iii) new strategies for satisfying current student needs, (iv) increasing participation in synchronous mode of CMC, (v) addressing the issues regarding to control, and (vi) changing of roles from instructors to learners in terms of teaching-learning processes.

CMC should be studied by scholars in a wide range of academic disciplines; linguistics, psychology, sociology, management and communication (Bikowski, 2008). For example; screen elements including font size and type, the language, following the grammar rules and so forth, affect the students' perception on their teachers' role and existence in the instructional setting (Mazer, Murphy & Simonds, 2007). Bikowski (2008) claims that CMC tools provide opportunities for researchers, since researchers

could observe the community's formation processes. Moreover, Bikowski urges that gender and the role of moderators are the significant variables of CMC related studies.

2.3.1. Social Software

The term 'social software' is mostly used interchangeably with the term 'Web 2.0' (Minocha, 2009; Ravenscroft, 2009). The term of 'social software' includes different web tools where users can communicate and share different knowledge with other users. Social software could be used in many different areas; education, society, or business. Most well known examples of social software are blogs, wikis, and social networking websites. The history of social software goes back to the 80s and 90s where first Internet related tools; such as Usenet, emailing, chatting and so forth, were established (Marhan, 2006). Minocha (2009) points out that the main difference between social software and earlier web technologies is their dynamic content creation structure. On the contrary of former web technologies, social software allows users to create their knowledge which doesn't make users the passive knowledge consumers.

According to Marhan (2006), social software describes "not to a single type of software, but rather to the integrated use of various applications and tools that enables people to meet, connect or collaborate through computer-mediated communication and to form online communities" (p.210). Three inherent characteristics of social software are their organic structure, self-organization abilities and parallelism to human beings' natural daily processes (Dron, 2007). Hence, Social software provides learners with the opportunities of socialization and self-paced learning (Siemens & Tittenberger, 2009). Likewise, social software creates social networking among different users via different tools (Huang, Yang, Huang & Hsiao, 2010).

One of the vital problems of online instruction is the distributed learners where the learners are isolated from each other and their instructors. Social technologies could assist stakeholders to overcome this elimination problem (Siemens & Tittenberger, 2009). When pedagogically adapted use of social software could support instruction (Ravenscroft, 2009). Additionally, the progression in the social technologies affected how people behave and learn in addition to the theories explaining human communication and learning processes (Marhan, 2006).

Rudd and Walker (2010) perceive social software as a part of Web 2.0 online technologies allowing users to communicate with other users. The social software

supports interactivity on Internet and yield more effective collaboration. There exists a trend of socialization on Internet which lead developers to create social software (Huang, Yang, Huang & Hsiao, 2010). Whereas, McLoughlin and Lee (2010) criticize why the instructional organization still use different course management systems or virtual learning environments which are lack of social software features such as collaboration and social networking.

Current educators must move from learning management systems to social software technologies. Because learning management systems just address pedagogical and instructional aspects of the courses while they are lack of socialization elements. On the other hand, social software suggests opportunities for learners to create and organize their knowledge whenever and wherever they want. Social software allows users to interact with each other through different networks. Moreover, social software can go beyond the limits of formal education and can provide practices with colleagues (Tongkaw, Ismail, & Tongkaw, 2009).

Social software creates self-regulated and self-paced learning experiences in which learners actively participate in a process based, interest driven instructional activities (McLoughlin & Lee, 2010). Mondahl, Razmerita and Rasmussen (2009) claim that social software can be used effectively for adult learners to support and develop their foreign language learning processes. Additionally, Dron (2007) claims that collective utilities of social software facilitate e-learning activities, especially for lifelong learners and the learners outside of the formal institutions. These pedagogic and practical advantages are the results of increasing social bonds among learners and transferring the control from teacher side to learner side.

Hutchinson (2009) specifies that social software's innate social interaction properties and scaffolding processes contribute to the fulfillment of learners' foreign language acquisition. Social software establishes a bridge between real life of education where learners engage with learning activities with more motivation and interests. As a result, social software has a potential of creating learner-centered and collaborative instructional context. While the learners need to be supported for their developments, this support does not have to be provided by the teachers. Social software tools with their self-directed, autonomies, and knowledge building oriented structures, have a potential of scaffolding learners during their learning processes (McLoughlin & Lee, 2010).

Social software could maintain the role of contributing to social equality. Thus, educational technologists must search for meaningful and appropriate practices for promoting use of social software (Hutchinson, 2009). Minocha (2009) summarizes research findings on social software and its effects on learning; sharing many learning resources with many learners, collaborative learning opportunities, self-reflective learning of students, adaptability for problem and inquiry based learning methods. Additionally, social software creates learner communities and triggers sense of belongingness and digital identities. On the other hand, students who use social software complains about extra tasks and workload. Likewise, students question its privacy, publicity and usability issues when social software is used in education.

2.3.2. Online Community

Technological developments are reshaping our lives. Modern time computer users have a tendency to access all kinds of information at anytime and anywhere. Therefore, the services offering more data with less effort are highly preferable (Johnson, Smith, Levine & Haywood, 2010). Besides, as computer and information technologies are maintaining developments, their roles throughout society will increase more and more (Boogart, 2006). In parallel, our century is getting highly integrated and networked in terms of human interaction and communication.

The history of technological changes is an overt reflection of how the Internet has altered our methods of communication. Especially after the 90s, with the explosion of computer-mediated communication tools, the Internet has become one of the most popular ways of interaction (Vitak, 2008). Additionally, we realize that no other generation has been imposed to the technological innovations ever before (Andon, 2007). Nowadays nearly all college students depend on technological tools for their daily lives. Hence the use of the Internet is increasing among the youth. Within this framework, it is clear that we need scientific studies on how this technology-inflated era influenced our social aspects. These technology and socialization oriented studies must respond to the questions of how people interact with each other via technologies (Andon, 2007).

Emergence of innovative instructional contexts as an indispensable necessity of contemporary knowledge-based societies, has been defined as one of the major concerns of policy makers in countrywide manner (“Assessing the effects,” 2010). From

an educational perspective, history witnessed several attempts on integrating innovative and technological tools into education with different scopes of implementation (Conole, 2010). Whereas, it seems that "we use new tools to do the work of the old" (McLuhan, n.d.). Besides, the stakeholders in the instructional disciplines have been slow for realizing the effects of new tools and changing human lives with a reflection upon learning process (Siemens, 2004b).

Education sector has come across with several online instruction efforts, particularly over the last decade. In parallel with these efforts, researchers have begun discussions on issues regarding with online communities occurring in those online instructional activities. It was unfolded that for creation of online communities, members must have profound desire and online interactions among other members (Liu, Magjuka, Bonk & Lee, 2007). Although the history of online social networking goes back to the establishment of the Internet, there were computer networks which created the idea of computer-based communities (Acquisti & Gross, 2006).

There is no consensus on describing online communities (Wise, Hamman & Thorson, 2006). Even though different online communities want to accomplish different objectives, the basic premise is to create and maintain connections among other community members (Lampe, Ellison, & Steinfield, 2007). In online communities; members freely join the community with their own willingness, members trust the other community members, and the management of the community (Marhan, 2006).

Online communities which are built upon a social network have their own approach of psychogeography (Rosen, 2007). The level and the strength of social interactions are the key elements of deciding the achievement or collapse of an online community. The online community with socially visible appearance is more tempting for the new possible members of that community (Wise, Hamman & Thorson, 2006). Oblinger and Oblinger (2005) give an example of creating communities and argue that students create online communities via playing online games in groups.

Our current generations have been tended to create online communities and social networks in different forms; physically attached, totally online or hybrid (Oblinger, & Oblinger, 2005). In this manner, there are different points of view in terms of categorization of online communities. For instance; Marhan (2006) specifies three forms of online communities in relation to connection types; (a) one-to-one connected online communities (for instance, email tool), (b) one-to-many connected online

communities (e.g., blogging tool), and (c) many-to-many linked online communities (e.g., wiki tool).

As the users interact more with the Internet, the impact of online communities have started to be a major challenge for all business sectors including education (Lin & Lee, 2006). Structure of online communities has been evolved since the establishment of social networking websites. Social networking websites are developed around the people other than their interests as happened in online communities. In other words, social networks take the person into the centre and knit the networks around this egocentric configuration (Boyd & Ellison, 2007). Through personal profiles on Facebook, like the other social networking websites, members can create or contribute online communities (Koenig, 2008).

The establishment of online learning communities has two dimensions; technical and social (Liu, Magjuka, Bonk & Lee, 2007). Hence, construction of an online community is a difficult task for instructors. It requires interaction and collaboration among learners in which instructors offer team work for learners (Palloff & Pratt, 2007). For example; Liu et al. (2007) summarizes that instructors mostly prefer to offer asynchronous discussions to facilitate online discussions with its time flexible opportunity, more learner-centered design, and more time for elaboration on the ideas stated on the boards. Similarly, in the study of Wise, Hamman and Thorson (2006), it was summarized that users mostly in the favor of moderated discussions in an online community (n=59). This asynchronous discussion has been reshaped in Facebook in terms of the Wall tool. On the other hand, online chatting was less preferable with its limited time-manner and scheduling problems. For answering students' questions and offering feedbacks, instructors fully favored sending emails.

Moreover, Facebook could be used as a tool for increasing trust and care among classmates which are actually the members of online communities on Facebook. Besides, Facebook has a power of increasing active participation and dedication to online communities (Towner, VanHorn & Parker, 2007). Social networking based on communities offer a framework for members in terms of learning, cooperation, communication and sharing activities (Coutts, Dawson, Boyer, & Ferdig, 2007).

Social capital, the number of friends a person has on a social network, is also important for online communities. As the personal and social capital increase, active participation and trust to the online community increases (Ellison, Steinfield, & Lampe, 2007). The number of friends for Facebook members is a strong indicator of

belongingness to an online community. By searching profile information, members enlarge their participation in different online communities (Lampe, Ellison, & Steinfield, 2007).

2.4. Web 2.0

Different technologies have infused into our lives in which educational institutions have been affected as well as other organizations. On the other hand, educators are not sure about how these technologies affected their learners and how learners perceive these technologies within an instructional framework (Caruso & Salaway, 2008). The instructional programs with aims of inquiry, knowledge construction and management, and communication should take advantage of social networking websites which are created with the parallel purposes (Todd, 2008). For example; as the number of students in any traditional classroom increases, the probability of number of interactions and discussions decrease. On the other hand, Web 2.0 technologies provide students with new opportunities for effective learning activities (Song & Chan 2008).

Although different countries put their entire efforts to adapt themselves in technological innovations in terms of educational implementation, there is still a probability that they undervalue the significance of their developments (OECD, 2010). Additionally, “we still have a long way to go in understanding methods of effective practice” (Greenhow, p.10) of technologies. From the initial appearance of Web 2.0 tools, their technologies have been highly developed. Their innate potentialities are reflected on education area as well. Web 2.0 technologies have started to offer online learning context by increasing interactivity, active participation and feedback mechanism (Harrison & Thomas, 2009). It seems that the use of Web 2.0 technologies has started to take time from the people’s television addiction time (Todd, 2008).

Web 2.0 concept was produced by Tim O’Reilly for the first time. O’Reilly (2005) emphasizes that Web 2.0 technologies are more participatory and tagging oriented. Likewise, Web 2.0 technologies can be characterized as participative web controlling on information construction and distribution (Siemens & Tittenberger, 2009). Furthermore, Web 2.0 technologies provided a shift in focusing on information for people and their interactions. Moreover, selection of information is as important as its collaborative creation for the users (Todd, 2008). In short, Friedman and Friedman

(2008) associate Web 2.0 technologies with five C; “communication, collaboration, community, creativity and convergence” (p.1).

Web 2.0 technologies have played a role on the establishment of online communities. For instance, Flickr, Facebook or Del.icio.us have guided for the development of large-scale online communities addressing to different technological contexts, a variety of interests, cultural background and different practices. As a result of facilitation of Web 2.0 technologies, these communities created their own regulations and cultures inside of their own bodies (Drula, 2009). Besides, Web 2.0 technologies have blurred the borders between publicity and privacy and altered the already existing relationships among people. Therefore, learning process must be re-defined accordingly and be perceived more than bounded to time and place; life-long process (Huijser, 2008). Likewise, Caruson and Salaway (2008) characterize Web 2.0 as the “technologies to express themselves [students] on the Internet in varied and creative ways” (p.10).

In comparison to WWW (World Wide Web), Web 2.0 technologies address to more personal needs of the users. In that sense, Web 2.0 technologies, such as blogs, wikis and social networking websites, lead more collaboration than the tools created before (Fu, Liu & Wang, 2008). Therefore, Web 2.0 covers users’ self-expression, communication and members’ interaction via the system (“Social networking,” 2008). Furthermore, Web 2.0 tools assist people to access information quickly via established friendships over the system (Thelwall, 2008).

The users of Web 2.0 technologies are both professional and novice computer literate people, since these technologies do not need any technical knowledge, skills or abilities for their usage (Kıyıcı, 2010). Current lifelong learners contribute to creation and consumption of knowledge with their contributions to different Web 2.0 tools (Ivanova, 2009), such as blogs, wikis, RSS, podcasts, social networking and social bookmarking.

As an example of Web 2.0, blogs in which users can control the content more than the first type personal user of a webpage which also known as Web 1.0 (Friedman & Friedman, 2008). Blogs are basically online personal diaries where people express their experiences in an online system (Hinduja & Patchin, 2008). According to Pingdom (2011), a web monitoring service, there are 152 million blogs on the Internet at the end of 2010.

Blogs could bring advantages to instructional context. For instance; blogs with the purpose of learning could save and share the knowledge, skills, abilities and experiences of the writer (Zhang, Olfman & Ractham, 2007). In addition, blogging forces students to transfer their tacit knowledge into explicit understanding (Albrecht & Matthews, 2009). For instance, Ellison and Wu (2008) argue that students will pay more attention to their written assignments and tasks, since they will be seen by more people than only-lecturer sent assignments. Therefore, students will spend more time and effort on their learning outcomes.

According to Ebner (2007), blogs have three major benefits for higher education; (a) subjectivity referring to personal entries of the learners, (b) networking referring to connections among learners in terms of sharing files or links, and (c) discussion meaning to commenting on each other as learners. On the other hand, teenagers' tendency for blogging has changed its direction toward social networking. Digital media including videos is essential for teenagers' lives in which commenting is a part of interaction and communication (Lenhart, Madden, Macgill & Smith, 2007).

As a second Web 2.0 tool, a wiki which is a collection of editable information by any user, could support collaborative activities in any instructional context (Zhang, Olfman & Ractham, 2007). The main difference between a blog and wiki is that wikis are more collaborative whereas blogs are more personal. The term "wiki" comes from Hawaiian language meaning to 'quick'. Wikipedia is the well known wiki example of the world. Harris and Rea (2009) exemplify different uses of wikis; "in project development with peer review, as a group authoring tool, to track a group project, to collect data for a class project, for class and teacher evaluation, and for tracking research groups" (p.139).

Another Web 2.0 tool, Real Simple Syndication, or RSS in short, has the power of collecting and summarizing the web based information, either the link or the full content, which keeps tracks of updates in the content. With RSS, learners can keep themselves as informed about all changes in the knowledge (Zhang, Olfman & Ractham, 2007).

Podcast, an XML file, possesses an audio content on the Internet which can be downloaded to their computers, or to other audio devices. Podcasts assist learners in listening to the content whenever and wherever they want to learn (Zhang, Olfman & Ractham, 2007). In the early times podcast only refers to mp3 or audio files in general. Afterwards, video files have been started to distribute via podcasts (Ebner, 2007). Podcasts have become popular due to their adaptability to wide range of devices;

laptops, iPods, PDAs and mobile phones (Harris & Rea, 2009). Yet, listening or watching recorded lectures has been perceived as uninterested by the learners (Ebner, 2007). Therefore, instructors must apply more strategies regarding to podcast use to education.

Social bookmarking, del.icio.us is one of the most well-known examples, is a system of tagged web addresses of which users want to share with other users or for themselves. Social bookmarking allows learners to manage their learning and research activities (Zhang, Olfman & Ractham, 2007). Del.icio.us like social bookmarking allows students to share collected works of literature, lecture notes, assignments, and other kinds of information which provide transparency and resulting awareness on what other students do in their learning processes (Dalsgaard, 2008). Social bookmarking assists learners to store collective intelligences as a result of their learning (Greenhow, 2009).

Higher education systems are in the process of transformation of their fundamental structures (Siemens & Tittenberger, 2009). Besides, the importance of lifelong learning has been perceived as one of the essential instructional approaches, the central role of new technologies, to Web 2.0 tools, have been paid more attention by the stakeholders (Friedman & Friedman, 2008). The potential uses of Web 2.0 technologies, including well known social networking website Facebook, must be scrutinized by current researchers and designers in terms of their new roles in education (Owen & Moyle, 2008).

The Web 2.0 technologies have affected the every sector of business including education (Friedman & Friedman, 2008). On the other hand, use of Web 2.0 technologies; blogging or social networking, for learning activities and related scientific studies are still in their early years (Song & Chan 2008). Besides, the social effects of social networking websites have not been studied enough (Hinduja & Patchin, 2008; Tufekci, 2008). For example; friendships on social networking websites are quite new phenomenon for the researchers (Thelwall, 2008).

Current educators must know how to deal with Web 2.0 innovations; to abandon them, to support them or to do something else (Huijser, 2008). But, ignorance of the Web 2.0 technologies will create many disadvantages in the current decades. It is obvious that comprehending or guessing the human behaviors are extraordinarily complicated; on the other hand, prudence of human behaviors on scientific research results is better than just predictions on behaviors (Severin & Tankard, 1997). Therefore, more Web 2.0 technologies associated with research studies must be realized

for better understanding of the framework and providing decisions on the next steps of actions.

Even though all Web 2.0 tools have one in common; their central attention to social process of members (Huijser, 2008), the rise of the Web 2.0 technologies has been provided by the social networking websites (Todd, 2008). For example; Kıyıcı (2010) implemented a phenomenological research on how senior students (n=60) at a science teaching department of a university described Web 2.0 technologies. Nearly all study participants (n=59) managed to define social networking sites; a tool for communication with other people including friends and for sharing some information. After Social Networking, participants know more about Forums (n=51), Wiki (n=39) and Blog (n=30). On the other hand, only four participants stated their awareness on Social Bookmarking and nine participants on RSS. More charming question was on the participants' tendency for using these Web 2.0 tools for their prospective teaching activities. Only one preservice teacher noted that s/he desires to use RSS in his/her courses. Nineteen preservice teachers stated their willingness to use Forums in which sixteen preservice teachers wanted to use Social Networking Websites for their prospective teaching actions. Ten participants agreed to use Blogs (or Wikis) in their courses at future.

For online learning settings, creation of knowledge in a collaborative manner must be the major concern for instructors (Palloff & Pratt, 2007). Likewise, there has been a sparkling debate on "which social infrastructures support learning" (Dalsgaard, 2008, p.2). Besides, the awareness of social roles of online instructors who facilitate the learning communities is highly limited in research studies (Liu, Magjuka, Bonk & Lee, 2007). The general framework shows that existing literature has gaps in the links between Web 2.0 technologies and their relationships on instructional activities (Owen & Moyle, 2008).

Horzum (2010) conducted a descriptive study on 183 volunteer teachers. According to the survey results on awareness, teachers mostly know about Facebook (n=170), MSN (n=163), and Video sharing sites (n=130). On the other hand, few teachers are knowledgeable about Wikipedia (n=91), Blogs (n=63) and Podcasts (n=25). Moreover, the results revealed that having fun and communication were the major purposes of using Facebook, MSN and Video sharing sites, whereas accessing to information was the reasons for using blogs or podcasts. Besides, the teachers' awareness of Web 2.0, frequency of usage and purpose of using Web2.0 tools were

compared to gender. The results demonstrated that there is only a significant difference on MSN use, awareness of Wikipedia, weblogs and video sharing sites on gender.

Web 2.0 technologies have a power to affect the curriculum developers and instructional processes (Siemens & Tittenberger, 2009). On the other hand, Huijser (2008) states that Web 2.0 are not the panacea for educational activities. Instructional stakeholders must pay attention to their advantages and disadvantages and infuse Web 2.0 tools accordingly. Hence, the success of Web 2.0 presented a motivation for detailed investigation on the uses and gratifications of these tools, such as Facebook (Page, 2008). There are several research studies on integrating different Web 2.0 tools into learning models (Huang, Yang, Huang & Hsiao, 2010).

Educational activities have been affected from all of the revolutions in Web 2.0 technologies. Ebner (2007) formulizes this change with the following formula; “e-Learning 2.0 = f (e-Learning 1.0, Web 2.0, human factor.)” (p.4) here Ebner states that different people utilize different Web 2.0 tools for their learning processes. Yet, educators should use Web 2.0 technologies to enhance their instructional process, not to hinder the instructional activities (Harris & Rea, 2009).

Harris and Rea (2009) summarize the advantages and disadvantages of utilizing Web 2.0 technologies in the learning context. With the Web 2.0 tools, (i) students become active elements of instruction process, (ii) the borders of classrooms extend toward the entire world, (iii) learning yielded cooperation occurs, and (iv) students can access knowledge whenever they want. On the contrary, Web 2.0 tools bring some challenges to classrooms; (i) learning sometimes depends so much on computers and related technologies, (ii) web resources are exposed to be abused by bullies, (iii) plagiarism could happen in the instructional activities, and (iv) publicity of students' writings could create a certain level of discomfort.

Ivanova (2009) summarizes the consequences of Web 2.0 technologies and their yielding collaborative framework; (i) the way of accessing and creating data, information and knowledge evolved, (ii) networks happened around learners who have similar interests, (iii) collective intelligence became explicit as a result of data generation activity of many users, (iv) publicity and personalization of the generated data, information and knowledge via tools, (v) snowflakes effects highlighting of uniqueness of the personal interests, and (vi) being open for participation from multiple resources.

2.4.1. Social Networking

The word “network” appeared initially for the career advancement contacts in the 70s. Afterwards, network had started to refer televisions. Computer systems adapted this term from television in parallel with their founding. Nonetheless, the term “network” has already been adapted into social sciences for decades referring to mapping human relationships (Rosen, 2007). Siemens (2004b) describes a network “as connection between entities” (p.4). Moreover, a social network is the ultimate aim of establishing an incorporated whole by connecting different people.

Social networking studies triggered by the following question; ‘if there was a set of N people, what would the probability of each member among N people connected to another member via $k_1, k_2, k_3...k_n$ links’ be. Social psychologist, Stanley Milgram, answered this research question with empirical research study called “Small World Experiment” (Keltly, 2005). Milgram calculated the average number of connections as 5.5 where this number became an expression in the following years as “six degrees of separation” also known as “human web”. Basically, the concept refers to the power of established connections on a small world where people must take advantage of these connections (Rosen, 2007).

There is a slightly important difference between a community and a network. A community is organized around an interest with shared and joint manner, whereas a network is organized around individuals (Dalsgaard, 2008). With the latest developments in technologies, it was observed that people start to be competent as a result of their established contacts with other people. Thus, networks have become the most essential learning elements of the modern era (Marhan, 2006). Besides, networks could work like a filtering mechanism in the information creation process (Siemens & Tittenberger, 2009).

With the highly complicated modern life, any individual cannot be responsible for the entire processes of any activity. Hence, we ought to distribute the complex tasks into different entities (Siemens, 2006). Afterwards, we can connect these different entities to each other in terms of a network. For example, learning, as an active process, should be networked among instructors and learners. Moreover, interactions among learning networks must be provided with an effective information acquisition (Palloff & Pratt, 2007).

In the last decade, network concept is extended toward social networking. Social networks, in general, have existed since the time of the first human beings and social relationship established (Coyle & Vaughn, 2008). Although social networking websites are well known in the society, the term “social networking” is ambiguous for the users (“Social networking,” 2008). The concept of “social network” is not easy to describe, since there are many different examples in the current use (Lange, 2007). Social networking occurs all the time, on the streets and schools. There are many ways that people could socialize and create networks in their lives. With the latest developments of Internet and related tools, real life has transferred to online settings (Hinduja & Patchin, 2008).

For Storsul et al. (2008), social networking resembles to four human daily activities; meeting at a café, taking part in a festival, playing games on a park, and spending time in a big shopping center. Storsul et al. (2008) states that the motives for attending to these four activities explain the reasons of human’s attention on using social networking in the last decades. On the other hand, as an adverse and uncomfortable effect of using social networking website, friendship request from ex-friends has been listed for several times. As the users prefer to ignore those people whom they want to forget, there is still an irritating effect of this kind of request (“Social networking,” 2008).

Next Thing Now Report (2008) highlights an essential point “They [Social Networks] are aiming to be the one-stop shop for all your Internet needs. Consequently, we are spending more time with them and doing more on them” (p.34). New generations use technologies highly on social networking purposes, such as expressing their ideas and feelings, meeting new people and realizing different cultures and people (Oblinger, & Oblinger, 2005). Donath (2008) remarks that it is early to talk about whether social networking has reshaped our current societies. Yet, new generation spend more time online than offline for communicating with their friends.

Online social networking assists people to create communities of practice on shared interests (Huang, Yang, Huang & Hsiao, 2010). It has blurred the lines between offline and online friendships for the current youngsters. Social networking has begun as the critical decision maker for friendships, even re-defining the concept of the friendship and its role on society (Beer, 2008). From Lange’s qualitative study (2007) on Youtube as a social networking website, it was found out that users (n=54) pay more attention to sharing something on social networking rather than establishing friendships.

In the last decade, social interaction via the Internet is becoming more fashionable among users. This situation leads more interest on social networking web sites from the perspectives of users, researchers, and practitioners (Sachdev, 2007). Web 2.0 technologies have led to social networking in which our communication methods are altered from its basic dynamics. That is why it is a beneficial endeavor to realize Web 2.0 framework for better understanding of online social networking. Web 2.0 context stresses out the social character of the Internet technologies which are also called as social software (Vie, 2007). Sachdev (2007) notes that newer social networking web sites such as MySpace and Facebook, triggered interest in the Internet where users spend more time on those social networking sites than the others. Communication could be encouraged by the social networks on the Internet. People create communities of people whom they experience a common point or interest with them (Medina, 2007). Medina talks about the virtual communities as special locations on the Internet where the users come together to share information on a large variety of issues and concerns.

Social networking assists people to exchange information with other network members. On established connections, members push each other for thinking further than what they can think on their own. In that sense, social networking works like Vygotsky's Zone of Proximal Development (ZPD) (Williams M., 2008). Vygotsky used this term for explaining the measure of children's learning potential with the guidance of experienced adults. The concept of ZPD is imperative, because ZPD highlights the importance of social interactions on learning and the essential role of teachers on guidance and assistance of students (Santrock, 1996).

Learning is not a separated concept either from out-of-school or work places. Learning takes place everywhere, formally or informally. Informal learning is an indispensable reality of our current learning in which formal learning is not the most important part of our learning as it was used to be (Siemens, 2004b). To take advantage of established links and connections, instructional designers must understand how learning takes place within those highly connected settings (Marhan, 2006).

On a connected network, students can access to information and elaborate on the information. Afterwards, students can re-form the information and add this newly shaped information to the network where other students can access the information in another time. In order to achieve this cyclic form of information access and re-access, teachers should furnish students with the necessary skills and abilities for the assessment of information uploaded to world wide web (Williams M., 2008).

Moorman (2009) attempted to integrate Ning, a famous social networking website, into an internship program. Moorman listed three challenges that this new application has faced; gaining the support of educational stakeholders on initiation Ning for instructional activities, creating an awareness on students' perception that Ning is their new personal learning context, and increasing participation as keeping Ning authentic and student-centered. Moorman uttered that with the overcoming of these challenges, students would have their own personal learning environment where they can share ideas, experiences and knowledge while creating networks with other students.

As Dippold (2009) explains that in parallel with advancements in social networking techniques and tools, students from tertiary education commenced on using it as a personal virtual learning environment. This situation has yielded better student collaboration and effective peer feedback mechanism. Dippold offers that social networking has a great potential especially on teaching of foreign languages.

Social networking for face-to-face contexts has been studied and emphasized its importance for human relationships for many decades (Page, 2008). For example; University of California scholars conducted more than 800 interviews and summarized that social networking, Youtube like video sites, virtual games, iPods and mobile phones are central elements of modern youth life ("Living and learning with," 2008). Additionally, Williams A. (2008) concluded from her study that social networking profiles could teach adults about their children who are 12-18 years old. By this way, whenever their adolescents need an intervention about a behavior or identity attack, adults could help them.

Social networking settles a context for youngsters where they can have more freedom of self-expression and autonomy because traditional classrooms do not provide these characteristics for the students. Through online interactions, students find more opportunities to learn about their classmates and self-directed learning experiences ("Living and learning with," 2008).

One of the major concern of the usability studies is to realize how media affects the social interaction among users (Preece, 2001). For instance; for improvement of a corporation and communication within the company, establishment of social networks is essential. Message boards and chatting tools must be set up on these social networks. Besides, for the international companies, managers must be aware of the differences on cultures and subcultures (Farfaglia, et al., 2006).

Social networking web sites are offering connection methods for socialization (Vitak, 2008). Although social networking websites are characterized as a revolution in the human communication, it is better to describe social networking websites as the evolutionary structure of communication with the innovative technologies (Coyle & Vaughn, 2008). On this evolutionary enlightenment, 2010 is named as the year of social networking and learning about those social networking websites (Herzog, 2010), such as; the total time spent on Facebook among European countries has increased by 566% (Global faces and networked places, 2009). Hence, it seems that for many Facebook members, it has become a daily habit now (Villiers, 2010).

A social networking profile is always altering the dynamics of the social interactions. For instance, tagging people in Facebook profiles, simultaneous update in News Feed of Facebook are the simple examples of continuous dynamism in the profiles (Tufekci, 2008). By posting different things to their profiles, teens establish their online identities on different social networking sites. The research has demonstrated that older teens upload more information to their profiles than younger teens. Moreover, privacy issue is strongly related with gender of the users (Lenhart & Madden, 2007).

Schools or universities must consider the security issues while integrating with social networking in their instructional activities. For instance; auto-saving of passwords or history could create problems for students. Hence, sharing the same computers in the faculty laboratories must apply security policies sensitively (“Bringing Social Security,” 2009). Therefore, security challenges of social networking must be scrutinized by the scholars.

The scope of social network studies is the patterns of interactions and interrelationships among the network members. By studying on the patterns, researchers deal with communication, group dynamics, social roles on the network, gratifications of the members and the way of sharing resources (Todd, 2008).

2.4.1.1. Online Social Networking Websites

As an innate characteristics of human beings, people want to put less effort while expecting to get the most. Online social networking websites help people establish new links with other people and preserve these links with very little effort in their daily lives. Moreover, these websites are the contexts where people keep track of their close-

relationships with friends, family members, colleagues and so forth. (Koenig, 2008). Simply, social networking websites could be perceived as a summing up of blogs, wikis, podcasts and social bookmarking (Ebner, 2007). Online social networking websites also include social awareness tools such as Twitter (Dalsgaard, 2008). Most scholars use the definition of Boyd and Ellison (2007) for social networking websites as;

web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

Different social networking web sites have offered a variety of opportunities to their users; chatting, creating interest-sharing groups, sharing photos and/or videos, and informing about coming events. Those free-of-charge services are becoming charming for all people from different ages, educational backgrounds and cultures. Moreover, commercial sector has realized the potential of social networking web sites to advertise their products. Some companies have built their own social networks or hire other firms' services.

The preliminary social networking websites goes back to 80s; Bulletin Board System (BBS) where users could login to a computer system allowing the access to a terminal program. In subsequent to login, users can upload or download data, read news and bulletin boards, exchange messages with other users via emails or public discussions, chat with other users and play games. The second important movement on social networking websites was initialized by the establishment of Friendster which was found by Jonathan Abrams in 2002. Music-oriented social networking website, MySpace followed the Friendster in 2003 (Rosen, 2007). Youtube, well known as a video-sharing website, is another example of online social networking websites providing friendship and profile properties (Lange, 2007). Nonetheless, Youtube like media sharing websites gather the people around media other than socialization at first (Dalsgaard, 2008). Pingdom (2011), web monitoring service, reported that two billion videos were watched per day on Youtube in 2010. In every minute, 35 hours of video was uploaded to Youtube.

Social networking websites are the dynamic structures which adapt themselves to changing generations, new technology designs, and personal socialization needs (Lampe, Ellison, & Steinfield, 2008). Members of social networking websites create their self-descriptions in terms of profiles including their personal information, photos, videos and other details (Donath, 2008), which are the basic assertions of online social networking websites and these are their conceptualization of self-identity in terms of profiles (Tufekci, 2008).

Modern people utilize social networking websites for keeping in contact with their personal and professional relationships (Online as soon as it happens, 2010). In addition to general social networking websites, specific aim oriented social networking websites were established, such as; geographic dependent, ethnic oriented, religious clustering, sexual orientation exposed, business oriented, and animal or book lovers (Todd, 2008). Briefly, visibility and accessibility of the social networking sites are two major factors creating variations among them (Boyd & Ellison, 2007). Possessing a high-speed Internet access at home triggers more participation to social networking websites (“Social networking,” 2008). Lately, online social networking websites, such as Facebook and MySpace, have provided mobile services for their members so that members can interact with their profiles whenever they want (Online as soon as it happens, 2010).

Teenagers want to join online social networking websites to feel belonging to a group, to show their popularity and to envision their relationships (Lenhart & Madden, 2007). Besides, having a personal profile on any social network websites, such as Facebook, perceived as ‘cool’ by the youth (Sampat & McQuade, 2009). Nowadays, youngsters initiated more than one personal profile on the same or on another online social networking website (Coyle & Vaughn, 2008). As a result, emailing has been losing its importance as a mode of communication and replacing itself with social networking websites (Lenhart, Madden, Macgill & Smith, 2007).

Social networking websites are getting popular, because their members do not have to furnish themselves with certain technology literacy, in other words, they are easy to use. On the other hand, it can be concluded that use of social networking websites brings certain technology related competencies into members’ lives (Storsul et al., 2008). Social networking websites assist youngsters to develop new skills in technology; such as editing and uploading a video or a photo, organize a simple web page in terms of their profiles (“Living and learning with,” 2008). Additionally, online social networking sites

could offer emotional support and appreciation of people on their creativity (Greenhow, 2009).

What is charming for online social networking websites is their capabilities of presenting personal information including tendencies, friendships, relationships and so forth (Hinduja & Patchin, 2008). Among many social networking websites, established relationships are named with different tags; friends, contacts, followers, or fans (Boyd & Ellison, 2007). Furthermore, there is an infinite opportunity to find new people and new information on social networking websites (Donath, 2008). Social networking websites assist people to keep their already existing relationships and to create new friendship bondings (Ellison, Steinfield, & Lampe, 2007).

Online social networking websites present people with opportunities to surround themselves with the people of similar identities regardless of geographical or time problems (Hinduja & Patchin, 2008). With that easily established friendships, membership to an online social networking website provides privileges for established friendships; such as photo commenting and online chatting (Thelwall, 2008).

Online social networking websites cover different scopes; work-related, flirting-oriented, common interest related, and so forth (Ellison, Steinfield, & Lampe, 2007). Richter and Koch (2008) categorize the functionalities of online social networking websites into six broad branches; (a) identity management, (b) expert finding, (c) context awareness, (d) contact management, (e) network awareness, and (f) information exchange.

Social networking websites offer not only communication related advantages but also psychological fulfillment of needs, such as the need of one's feeling himself or herself to be in a group in the society ("Social networking," 2008). This shows parallelism to the needs of 'belongingness' as defined in the Maslow's Hierarchy of Needs theory (Huitt, 2007). Social networking websites offer a chance to their members to be another person other than their offline personality. Therefore, online representation of the personality might differ from offline characteristics ("Social networking," 2008).

Early researches showed that social networking websites lead transformation of online relationship to offline meetings. In other words, people know each other on Internet and then meet face to face. On the other hand, current studies show that the other way of establishing relationships are possible, from offline to online, or from online to offline (Ellison, Steinfield, & Lampe, 2007).

Richter and Koch (2008) implemented a survey study with 2650 participants. Results revealed that participants mostly use social networking websites for keeping in touch with other people (87%) and for sharing many information (80%). Moreover, 63% of the participants noted that they share their photos and 45% of them want to present themselves on the social networking websites. On the other hand, finding dates (17%) or finding business opportunities (17%) are listed as the least favorable reasons of using social networking websites.

Social networked and digital youth culture is being perceived as an extension of complicated human real lives (Sampat & McQuade, 2009). Rosen (2007) states that contemporary human lives realize the cultural impacts of social networking websites on different perspectives; the daily language, the politics and the universities. The innate power of social networking websites rises from their potential on combining personalization and socialization in one structure. This blended configuration smoothes the progress of transparency among students and their works. In another words, what the social networking members do on the system is (or could be) transparent to other users. This transparent structure could be used for instructional activities by sharing what the students gather, produce or learn from their studies (Dalsgaard, 2008).

Although online social networking websites offer free membership to users, they have a commercial aspect within their bodies (Beer, 2008). Not only corporations but also people could get the benefit from social networking websites in terms of advertisements ("Social networking," 2008). While some companies have been spending their times on developing social networking sites and tools with many purposes, some companies preferred to ban social networking websites in their corporation infrastructure (Boyd & Ellison, 2007).

It is an interesting recommendation that Storsul et al. (2008) disregard the idea of establishing social networking by government bodies. Storsul et al. (2008) discuss about possible problems that countries may realize with the wide use of social networking web sites, especially Facebook. Initial issue was the countries' roles on surveying social networking members' uses and gratifications. Besides, countries must foresight prospective e-government websites by considering the certain information derived from surveying.

2.4.1.1.1. Educational Use of Online Social Networking Websites

As the online social networking websites extended into the daily lives of students, several questions have aroused their effects on students, schools, learning and teaching processes and so forth. Among these questions, how students' learning is affected from their existence on social networks, is one of the most important issue. Therefore, educators must pay attention to the latest developments around social networking for facilitating students' learning (Eberhardt, 2007). Likewise, by using social technologies, we can extend the borders or effect area of tertiary education, even in a form of 'on the job trainings' (Huijser, 2008). As a new trend, many companies have initiated blended learning activities on social networking websites as an alternative to traditional classroom instruction. As a supplementary to formal learning activities, companies offer online referencing systems with the facilitation of online coach or mentors via social networking websites (Brandon, 2010).

In the education, especially in universities, we want our students to cooperate and collaborate in regarding to their learning process. Nevertheless, due to overloaded curriculum, course schedules, assignments and exams, students may not find time to realize what the other students do at their schools. Yet, students could benefit from other students' sources which are actually related with each other (Dalsgaard, 2008). Cunningham (2006) remarks that there is a communication conflict between learners and instructors in distance-education support services. Learners are demanding more time with their instructors whereas instructors are complaining about lack of time. In that sense, Medina (2007) recommended that higher education institutions must take care of possible power of social networking web sites for increasing the effects of virtual communities in their bodies on communication. Higher education institutions have started to take advantage of social networking web sites, whereas they are not obviously aware of the effects of these web sites on the students and their related features such as academic achievements. Thus, the studies about social networking which are used in higher education institutions are worthwhile for decision makers and policy developers (Kord, 2008).

Hargadon (2010) notifies that online social networking websites have been commenced as new instructional platforms which promote more learner participation and achieve higher levels of instructional objectives. As an example, Harrison and Thomas (2009) utilized the social networking websites for language learning activities

which took place on a social networking website called as LiveMocha by creating personal profiles, establishing friendships, instant messaging, blogging and commenting on photos and videos.

Storsul et al. (2008) remarks on three contexts where social networking websites could be beneficial for our society; social development of people in a highly networked world, exchange of information among people, and as a learning ground. Storsul et al. (2008) perceive the effect of social networking websites on learning in two bodies; as a context of preparation to active participation of civil life and as a inner motivation for developing more digital literacy in term of using new technologies.

In Greenhow's study (2009) with urban teenagers, it was revealed that online social networking websites could be used for triggering social learning sources especially for developing linguistic skills. Furthermore, students remarked that the comments of their classmates on social networking sites, motivated them to be more creative and clever in their artifacts. Therefore, Greenhow concludes that social networking sites have many advantages for instructional applications.

Preston (2008) made a charming comment for teachers; "as teachers, we must stay connected to contemporary cyber/social spaces to more effectively reach and teach students" (p.18). Likewise, Roscorla (2010) discloses five reasons why teachers should establish their personal learning networks; teachers who are not the ultimate wisdom should learn from others, teachers should serve their students, teachers should know how to access dynamic Internet tools, teachers should expand their teaching repertoire and teachers should remain attached to the education.

Social networking websites are integrated into preservice teachers' social lives. Yet, educational stakeholders should preservice teachers on understanding their advantages and challenges about their current and prospective lives (Foulger, Ewbank, Kay, Popp & Carter, 2009). Still, Drula (2009) asserted that social networking websites may be more successful when they will be used in academic world.

Foulger, et, al., (2009) conducted a research on preservice teachers' (n=43) understandings on social networking websites. One of the survey questions asked who they thought looks at their social networking profile. The responses were showed that preservice teachers believed mostly their friends(n=86%), relatives (n=60%), boyfriend/girlfriend (n=46%)and co-workers (n=42%) glance at their profiles. On the other hand, preservice teachers thought that their employers (n=8%) or teachers (n=8%) do not check their profiles. Moreover, preservice teachers reported that social

networking websites facilitate opportunities for instruction. Nonetheless, some preservice teachers noted that this new context could create ethical challenges for teaching as an occupation. Therefore, this study offers more scientific studies and implementation for comprehending the situation.

As an example of implementation, Preston (2008) offered that teachers might establish certain assignments for discussing about social networking websites and what their students think about them. By this way, teachers might reveal clues about integrating social networking websites into their instruction. Preston (2008) added that if the teachers provide more freedom for students' learning activities, students will be more creative and dedicated to their learning processes including projects, assignments, and so on.

Eberhardt (2007) proclaimed that educational stakeholders must develop strategies for managing students' social networking usages and behaviors rather than banning or neglecting the online social networking websites. Eberhardt (2007) created a list of suggestions for stakeholders on taking advantage of social networking websites in the institutions of higher education;

- Universities should enlighten students about possible benefits and drawbacks of online social networking websites via different published or online materials.
- Universities should offer trainings to the entities who deal with students; such as advisers and student organization leaders. These training must address the issues of using social networking websites for learning activities and the promotion of effective social networking websites usage among students.
- Universities should organize a context for students to share their ideas on using social networking websites for their learning, best examples, challenges and so forth.
- Universities should emphasize not only the value of social connections but also the problems stemming from spending many times on the social networking websites.
- Universities should continuously inform students about the privacy issues with regarding to their profiles. Students should keep in mind that their self-description on the profiles may affect their offline lives including prospective applications of occupation .
- Universities should identify the ways of integrating students, who prefer not to participate in those social networking websites, into campus lives.

- Departments should organize their own profiles for communicating with their students and instructors. Furthermore, certain policies must be set and implemented in relation to the bullying, stalking, or other unwanted situations. By this way, students might feel more secure about their memberships on social networking websites.
- Instructors must create their profiles by considering their students are using the same networks. Therefore, posting information and comments to the social networks should be a sensitive issue for instructors.
- Universities must conduct scientific researches on the students and their uses and gratifications on social networking websites.

Utilization of social networking websites for education will bring a major concern to the stage; difficulty of controlling instructional setting (Huijser, 2008). Additionally, Todd (2008) argues that if the schools want to integrate social networking websites into their education, schools must inform students about online privacy issues, knowledge creation processes and development of meaningful learning experiences. Ethical consent of users on social networking websites is a major dilemma as the line between public and private information on the Internet has been blurred (Villiers, 2010).

The possible hazardous actions of using social networking websites could be listed as; (a) arrangement of personal profiles as open in terms of privacy settings, (b) providing too much personal information in the user profiles including photos and videos, (c) posting comments on profile elements which could damage the sender and the receiver, and (d) establishing contacts with the people whom the users do not know (“Social networking,” 2008). Boyd (2007) utters that several tools eliminated in the history of technologies in a way. Nevertheless, by scrutinizing the attention of youth on social networking websites, it seems that social networking websites will stay longer than any other tools before. Thus, people must learn how to tackle with the challenges stemming from online social networking websites and how to utilize them effectively.

In along with the instructional utilization of online social networking websites, researchers must establish studies on their uses and gratifications. Social networking websites are highly adopted by people due to their usability effectiveness and power for connecting with other people (Siemens & Tittenberger, 2009). For instance; the social profile information on networking websites, such as relationship status and religion, may be a predictor of members’ reasons for social networking websites’ uses and gratifications (Young, Dutta, & Dommetty, 2009). Boyd (2007) notes that gender is a

significant factor for participating a social networking website and gender should not be disregarded in the studies. Moreover, Boyd (2007) urges that age could be another factor for the studies. For instance, according to Boyd (2007), adults pay more attention to unfamiliar people for socialization, yet, youngsters prefer socialization with the people they know offline or famous people they like.

Online social networking websites offer more interaction opportunities with other learners, with content experts and with the content's itself. The role of instructors on that networked context is to facilitate the processes and leading the learners (Siemens & Tittenberger, 2009). Additionally, the basic educational premise of “build something and they will come” has been reversed for social networking websites. Before Facebook, innovators have been creating or following the latest technological improvements in which the integration of those technologies follow the development process. With Facebook, educational stakeholders do not have to wait for people’s participation in integration of Facebook, since people are already using it (“Assessing the effects,” 2010). Since Facebook has already infused into students’ lives, there is a potential benefit of using Facebook for classrooms (Ellison, 2007).

2.4.1.1.2. Facebook

Google’s Double Click AdPlanner (2010, July 25), as a free media planning tool, reveals Facebook.com is the mostly visited web site on Internet where 571 billion webpage visit with 540 million visitors. Furthermore, average number of friends each Facebook member has is calculated as 130 (“10 Fascinating Facebook facts”, 2010). For the European countries, Facebook seems the leading social networking website among others (Online as soon as it happens, 2010). Superseding of Facebook over other competitive social networking websites such as MySpace stemmed from four critical tools; photo tagging, newsfeed, status (‘what is on your mind’ option), and commenting (Page, 2008). According to Pingdom web monitoring portal, 20 million of videos and more than 3 billion for photos were uploaded to Facebook per month in 2010.

Wirehog, as a file sharing system, is known as the ancestor of Facebook social networking website which has started its adventure on February 4th, 2004 with the name of thefacebook.com. Wirehog and Facebook lived together since 2006 where Wirehog was closed due to privacy reasons (“10 Fascinating Facebook facts”, 2010). Facebook initially opened only to email addresses with ‘.edu’ showing only university

members access. In subsequent to high demand on Facebook use among universities, Facebook has opened itself to public access in September, 2006. Having more attention from the public, Facebook has allowed developers to create new applications and tools and has been embedding into Facebook, since May 2007. Moreover, In 2007, Facebook removed attended “Course” information on profiles with its enlargement to non-university members (Villiers, 2010).

Rosen (2007) explains the origin of Facebook’s name as “the small photo albums that colleges once gave to incoming freshmen and faculty to help them cope with meeting so many new people” (p.17). Facebook company had an income of \$800 million in 2009 now has a plan for increasing to \$1 billion at the end of 2010 (“Facebook announces,” 2010). Nearly all of this revenue comes from the advertisements on users’ personal profiles (“Interesting facts,” 2010). The usability of Facebook and its innovative tools are the essential factors for its achievement and acceptance (Page, 2008).

Facebook could be named under the social software aggregation tools of networking resources and relationships (Siemens & Tittenberger, 2009). According to Koenig (2008), Facebook helps its users attain social capital for themselves and present their self-representations to other people. Besides, Facebook users spend most of their times with gathering more social capital. Once the Facebook user adds new people to the profile, personal social capital enlarges where people can take advantage of this capital in time. Hence, Facebook is a good example of social networking communities based on online identities (Coutts, Dawson, Boyer, & Ferdig, 2007). Facebook privacy relates with both control of information flow and trust on each other. On Facebook, users can share information with everyone or with the people they want to share (Downes, 2007).

The advantageous feature of Facebook stays in two important concepts; searchability and visibility of users (Acquisti & Gross, 2006). Facebook profile elements, such as gender, likes, dislikes and so forth, reduce the time factor for finding people whereas increase the probability of finding right people whom the users searched for (Lampe, Ellison, & Steinfield, 2007). Koenig (2008) notifies that selection of profile pictures is essential in terms of personal representation on Facebook. Besides, selection of these pictures are related with the cultural values, person’s self-impression management abilities, and to what extent they want to create a fake profile.

Likewise, Facebook has become so popular on the world due to its (i) simple and seductive design, (ii) covering all demographics around the world – including several language-options, (iii) multipurpose activities on the system, (iv) development oriented architecture, (v) privacy control on displaying information, and (vi) media coverage (Global faces and networked places, 2009).

From the first days of its delivery on the Internet, Facebook has evolved its structure in terms of usability and visual design. Nevertheless, some parts remained the same since the beginning which makes Facebook as well-branded social networking website among people. The first component is the information of personal description including name, at least one profile photo, gender, birthday, and certain contact information. The second building block of Facebook is the extension of the basic personal description information, such as family members, city, place of birth, religion, favorite authors and books, or schools attended or graduated. Friends and Networks (e.g. colleges & universities or companies) are the other elements staying the same from the establishment of Facebook. Post to the profile Wall and Uploading of Photos which are self-descriptive features of Facebook, and the further elements are kept similar.

With its popularity, Facebook will serve as the new lens of the social behaviors in the current societies (Carlson, 2008). For instance; on Facebook profiles, users might demonstrate themselves as “how they want others to perceive them” (Koenig, 2008, p.6). Whereas, Facebook, as a phenomenon social networking website, has been always blamed to be an addiction in nature (Hass, 2006). A lot of people who are the members of Facebook websites, have the psychological problem called as FAD – Facebook Addiction Disorder. For instance, fifty percent of Danish people are active users of Facebook (“Interesting facts,” 2010). It seems that Facebook has concurred many societies and been altering them. China, South Korea, Russia and Japan are the only countries where Facebook is not the leading social networking websites (“Social net worth”, 2010).

For communication and socialization processes, people require instant messaging (Oblinger, & Oblinger, 2005). With its current tools, Facebook could be a communication tool among learners (Ellison, 2007). Even more, Facebook has started to replace other forms of popular communication methods, such as emailing or chatting programs (Carlson, 2008). Besides, especially for students, Facebook has become an indispensable requirement for their daily survival (Towner, VanHorn & Parker, 2007).

Bikowski (2008) defines Facebook as an “online social community tool” (p.55) in computer mediated communication context.

Facebook incorporated a model of user application development for its members. With this installation of user-shared application model, Facebook increased its user participation and network members in content creation (Page, 2008). From early days of Facebook, researchers attempted to delineate how its users utilize that social networking website. The innate nature of organized offline relationships has yielded more and more people to becoming a member of Facebook. Moreover, Facebook allows members to keep the track of their friends on the society (Lampe, Ellison, & Steinfield, 2006).

In addition to high usage rate of Facebook in any country in the world, Facebook has distinctive tools and elements which could be used for educational activities; such as the Wall (as a bulletin board), the online chatting (as an instant messaging program), the uploading and tagging of pictures and videos which are up to 1024 MB. Moreover, users can interact with specific applications embedded into Facebook which are developed by certain programmers. Sometimes these Facebook features can compete with certain learning or content management systems with the similar properties, yet less user familiarity on usage (Muñoz & Towner, 2009).

Young (2010) points out the advantage of social networking web sites, especially Facebook, on the popular course management systems such as Blackboard where learners are highly familiar with social networking websites. The fundamental difference between Facebook and LMS (Learning Management System) is the priority of content and socialization. For Facebook, social context comes first which produce and share content. On the other hand, LMS offers content with some tools of socialization, such as chatting (Downes, 2007).

Facebook has a supremacy for strengthening the relationship of instructor-learner, learner-learner and learner-content which are essential interactions of an online learning community (Muñoz & Towner, 2009). Besides, for the instructional situations aiming social development of learners, Facebook must be perceived as an effective tool by the managers (Downes, 2007).

Muñoz and Towner (2009) consider that Facebook is a beneficial tool for teacher education programs in terms of its capacity on practicum and content sharing. Muñoz and Towner (2009) argue that with the utilization of Facebook in teacher

education institutions, preservice teachers will realize the positive effects and challenges of educational technologies in practice and in theory.

Ewbank, Foulger and Carter (2010) complain about how different American universities initiate their Facebook pages and how they let these pages uncontrollable. Ewbank et. al state that university Facebook pages must start with a purpose and scope for their pages. Moreover, these university Facebook pages must have strategies for preventing over-posting and spamming activities. Yet, Facebook pages could assist teacher training institutions to create online communities which value and understand the teacher education.

Teacher's academic website is less favorable and less effective than teacher's Facebook profile page, since Facebook profile offers more interaction. Students and teachers could communicate easily via Facebook tools other than developing a high-tech web site specifically designed for teachers. Teacher's Facebook profiles could take teacher one more step beyond the faculty rules which are applied in a very strict manner to keep the academic credibility of the institutions. Due to some academic regulations, teacher's websites look similar in terms of design issues and offer similar kinds of content. On the other hand, Facebook profiles provide teachers with more interactive features so that communication between teacher and students increases (Mazer, Murphy & Simonds, 2007).

On the other hand, there are issues and challenges raised in integrating Facebook into education. For example; Ellison (2007) lists the concerns about using Facebook in formal learning settings; (i) the question of responsibility of universities for Facebook, (ii) privacy issues, (iii) students' interactions with advertisements within Facebook, (iv) exclusion of non-Facebook-users, (v) changing of dynamics among instructors and students, and (vi) students' resistance toward using Facebook in instruction.

What the teacher does on Facebook could affect students' perceptions positively or negatively. Therefore, teachers must be sensitive about what information, photos, or interest groups show to the students. In an offline instructional settings, like a classroom, teachers could control the communication. In contrast, in an online social networking website, teachers have equal rights with their students (Mazer, Murphy & Simonds, 2007).

Schwartz (2010) questions whether or not her students are also her friends. Besides, Schwartz states that the lines between personal and professional lives become

fuzzy and blur because of the effect of Facebook. She explains her approach to Facebook that accepting the invitations from students whereas no initiation of posting or commenting. Additionally Schwartz feels skeptical about mentoring the role of Facebook where Facebook could be in the role of 7/24 open office door.

Massive sized social networking websites, Facebook, have reached 500 million users (Zuckerberg, 2010). Koenig (2008) claims that Facebook profile establishment and maintaining activities lead users to a meaning construction process where for some scholars it is the definition of learning from a constructivist point of view. Furthermore, youth eagerness on a phenomenon which they interact and learn, will trigger more permanent knowledge stemming from meaning-making practices (Ornstein, Pajak & Ornstein, 2007). In that sense, Facebook with more than 500 million users has a potential to activate and sustain effective learning-teaching context.

Nevertheless, it is still ambiguous whether or not Facebook could be used in instruction (Siemens & Tittenberger, 2009). Scientific studies on potentialities of Facebook for instructional activities are highly limited (Baran, 2010). As a highly accessed online social networking website and rich integrated tools, Facebook offers a base for researcher to conduct scientific studies (Acquisti & Gross, 2006; Ellison, Steinfield, & Lampe, 2007). For instance; the relationship between teacher's existence and profile information on Facebook and their effects on students is a rich area for conducting research studies (Mazer, Murphy & Simonds, 2007).

It is clear that students from every level of schooling are more or less interacting with Facebook every single day. Therefore, starting from teacher education institutions, teachers, managers, researchers must be aware of new situation so that they can take advantage of Facebook for an effective learning context (Coutts, Dawson, Boyer, & Ferdig, 2007). The preliminary efforts and studies anticipate that there is a high chance that Facebook will be used for teaching the established learning communities. There is a potential value of Facebook for instructors in terms of creating a learning community on already existing social networks on Facebook. This situation creates a new platform for social science researchers for realizing the connection between instructional processes and Facebook as social networking website (Towner, VanHorn & Parker, 2007).

Downes (2007) remarks that Facebook was established for and in the universities. Thus it is a predictable result that Facebook will be implemented for instructional purposes. Moreover Downes (2007) points out that Facebook, as a

university based system, would be more close to the students than those learning management systems. On the other hand, as their behavior management policy, some faculties prefer to abandon Facebook in their computer laboratories (English & Duncan-Howell, 2008).

Even though Facebook has initiated an issue on its integration into educational activities, there are still important barriers to overcome. For example, according to the news from Ryerson University, Canada, one student was accused of offering the answers of assignments or exams on a Facebook group and was punished with an expulsion (Nguyen, 2008). As another example, an elementary school teacher was suspended because of her comments on Facebook as calling two classes as 'bad' ("Teacher is suspended", 2009).

Therefore, educational stakeholders must establish strategies of integration by considering positive and negative effects of the situation. In order to integrate Facebook into instructional processes, active learning strategies must be integrated into course content with an intention of creating learning communities (Towner, VanHorn & Parker, 2007). Additionally, for initial icebreaking actions on Facebook, instructors must arrange an opening activity including personal introductions and sharing of experiences in relation to the course issue (Liu, Magjuka, Bonk & Lee, 2007).

Muñoz and Towner (2009) recommend several suggestions for effective integration of Facebook into education. Initial suggestion is the creation of a Facebook instructor profile only for educational activities, other than social or personal aspects of the instructors. This education only profile should include basic communication information of the course instructor, email address, office hours and phone numbers. Another suggestion is keeping that profile public so that students do not have to add instructor profile for following him/her. At the same time, for un-invasion of students' private profiles, instructors should not add their students into that profile. Instructors must show his/her instruction only profile to students during the first week in which students should be offered to have limited profile option for this instructor profile. As another recommendation, instructors must create a welcoming activity so that students will be familiar with the context, such as an icebreaking activity of sending a post to walls or commenting on any funny video. Moreover, Facebook should possess alternative learning activities or supporting elements such as links to other instructional materials which should address to different learning styles in the classroom.

2.5. Research Studies on Facebook

There are many studies on Facebook in different disciplines. This part basically summarizes the issues related with instructional aspect of Facebook, in addition to its uses and gratifications. For instance; Lampe, Ellison, and Steinfield (2007) conducted a research on 30773 Facebook profiles and resulted that the profile elements are the indicator of number of friends a user has; the more filled profile element, the more friend user has. On the other hand, open-ended profile areas did not make any significant difference on having friends on Facebook.

In their study, Lampe, Ellison, and Steinfield (2008), reported that university students ($n > 400$ over years) had diverse reasons of using Facebook where reasons varied during the years. Additionally all of users are satisfied with Facebook and how it works. Similarly, these positive attitude toward Facebook fluctuated over the years as Facebook offers more tools and designs. According to Koenig (2008), people's initial reason of being a member of Facebook and the major way of using it, is of keeping in touch with people whom they are separated geographically.

It is an interesting finding from Koenig (2008), his qualitative study is to unfold an issue on privacy problems about Facebook. According to the results, although users are aware of risks in terms of their private information, they still have a preference on being a member or joining Facebook. On the other hand, it seems that Facebook users complain about some of the tools. For instance; In eye-tracking study of National College of Ireland (2010), 25% of the participants noted that online chat feature of Facebook must be improved. Additionally, video-based chatting was suggested as a new tool in Facebook.

Facebook members who spend most of their daily times on, might persuade other people who do not spend that much time or who are not members on that online social networking websites (Koenig, 2008). In their survey study, Caruson and Salaway (2008) revealed that age is an essential factor for using and perceiving social networking websites ($n=27317$). 97% of study participants declared that they used Facebook for keeping in touch with other people. Half of the participants noted that they utilized Facebook for their teaching-learning activities; such as communication with their classmates and discussions for course-related issues. On the other hand, only 5% of participants used Facebook for communicating with their instructors.

Park, Kee and Valenzuela (2009) realized a survey study on uses and gratifications of Facebook groups among college students (n=1715). They identified four factors of joining groups in Facebook; socialization, entertainment, self-status search and information. They also identified that gratifications are highly dependent on gender variable. Moreover, study revealed that Facebook is a strong drive on facilitating active youth participation in civil life and democracy.

Storsul et al. (2008) conducted a project for understanding how Norwegian youth utilizes new social technologies for their daily lives including educational activities. According to Storsul et al. (2008), this research is imperative for understanding the reasons why there are one million active Norwegian Facebook members in the country of 4.7 million population. It was revealed that 59% of youngsters (n=750) between ages of 16 and 19 visit Facebook daily. Moreover, youngsters noted that even though they don't have to sit in front of the computers, they often go and check the screen about what happens in Facebook. Additionally, study observed a gender difference on using social networking websites, where girls use more than boys. Age is another variable on social networking website use; the younger the members are, the more they use social networking websites.

In the study of Coutts, Dawson, Boyer, and Ferdig (2007), preservice teachers (n=385) surveyed Facebook. Initial findings revealed that underlying reasons of students' self-adaptation of Facebook into learning activities must be studied by the researchers. Furthermore, prospective teachers noted that Facebook helped them adapt themselves to campus life. Additionally, it was suggested that institutions of teacher education must awaken their preservice teachers to be a member of Facebook like other social networking web sites, so that they could increase their social capital among colleagues. As a following advice to earlier recommendations, preservice teachers must be warned about their online identities and their reflection to daily lives. Likewise, Carlson's (2008) intervention based research which concentrated on sixty college students and their use of Facebook and their self-esteem maintenance, Facebook could be used as a tool for social inclusion of students who have low-level of self-esteem and problems with interpersonal relationships.

In the survey study of Towner, VanHorn and Parker (2007), university students (n=186) were questioned about their ideas on using Facebook as a pedagogical tool. 86% of the students disregarded that Facebook could bring more effective studying whereas 56% students emphasized its role on empowering students' social relationships

in the classroom. Additionally, a large number of students used Facebook as a communication tool for asking their classmates about course assignments, exams, and group projects. Moreover, students declared that Facebook is an announcement tool about missing classes, deciding a meeting place and time, and asking about course notes. In brief, study showed that Facebook used as a supplementary context for academic purposes.

In another study, Kert and Kert (2010) conducted study on high school students (n=330) about the usage of social networking websites in general and in educational activities. Among those students, 99.4% of students stated that they have been Facebook members and 39.4% of them specified that time on any social networking website is not waste of time. 95.4% of students uses Facebook for communication with their friends while 79% of students share photos and videos. Moreover, researchers revealed that 45.4% of the students agreed that social networking websites could be used as a learning context while 29.8% of students neither agree nor disagree with that question.

Mazer, Murphy and Simonds (2007) conducted a research on Facebook and its effect on student learning, motivation and classroom climate. In the qualitative question addressing to the recommendations for teachers using Facebook enlightened three major themes; considerations on teachers' professionalism (n=71), students' curiosity on learning about their instructors (n=41), fear on adverse effects yielding from Facebook context (n=22). Moreover, Mazer et al. concludes that use of Facebook would positively affect the classroom climate, if it was used appropriately for students' motivation.

In Baran's (2010) small scale study (n=32), 75% of the students agreed that Facebook could be utilized for instructional activities. Additionally, all of the students supported the idea that membership of teachers to Facebook is appropriate. Moreover, 56% of the students stated that Facebook provided a chance to know more about their classmates.

In the study of Hargittai and Hsieh (2010), it was revealed that both amount of social networking website usage and social activities did not yield any significant differences on participants' academic performance. On the other hand, they revealed gender differences on interacting with online and offline friends.

Villiers (2010) has utilized group feature of Facebook for educational purposes. According to her comments, students have learnt from their participations in group discussions. Moreover, students stated that they have learnt also from researches about

study materials and their contributions to the study materials. In another study, English and Duncan-Howell (2008) concluded that Facebook could be used as a supplementary system for teaching practicum activities.

2.6. General Glance at Turkey

The latest countrywide statistical studies showed that there is a significant increase in the number of Internet users in Turkey. As the education levels of Turkish citizens increase, their use of Internet also increases. Therefore, there seems a slight linear correlation on the level of schooling and the usage of Internet in Turkey. The main initiator of the Turkish Internet users is the need of communication. Besides, it was depicted that Turkish citizens read online newspapers more than other countries (Cagiltay, K., Ogan, Yildiz & Cagiltay, N., 2010).

For instance; according to statistics from Nic.tr (2011, January 12), which is the administration body of '.tr' internet names' registration, number of total registered '.tr' domain is 238,531. Among entire domains, 68% is for '.com.tr' (n=161,466) where number of '.com.tr' domain was 38,214 in 2003. This shows four times increase in the number of commercial Turkish websites.

Furthermore, Turkish Statistical Institute (TUIK), major governmental statistic association in Turkey, revealed that 41,6% of the Turkish houses have provided access to the Internet in April 2010 (TUIK, 2010, August 18). The same statistic was measured as 30% in April 2009. While considering the former years, it can be concluded that there has been a stable increase in the number of houses with Internet connection in Turkey. ADSL (73,3%) is the most common Internet connection type in Turkey.

Turkish people, aged between 16-74, use computer and Internet with the proportion of 43,2% and 41,6%, respectively. On the other hand, there observed a gender gap in using computer and Internet. While 53,4% of the men use computers, only 33,2% of the women use the computers. Additionally, 51,8% of the men access to Internet whereas 31,7% of the women utilize Internet, in Turkey. Three out of five users of Internet in Turkey use the Internet every day or almost every day. Besides, individuals preferred to use computer and the Internet mostly at home (70%). Furthermore, the highest proportion of computer and Internet usage was at 16-24 age groups (TUIK, 2010, August 18).

TUIK (2010, August 18) also questioned on the most frequent activities of the users who have accessed to the Internet in the period of January-March 2010. Sending and receiving e-mail with a proportion of 72,8% was revealed as the most popular action on Internet. Other mostly realized activities were listed as; posting messages to chat sites, social networking sites, blogs, news groups or online discussion forum, use of instant messaging (64,2 %), reading or downloading online news, news papers, news magazines (58,8 %), finding information about goods or services (55,7 %), playing or downloading files (51,2 %). Lastly, same survey resulted that one of two Turkish Internet users experienced security related problems through Internet.

In the survey on 'Information and Communication Technology (ICT) usage in enterprises (TUIK, 2010, November 24), it was disclosed that 90,9% of Turkish enterprises used the Internet. Among those enterprises, 57,8% of enterprises have had their own websites. Furthermore, 78,1% of enterprises used the Internet for realizing banking and financial services and 28,3% of that for training and education.

With more focus on Turkey from out of country perspective, Flanagan (2009) recapitulates the results of comScore.com's report on Internet and Turkey. According comScore.com, Turkey has 18.9 million Internet users who are over 15 years old. On the contrary, Flanagan (2009) uttered that average Internet user in Turkey spend over 31 hours per month which comparatively higher than India with 11 hours per month with 35.0 million Internet users. Likewise, Internet users in Turkey are younger than European users. For instance, 38% of the Internet users in Turkey is under the age of 24 whereas it is 26% for Europe and 28% for the entire world. Additionally, 69% of the Internet users in Turkey are under the age of 34. Therefore, it appears that Turkey has a great potential on using different Internet tools for instructional activities. Beyond that current potential, Flanagan (2009) proclaims that Turkey's online development process has not been fulfilled yet, by looking that the demographic information where 58% of the users are male with the age of 15-34 years old. Also, Flanagan (2009) adds that early adopters of Internet related actions have been generated by young males in Turkey. Additionally it was observed that that 81% of online Turkish population access to Facebook in their daily usages.

Alexa.com which is a web information company, gives a list of top sites on the Internet. According to the list, individuals most frequently access to; Google, Facebook, Youtube, Yahoo, Live, Baidu (Chinese search engine), Wikipedia, Blogger, MSN, Tencent (Chinese web portal) and Twitter. According to Alexa.com, Facebook is

growing fast but stable. As demonstrated by Alexa.com, Facebook is the number one website for many countries. Table 2.1 shows and the traffic rank of Facebook in some countries. From the table, it seems that Facebook is not dominant in the countries (Brazil, Russia, and Japan) where they have own social networking websites in country mother languages (2010, December).

Table 2.1. Facebook's worldwide rank for some countries, Alexa.com (December, 2010)

Country	Rank	Country	Rank	Country	Rank	Country	Rank
Indonesia	1	Egypt	2	France	2	Switzerland	2
Turkey	1	South Africa	2	Greece	2	India	3
Malaysia	1	Belgium	2	Colombia	2	Pakistan	3
Philippines	1	United States	2	Sweden	2	South Korea	3
Venezuela	1	Germany	2	Austria	2	Netherlands	4
Nigeria	1	Canada	2	Algeria	2	Saudi Arabia	4
Singapore	1	Australia	2	Bangladesh	2	Poland	5
Norway	1	Mexico	2	Hong Kong	2	Brazil	9
Argentina	2	Spain	2	Chile	2	Russia	11
Taiwan	2	United Kingdom	2	Peru	2	Japan	20
Thailand	2	Italy	2	Portugal	2		

Alexa.com identifies top sites in Turkey in December 2010. From Table 2.2, Facebook is the first ranked website in Turkey while some other Web 2.0 technologies follow it (such as blogs, wikis and microblogging).

Table 2.2. Top twenty websites in Turkey, Alexa.com (December, 2010)

Rank	Website	Basic Information on Website
1	Facebook.com	Social networking website
2	Google.com.tr	Search engine (Turkish version)
3	Google.com	Search engine
4	Live.com	Search engine from Microsoft.
5	Youtube.com	Video sharing website
6	Mynet.com	Web portal
7	Sahibinden.com	Online shopping platform
8	Milliyet.com.tr	Turkish newspaper
9	Hurriyet.com.tr	Turkish newspaper
10	Blogspot.com	Free weblog publishing tool
11	Msn.com	Web portal
12	Gittigidiyor.com	Online shopping platform
13	Haberturk.com	Turkish newspaper
14	Ekolay.net	Web portal
15	r10.net	Turkish forum website
16	Wikipedia.org	A free wiki based encyclopedia
17	Meb.gov.tr	Website of Turkish Ministry of National Education
18	Dailymotion.com	Video sharing website
19	Blogcu.com	Free weblog publishing tool in Turkish
20	Twitter.com	Microblogging website

Facebook is one of the widely used social networking web sites not only in Turkey but also in the world. Facebook offers some exclusive features and variations

from the rest of other social networking web sites. All these features of Facebook provide its users with a platform for building new relationships with people having similar interests (Vitak, 2008). According to Medina (2007), the key appealing force of Facebook stems from its social networking structure supporting connection among friends and yielding to new friendships. Facebook has its own networks where some networks are regional based; like Turkey Network or some networks are like college based; Middle East Technical University Network. Kord (2008) highlights the positive effect of these networks that whenever a user registers to Facebook with its university assigned email or whenever a user joins the university network with its university provided email, that user can identify the students in the network/community both online and offline. Boogart (2006) concentrates on the developmental structure of Facebook and suggests that researchers must reflect on the practical and theoretical role of Facebook on the formation of online communities and on higher institutions of education.

2.7. Summary

This dissertation study reflects upon social networking websites from many aspects. While considering social networking websites in a general framework, Facebook.com is specifically chosen due to its popularity on current human lives and its unstoppable dominance among other social networking websites. The first part of the study reveals the issues on general uses and gratifications of Facebook with quantitative and qualitative research methods. The second part depicts possible advantages and challenges of using Facebook for instructional activities. The third part is the realization of the pilot course on Facebook and summarizes the findings with the light of the former two parts.

This “review of literature” chapter has been organized around four themes providing the basic ground for the study; the theories linked with the study (social learning as a base of instructional activities and uses-gratifications theory as revealing the underlying utilizations and their reasons for social networking websites), the computer mediated communication (social software as the channels of CMC and online communities as a result of CMC), Web 2.0 technologies (as the innovative social technologies for current era including social networking structure and their websites,

especially the most well known example; Facebook) and the previous literature on using Facebook in different scientific studies.

Social learning explains the effects of interactions in a collaborative context in terms of learners' acquisitions. Social networking websites settle a platform for cooperation, communication and critical thinking for their members. Thus, their utilization with a social learning perspective will bring advantages to the educational context. Facebook, as a social utility website, offers a place for realization of social learning goals. Facebook could offer a platform not only for being friendship but also for being learning buddies for current learners.

The uses and gratification theory explains certain patterns on the users' habits and satisfactions regarding to any kind of tools or technologies. With the results of studies based on that theory, both theorists and practitioners could identify why users prefer or not to prefer to use certain technologies including social networking websites. Therefore uses and gratification theory literature enlightens the importance of understanding why Facebook is maintaining its popularity and for which reasons members prefer to use it. If the educators completely take advantage of uses and gratification theory studies, they can initiate a movement for utilizing Facebook for their educational processes.

The renowned debate on media and method effects on learning has been situated within the literature. Clark offers that the way of teaching, the instructional methods, affects the learning more than the medium utilized. As an opponent, Kozma believes in the power of technologies, the instructional media, to augment learners' acquisitions on the process. This debate reflects on social networking websites, as innovative technologies, having a potential of use in education. Therefore, the success or the failure of instructional activities on Facebook could be discussed with a scope of this debate on media versus methods.

Facebook offers both synchronous and asynchronous computer mediated communication for its users. Literature on computer mediated communication showed that different modes of communication and different tools for communication bring certain advantages and challenges to the context. By understanding how to cover up the challenges of one mode or tool with another one, Facebook could bring many communication, cooperation and satisfaction for the learning environments. Therefore, utilization of Facebook could convey many additions for both learners and instructors.

The literature of different social software summarized that learners could yield more output with the utilization of social software. Social software provide self-paced learner directed instructional settings with an addition of social interactions with other learners. Therefore, scaffolding of learners, cooperative based learning and anytime-anywhere learning could happen with social software. As a social utility structure, Facebook reveals those advantages of social software into learning settings. In that sense, the study results will reveal certain aspects of Facebook, as an example of dominant social software on current era, that could be utilized for the instructional activities.

Facebook and its many tools have a potential to create online communities on itself. The literature of online communities recapitulated that learners enhance their skills, knowledge and abilities through the interactions, communication and collaborations occurring on online community tools. Facebook members could easily create groups and fan pages in parallel with their interests. The literature expresses that Facebook could be used for creating many online communities bringing their advantages to learning context.

More literature review enlightened that different Web 2.0 tools could be utilized in instructional activities. Different cases and study results on blogs, wikis, podcasts, social networking and social bookmarking have demonstrated that Web 2.0 brings many benefits for learners and instructors while keeping them as a lifelong learners. Therefore, use of Facebook for instruction has a potential for increasing learners' potentials. It is vital to identify the circumstances and suggestions for effective use of Facebook for different levels of schooling.

The literature on social networking phenomenon and online social networking websites sum up effective uses of networked connections for learners. Established social interactions provide many advantageous effects for learners and instructors. Hence, Facebook could establish a platform where many educational stakeholders could utilize for instruction. Both daily use and educational use of Facebook have altered dynamics in the current era. Most scholars state that educators who neglect the latest developments will be disadvantageous in the field of education and technology.

In short, the entire literature review unfolded that utilization of Facebook for educational activities could bring many opportunities for all stakeholders. It is essential to understand how to utilize Facebook for instruction. Therefore, the rest of the study focuses on uses and gratifications of Facebook initially and then focuses on its

instructional use including different research methods and realization of a sample case course on Facebook.

2.8. Overview of the Reminder of the Study

Chapter III reviews the method of the study. Chapter IV reports the study findings. Chapter V presents the summary, discussions, conclusions, and recommendations. The dissertation concludes with references and appendices.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the detailed description of the research methods which were applied in the research study. Starting with the research questions, design of the study, instrumentation of the study including piloting and its findings, data collection methods and instruments, sampling and selection of the participants and the issues regarding to validity and reliability will be presented.

3.2. Research Questions

The key research question of the study is to inquire about fundamental uses and gratifications of a social networking web site, Facebook as a case, and the possible advantages and challenges of utilization of Facebook for instructional activities. The study focuses on the following four sub-questions:

- Sub-question 1: What are the general perceptions of users about Facebook.com in terms of its uses and gratifications?
- Sub-question 2: What do the users think about the utilization of Facebook.com in learning-teaching context?
- Sub-question 3: How do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?
- Sub-question 4: What are the experiences of learners in the course given via Facebook.com in terms of its instructional utilization?

3.3. Design of the Study

The researcher reviewed the related literature before beginning to determine the design of the research study. In relation to research studies on social networking, several scholars recommend taking advantage of both qualitative and quantitative methods (Edwards, 2010). As Thelwall (2008) notified, social networking websites must be scrutinized with qualitative research methods so that researchers could have more informative and exploratory data. Quantitative research methods are essential for social networking website designers, researchers and managers, since quantitative data surveys the fundamental demographics, uses and gratifications. On the other hand, the research study was in need of more in-depth information to dig into the quantitative results. Hence, qualitative research method was utilized for enlightening complexities among findings (Edwards, 2010).

Although there are significant differences in data gathering techniques, their analysis and interpretations, questionnaires and interviews are generally utilized collectively for complementing each other (Harris & Brown, 2010). Therefore, the researcher decided to take advantage of both quantitative and qualitative research methods in the way of mixed model. Mixed model is mixing qualitative and quantitative approaches within the stages of the research process (Tashakkori & Teddlie, 2003). The following table shows the research questions of the study and their corresponding data gathering technique. It is also a remark that the order of the rows also shows the orders of the study steps (Table 3.1).

Table 3.1. The steps of the research study with research questions and data gathering methods

Research Question	Data Gathering Technique
What are general perceptions of users about Facebook.com in terms of its uses and gratifications?	Quantitative - Uses and Gratification Survey about Facebook.com
What do the users think about the utilization of Facebook.com in learning-teaching context?	Quantitative - Survey on Utilization of Facebook.com in Education
How do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?	Qualitative - Face to Face Interviews with learners and instructor
What are the experiences of learners on a learning activity on Facebook?	Quantitative - Pre and Post - Survey on Utilization of Facebook.com in Education Quantitative - Pre and Post - Survey on Knowledge with the Course on Facebook Quantitative - General Course Evaluation Survey

As the Table 3.1 shows, the study began with the implementation of the world-wide survey about uses and gratifications of Facebook. Afterwards, second world-wide survey about ideas on the use of Facebook as an instruction tool was applied. In the third stage of the study, the researcher conducted qualitative interviews with both learners and instructors on both uses and gratification of Facebook and utilization of Facebook as an instructional tool. At the last study step, the researcher offered a course on Facebook. The researcher measured the course participants at the beginning and at the end of the course on their ideas about using Facebook as course offering context and the change in their knowledge via the offered course. The course participants also evaluated the course at the end with a survey including open-ended questions. The further parts of the chapter III include more detailed information on the development of the study instruments, the pilot studies, the study participants, and the ways of collecting data.

3.4. Instrumentation of the Study

Johnson and Christensen (2004) notified that researchers may not hold data collection instrument at their hands which fulfils the needs of their scientific studies. In that case, researchers must develop their own study instruments covering both qualitative and quantitative data gathering techniques. Therefore, for the duration of the literature review, the researcher outlined the existing study instruments, research findings and research designs of previous studies. On the other hand, it was revealed that there is no instrument addressing to the research questions of this study requiring the following data collection instruments;

- Uses and Gratification Survey of Facebook.com (both in English and Turkish),
- Survey on General Utilization of Facebook.com in Education (both in English and Turkish),
- Student interview schedule on Facebook addressing to both its uses-gratification and utilization in education (both in English and Turkish),
- Instructor interview schedule on Facebook addressing both its uses-gratification and utilization in education (both in English and Turkish),

- Pre and Post test instrument on acquisition of knowledge in the course on Facebook (only in English and about “European Union Youth In Action” programmes),
- The course evaluation survey (only in English and about the ideas of the participants on the attended course).

Therefore, all of the study instruments (both qualitative and quantitative) were developed by the researcher himself. All of the instruments were checked by Turkish and English language experts. Language experts have checked both the grammar, punctuation and meaning. Additionally, instruments which are prepared in both English and Turkish are compared for the purpose of cross-translation. Johnson and Christensen (2004) recommend a principle on instrumentation; the piloting study instruments for finding out whether the data collection instruments operating as they should be. Therefore, earlier than usage of these instruments, the researcher initialized a pilot study stage for increasing the reliability and the validity of the study instruments. Moreover, pilot study provided an opportunity for identification of initial results. Following parts include the development of study instruments and their piloting for both quantitative and qualitative data-gathering instruments. All of the final version of study instruments were presented in Appendix C. In Appendix D, the screenshots from online versions of the instruments were provided. It is important to emphasize that free from the language of the instruments, the study participants were analyzed together on quantitative and qualitative measures. Thus, the total sample size for any instrument was calculated by the addition of Turkish and Non-Turkish study participants.

The sample size addressing the first research question was **1260** where 804 filled Turkish version and 456 filled the English version of the survey. The sample size for the second research question was **792** where 554 filled Turkish version and 238 filled the English version of the instrument. In total, **20** interviewees participated to analysis of the third research question. For the last research question, **15** learners participated to the course on Facebook.

3.5. Pilot Studies

3.5.1. Pilot Study of ‘Uses and Gratification Survey about Facebook.com’

Following the instrument development, the pilot study was carried out. The simple convenience sampling method was administered for the pilot study. The underlying strategy for this sampling method is to possess a large sample size to increase the likelihood of representing the population (Fraenkel & Wallen, 2000). To address this point, the instrument was uploaded to the QuestionPro.com website both in Turkish (n=204) and English (n=85). In subsequent to announcing the instrument on Facebook, instruments stayed online for two weeks. Table 3.2 shows a summary of countries for the pilot study participants where the average age is 25 with a standard deviation of 6,7. Appendix E includes more findings from the pilot study of this survey.

Table 3.2. The country distribution of the participants

Country	n	Country	n	Country	n	Country	n
Estonia	1	Israel	1	Australia	2	Czech Republic	4
Latvia	1	Finland	1	Portugal	2	Hungary	5
Malta	1	Romania	1	Austria	2	Slovenia	7
Ireland	1	Macedonia	1	Canada	2	Azerbaijan	8
Bulgaria	1	Qatar	1	Germany	3	Lebanon	8
Ukraine	1	Cyprus	1	Italy	4	Croatia	8
Netherland	1	Greece	2	Georgia	4	Turkey	208
Russia	1	Poland	2	USA	4	Total	289

The dimensionality of the twenty items were analyzed using principal component exploratory factor analysis. Four criteria were used to conclude the number of factors to rotate: (i) a priori hypothesis measuring the unidimensionality, (ii) the Cattell scree test, (iii) the variance explained and (iv) the interpretability of the factor solution. The scree plot indicated that the initial unidimensionality hypothesis was false and there were several breaking points on the graph. Hence, four factors were rotated using a Varimax rotation procedure which fulfilled the interpretability and total variance explained (49.73 %) criterion. The rotated solution and factors including eigenvalues are summarized in Table 3.3.

At the end of the factor analysis, the entire scale was checked for its reliability creating satisfactory level of Cronbach coefficient ($\alpha=.75$). Besides, as Cronbach (1949) warns, a test may offer reliable measures at one level, and unreliable measures at a different level. Therefore, the inter-reliability of the each factor was also calculated as

shown in Table 3.3. From the table, only factor 4 is under the level of 60% which is an acceptable level for social sciences (Büyüköztürk, 2003).

Table 3.3. Factor analysis on Facebook related questions

Item Number	Entire Scale ($\alpha=.75$)			
	Factor 1: Facebook as a Routine Tool ($\alpha=.81$)	Factor 2: Facebook as a Usable Tool ($\alpha=.72$)	Factor 3: Facebook as a Safe Tool ($\alpha=.71$)	Factor 4: Facebook as a Social Tool ($\alpha=.55$)
3	,868			
2	,805			
5	,786			
4	,600			
12		,788		
19		,746		
11		,711		
8		,500		
9		,495		
18		,480		
7		,399		
14			,801	
13			,766	
15			,721	
16			,707	
6			,305	
20				,651
17				,636
10				,545
1				,534

In the final version of the “Uses and Gratification Survey of Facebook.com” instrument, the items were rearranged according to their mean scores; (a) the list of social networks, (b) the list of places where the participants access Facebook. For the final survey, the researcher preferred to keep the items in their original places for later comparisons.

3.5.2. Pilot Study of ‘Survey on Utilization of Facebook.com in Education’

Following the pilot study of uses and gratifications survey, the pilot study with the second quantitative instrument was conducted. Similarly, the simple convenience sampling method was applied for the pilot study in which the instrument was uploaded to the QuestionPro website both in Turkish (n=207) and English (n=32) for two weeks. Table 3.4 shows a summary of the countries for the pilot study (79 female and 160

male) and where the average age is 22 with the standard deviation of 3,2. Appendix E includes more findings for the pilot study of this survey.

Table 3.4. The country distribution of the participants

Country	n	Country	n	Country	n
Turkey	207	Germany	1	Kosovo	1
United Kingdom	4	Italy	1	Bosnia Herzegovina	1
Azerbaijan	2	Latvia	1	Belarus	1
Georgia	2	Ireland	1	Spain	1
Austria	2	Bulgaria	1	Malaysia	1
Lithuania	2	Netherland	1	Belgium	1
Albania	2	Croatia	1	India	1
France	2	Armenia	1	Norway	1

The dimensionality of the thirty five items were analyzed using principal-component exploratory factor analysis. Similarly, four criteria were used to conclude the number of factors to rotate: a priori hypothesis measuring the unidimensionality, the Cattell scree test, the variance explained and the interpretability of the factor solution. The scree plot indicated that the initial unidimensionality hypothesis was false and there were several breaking points on the graph. Initial solution created four factors and several overlapping eigenvalues. Therefore, items, which distributed on more than one factor with a less than 0.100 eigenvalue difference, were dismissed from the analysis and factor analysis was re-run for several times. At the end of factor analysis, fourteen items were deleted from the survey. The resting twenty one items were categorized into four exploratory factors using a Varimax rotation procedure which fulfilled the interpretability and total variance explained (64.13 %) criterion. The rotated solution and factors including eigenvalues are summarized in Table 3.5.

At the end of the factor analysis, the twenty one items were checked for its reliability creating satisfactory level of Cronbach coefficient ($\alpha=.94$). Additionally, in order to compare how much reliability had been affected by the deletion of fourteen items, another reliability analyses were conducted with all thirty five items ($\alpha=.97$). From the analysis, it was found that by the deletion fourteen items, the general reliability had been affected 0,03 percent. Moreover, in parallel with Cronbach's (1949) suggestion, three sub factors were checked for their reliability coefficients. It was found that all three sub factors yielded a satisfactory level of reliability (Table 3.5).

Table 3.5. Factor analysis on Facebook in education questions

Item Number	Entire Scale ($\alpha=.94$)		
	Factor 1: Facebook as an Instructional Tool ($\alpha=.95$)	Factor 2: Facebook as a Communication Tool ($\alpha=.83$)	Factor 3: Facebook as a Preferable Tool ($\alpha=.77$)
3	,824		
6	,821		
4	,785		
17	,783		
5	,742		
33	,736		
9	,722		
8	,721		
7	,717		
10	,713		
12	,711		
11	,625		
28		,682	
29		,661	
27		,638	
26		,598	
24		,568	
25		,535	
23			,876
22			,870
35			,539

In the final version of the “Survey on Utilization of Facebook.com” instrument, items were rearranged according to their factor loadings. Items which had been deleted in the factor analysis, were also deleted from the last version of the instrument and were replaced according to their places in the factors. The eliminated items were listed below;

- A student can be a friend in Facebook with a teacher.
- The use of Facebook for a teacher is appropriate.
- Facebook can be a learning tool because there is shared information between members in it.
- Facebook can show a learner how people think from different aspects and perspective.
- Facebook can help learners deepen their understanding about one topic or various ones.
- Facebook can help learners broaden their communication skills.
- Facebook can help build a learning community.

- Facebook can give learners an opportunity to keep in contact with their instructor.
- Facebook can offer an opportunity to contact classmates.
- Facebook can assist classmates in getting to know each other better.
- I can benefit from a learning course on Facebook.
- Students can be motivated to meet other students on Facebook.
- Through Facebook, learners can share knowledge, resources and experience with other learners.
- Facebook can create an environment where learners can ask their peers for advice and any questions or problems they may have.

3.5.3. Pilot study of ‘Student and Instructor interview schedule on Facebook’

The purpose of interviewing with both students and instructors is to reveal what they have inside of their minds (Patton, 1990) in relation to utilization of Facebook as a tool in instructional processes. Bogdan and Biklen (1998) categorize interviewing as structured, semi-structured and unstructured in nature whereas Patton (1990) puts more holistic approach and stratifies as informal conversations, general interview guide oriented, and standardizes open-ended interviews. For this study, Patton’s “general interview guide” strategy was implemented when the researcher outlines interview questions and doesn’t have to follow any particular order.

Since the very beginning of the interviews, as Bogdan and Biklen (1998) recommended, for all interviews should start with brief information on study purpose and brief confidentiality speech on assurances of interview records. Afterwards, questions on the interview schedules were asked to the participants beginning with certain demographics. Further questions were asked in the order of conversations. Therefore, the order of some questions changed in accordance with the interviewees’ answers.

Sampling strategy for interviewing resembles to what Marshall and Rossman (1999) summarize in their book; “...researchers’ site selection and sampling begins with accessible sites (convenience sampling) and builds on insights and connections from that early data collection (snowball sampling).” (p.77). For example; in subsequent to some interviews, interviewees recommended to talk with their colleagues in their rooms

or offered some students whom they believed that they had experiences on Facebook beforehand.

Before the fieldwork, schedules of interview were controlled and modified by subject matter experts from 'Instructional Technology' field. Patton (1990) states that the quality of interview data strongly depends on the person who conducts it. Therefore, first two interviewees among students and instructors were perceived as rehearsal for the researcher to adapt himself into interviewing process.

3.5.4. Pilot study of 'Pre and Post test on knowledge acquisition from the course on Facebook'

The researcher (also as an expert on the course content) prepared course syllabus and two tests (pre and post) for assessing learning acquisition of the course participants. To check the validity of the content and the materials such as syllabus, pre and post tests, etc..., the researcher sent the materials to five experts on the "European Union Youth In Action" area from Slovenia, Moldova, Russia, Austria and Azerbaijan. Below, you can read the first emails to experts;

Dear subject matter expert,

As I informed you, I am writing a dissertation on using different social network web sites in education. To this end, I will utilize the Facebook as a case of social network. With the utilization of Facebook, I am planning to offer a course about Youth in Action programs and how to develop youth projects under that framework.

The study will begin with an evaluation of Facebook and delimited to education purposes. I will make a call for participation in my course. Afterwards, the selected participants will join the course. I am planning to include 20-30 participants from different countries. The whole course will be in English and I choose the Action 3.1 type projects. In one week, I will offer two different sessions on the WALL tool of the Facebook groups. I have divided each week into two columns. Please tell me whether it is too much, or less or ok to cover the shared topics. Now, I am sending the syllabus as a draft for your evaluation. Please add your comments on the attached file. You can criticize any topic in that file. Your comments are highly essential for the rest of the dissertation study. I will be glad if you complete your evaluation in one week. With my kindest regards.

All five experts commented on the course syllabus and the pre-post tests. According to the comments, the researcher made alterations on the documents. For instance; one topic about introduction of “Youth In Action” concept has changed its order in the syllabus. Additionally, the topic of “non-formal learning” has been added to the course syllabus.

3.5.5. Pilot study of ‘the course evaluation survey’

The researcher developed an instrument of assessing different aspects of the course offered. Different experts evaluated the course's evaluation survey, including a language expert. In parallel with the feedbacks, the open-ended questions were added after the grading questions.

3.6. Description of the Course Offered on Facebook

Since there are many questions on the appropriateness of sharing a teacher’s social and personal life with his/her students (Knowles, 2010), the researcher created a new Facebook account to offer the course. Afterwards, the researcher invited people whom specified an interest on the course by stating their email addresses to add this Facebook account. As soon as they accepted the friendship offer, they were invited to join the Facebook group, as well.

The researcher decided to choose a topic which reflects his profession for last six years; project development and management activities in European Union Youth Programmes. The course topic concentrates on the project for young people in Europe. It covers projects on “active European citizenship”, “solidarity and tolerance among young Europeans” and “to engage youth in shaping the Europe's future”.

The course on European Union “Youth In Action Programmes” was managed on established Facebook group and was scheduled to be run for six weeks (28 June - 31 July 2010). Appendix F shows the six-week long schedule for the entire course. Each week is divided into two segments in terms of its content. In other words, the instructor submitted two different content (or assignments) per week. For better confidentiality, group settings were set up as “Secret” allowing only to group members’ access.

Group members were permitted to write on the group Wall, to create Discussions, to upload Videos and/or Photos. The course syllabus was uploaded as a

photo where learners can click and see its bigger version. Furthermore, the course syllabus was also added to “course material” web site. Appendix G includes screenshots from the course. Appendix H presents a document offered to the learners before they start the course. The document provides basic information on how to use Facebook group tools.

By using “Dreamweaver CS3”, a new webpage with “tabbed structure” was generated. Therefore, the course members jumped from Facebook to that the ‘course notes web page’ and access the documents within one single web page. The first tab was dedicated to weekly schedule and the rest included the course notes in PowerPoint, Word, Pdf formats. Siemens and Tittenberger (2009) highlight the importance of the course materials in an online setting where there is no face-to-face meeting. They utter that all materials should be prepared sensitively so that messages can clearly be transferred to learners. Hence, all the course notes were checked by content experts. Moreover, the researcher worked for the course field for several years which reflected on the course notes in terms of quality and effectiveness. Besides, all the course notes were prepared from the booklet, known as Programme Guide, which was published by European Union on a yearly base with the native languages of each country including Turkish. For the initial part of the first week, the researcher provided learners with a short manual on how to use the tools of Facebook within a group.

Siemens and Tittenberger (2009) categorize different learning activities in terms of their purposes and adaptive technologies and tools accordingly. Siemens and Tittenberger (2009) situate Facebook in a place where main learning purpose is communication provided with discussions. They offer instructors to use discussions in asynchronous and/or synchronous modes, chatting and sending/receiving text messages. Regarding to these offers, the researcher made use of related Facebook tools (Wall, Discussions, Online Chatting, etc...) for instructional activities in the course.

3.6.1. The Course Participants

The course participant group consisted of 15 (7 female and 8 male) registered Facebook participants who were located in various places. Out of the eight Turkish participants on the course, two were from Poland, two were from Georgia, two were from Italy and one was from Czech Republic.

The course participants' ages range from 19 to 38 with an average of 27 and standard deviation of 5. Ten participants were graduated from university, three of them were graduated from master degree and two of them were graduated from high school. All of the course participants had their personal computers with an Internet access at their homes. Two participants noted that they were unemployed at the time of the survey. Besides, eight participants had their computers at work where one of the participants didn't have an Internet connection to his/her computer. Five of the participants didn't have any computer at their working places. Out of fifteen, only five participants had Internet connection feature on their mobile phones and four of them utilized that feature for connecting to the Internet.

Ten of the participants attended "project development" related activities beforehand. The group ranges from zero to fifteen on attending project development activities before this course which shows a heterogeneous distribution within the group. Six of the course participants attended at least one online activity (such as any course, seminar or training).

The course participants filled two pretests in the first week of the course. First pretest focused on participants' perceptions about using Facebook for instruction. The latter pretest was about fundamental demographics (having a computer and/or Internet at home, at work, on mobile phone, their level of English, knowledge on certain computer programs, ideas on working in groups) and pre-knowledge on basic course concepts.

The course participants surveyed with two posttests at the end of the course. Initial posttest was the same as the first pretest which is about using Facebook for education. The second posttest included the same course concepts with the second pretest, yet, some demographic information were eliminated such as having a computer.

Furthermore, at the end of the course, learners filled another survey on evaluation of the course they attended. The survey included their general ideas on their own performance, on their learning, their reactions and offers. Survey both included Likert scale questions and open-ended questions.

All the surveys were uploaded to "Questionpro.com" which is a professional data-gathering web site, for three days. The data set was analyzed with both quantitative and qualitative techniques. Pre and post surveys were analyzed by non-parametric tests with paired-samples strategy. For the third survey, quantitative data was analyzed in terms of

descriptive and qualitative data was analyzed line by line in terms its frequencies and categories.

3.7. Data Collection Methods and Instruments

The study consists of both quantitative and qualitative data collection instruments. Through a literature review, the researcher developed the study instruments and applied them on schedule based data collection process. The timeline and data gathering process are summarized as follows;

- The pilot study of ‘Uses and Gratification Survey about Facebook.com’: Online survey with a duration of two weeks, announced different email groups, Facebook groups, other social network groups, and personal Facebook contacts,
- Data collection was purposefully stopped for three weeks to increase the interest toward the online survey (as Ogan & Cagiltay (2006) offered),
- The pilot study of ‘Survey on Utilization of Facebook.com in Education’: Online survey with a duration of two weeks, announced on different email groups, Facebook groups, other social network groups, and personal Facebook contacts,
- Data collection was purposefully stopped for three weeks to increase the attention toward the online survey (as Ogan & Cagiltay (2006) offered),
- Analysis of pilot study resulted in yielding final version of the study instruments,
- Starting to a face to face interviewing with learners (n=9) and instructors (n=11): Nearly half an hour interview with the volunteers for seven months,
- Transcription of the interviews for one month,
- Qualitative data analysis of transcribed interviews for two months,
- Simultaneously with transcription and data analysis of interviews, the main data collection of ‘Uses and Gratification Survey about Facebook.com’: Online survey with a duration of three weeks, was announced on different email groups, Facebook groups, other social network groups, and personal Facebook contacts,
- Data collection was purposefully stopped for three weeks to increase the interest toward the online survey (as Ogan & Cagiltay (2006) offered),
- The main data collection of ‘Survey on Utilization of Facebook.com in Education’: Online survey with a duration of two weeks, was announced on

different email groups, Facebook groups, other social network groups, and personal Facebook contacts,

- Quantitative data analysis of ‘Uses and Gratification Survey about Facebook.com’ and ‘Survey on Utilization of Facebook.com in Education’,
- Announcement of the course on “EU Youth Programmes” via Facebook for two weeks,
- Selection of the participants,
- Pre-surveying of selected participants with ‘Survey on Utilization of Facebook.com in Education’ and ‘Survey on Knowledge with the Course on Facebook’,
- Delivery of the course for six-weeks,
- Post-surveying participants with ‘Survey on Utilization of Facebook.com in Education’, ‘Survey on Knowledge with the Course on Facebook’ and ‘General Course Evaluation Survey’,
- Data analysis of the course results.

3.8. Validity and Reliability

All of the study instruments were checked for the validity, reliability and ethical perspectives. This part is divided into two parts for qualitative and quantitative stages of the study.

3.8.1. Validity and reliability for qualitative part of the study

Fraenkel and Wallen (2000) shortly defines reliability as “consistency of these inferences over time” and validity as “appropriateness, meaningfulness, and usefulness of the inferences researchers make based on the data they collect” (p. 506). Ritchie and Lewis (2003) point out that reliability and validity issues were stemmed from quantitative data analysis and extended to qualitative data analysis. Therefore, Ritchie and Lewis note that qualitative data reliability and validity issues require a shift in the epistemological perspective of the researcher; “reliability meaning ‘sustainable’ and validity meaning ‘well grounded’” (p.270).

Reliability, or dependability as named by in qualitative studies, can be verified through some techniques which are defined by several scholars (Krathwohl, 1998; Miles & Huberman, 1994);

- The clear research questions must be established (Miles & Huberman, 1994). Since the study proposal including research questions of the study has been evaluated and accepted by the dissertation committee, it can be assumed that research questions are set clearly and the study designed in accordance with these scientific research questions.
- All the interviews were recorded on an audio device with the informed consent provided by the interviewees. Afterwards all recordings were transcribed by the researcher sensitively. Multiple listening of audio tape by same person might increase the reliability (Ratcliff, 1995). Therefore, at the end of the each transcription, the researcher listened the audio record once more so that there is no mistake on the written transcription.
- For data collection, each interviewee was sent an email asking for their voluntarily participation and if they agree, their available times and possible meeting places. Miles and Huberman (1994) consider the importance of data collection on appropriate settings and times in parallel with research questions. The researcher asked the opinions of colleagues and scholars on interview schedules in relation to its content and its parallelism with research questions. Moreover, the interviews were prolonged one year where same interview schedules were applied to different interviewees on different times.
- The portrayal of researcher's unbiased role and status (Miles & Huberman, 1994) and the portrayal of unbiased research design (Ritchie & Lewis, 2003) were stated as vital factors of confirming reliability of qualitative design. Krathwohl (1998) considers “there is no reason to believe that the researcher has special biases that would distort his view of the phenomena...” (p.345).
- Before the data analysis, the researcher discussed his analysis strategy with his colleagues. Thus the researcher double-checked his strategy for increasing the reliability. Additionally, in subsequent to data analysis, yielded categories and themes were also checked by his colleagues (Miles & Huberman, 1994).
- The researcher analyzed data set “line-by-line” where frequencies were noted on the computer simultaneously. Thus the researcher analyzed the data in a way

that there is an “equal opportunity for all perspectives to be identified” (Ritchie & Lewis, 2003, p.272).

The validity of a qualitative data analysis raises its defensibility. Some quantitative validity measure can be transferred to qualitative research methods (Johnson & Christensen, 2004). On the other hand, different scholars offer different strategies to maintain the validity issues in a qualitative study. Basically, Patton (1990) reports that the validity of a qualitative research study is related with how the instrument is developed by the researcher. In that manner, the researcher read the literature and developed the first draft of the interview schedule. Afterwards, colleagues reviewed the instrument from the point of both content and ethical issues. Additionally, the researcher dedicated first two interviews as piloting step. In conclusion, the researcher applied scientific process to increase the validity of qualitative step of entire study.

Moreover, the researcher developed an exact interview schedule and copied it for each interviewee. Before the researcher conducted the interview, each interviewee was given time to read the interview schedule which diminishes the probability of misunderstanding. This allowance of reading schedule earlier than the interview increases the credibility (also known as, internal validity) of the qualitative study (Patton 1990). Furthermore, utilization of the same instrument over the time overcome the “instrumentation” threat of internal validity (Fraenkel & Wallen, 2000).

As a latent threat to validity, the researcher bias must be scrutinized. To reduce the effect of this threat, self-reflection of the researcher is a technique in which the researcher must discuss about his/her relation to the study. By this way, the reader of the study will consider the researcher’s possible effect on the findings (Johnson & Christensen, 2004). Therefore, it is a remark that the researcher has a Facebook account in which some of the interviewees are in the friend list of the researcher. It is possible that the researcher has some ideas on uses and gratification of Facebook, while the researcher has also thoughts on using Facebook in education. The researcher has ex-students and current students in the friend list, as having ex-instructors and current instructors.

Johnson and Christensen (2004) point out that if the researcher spends a broad time on data collection, this “extended fieldwork” (p.250) will assist to validate the study findings. The researcher collected the interview over one year period which increases

the validity of the study. Additionally, Johnson and Christensen (2004) state the importance of recording the data in terms of descriptive validity. As the basic premise, researchers must ask themselves whether or not they manage to record what they experience in the field. By using a well quality recorder for interviewing and by taking notes during the interviews, the researcher attempted to raise descriptive validity of the study.

While analyzing interview data, the researcher used interviewees' original quotations as much as possible to create sub-categories and categories. According to Johnson and Christensen (2004), low level inferred categories will provide interpretative validity in a qualitative study. Ritchie and Lewis (2003) support the same approach that the researcher should label the categories as close as with the meanings stated by interviewees.

For validating qualitative analysis from an external resource, Patton (1990) offers triangulation method where the researcher check the results from different methods, or sources, or colleagues. For a well validated qualitative study, researchers must interpret the data from a perspective of having sufficient evidences of phenomena description (Ritchie & Lewis, 2003). Within this study, the researcher gathered data from both qualitative and quantitative research methods. Moreover, the researcher offered a course on Facebook where learners were surveyed before and after the course. In subsequent to course evaluation, learners completed another survey with open-ended questions on evaluating their learning process on Facebook. Therefore, the researcher validated the study findings from both qualitative and quantitative methodologies, as well as an application of instruction on Facebook.

Mortality threat to internal validity (Fraenkel & Wallen, 2000) is not a concern for the study. It was an open call to participate in the interview voluntarily. Thus, if there happened a loss of interviewees, the researcher would replace him/her with another interviewee.

3.8.1.1. Ethical issues of qualitative part of the study

Bogdan and Biklen (1998) suggest that researchers should inquire about the approval from their universities' "institutional review board". In that sense, the researcher applied to ethical committee and provided the committee with the official paper of not violating human rights within the study. Appendix I shows the official

permissions and Ethic Committee's report about the university. By using abbreviations (INST for teachers and STD for learners), the researcher respected interviewee rights and kept their identities confidential.

Prior to the interview meetings, each interviewee was explained that they would not expose to any risk as a result of participating in this study. If any of the interviewee doesn't want to participate in the study voluntarily, s/he might withdraw from the study. According to Bogdan and Biklen (1998), there are two major ethical issues in relation to research with human subjects; "informed consent and protection of subjects from harm" (p.43). In order to handle these two significant issues, (a) the researcher read the following sentences to each interviewee for information;

"Your personal information and answers will be kept totally confidential and your answers will only be used for that study. In the records, the codes will be used rather than the names. The results of the interviews will be given totally. If requested, interview records will be shared with you and asked for your feedback. You will be informed when the study is completed. This interview will take nearly one hour and whenever you want, you can stop this interview."

(b) the researcher asked all the interviewees for their permission on recording the interview and using the data for the study;

"After all this information, do you let me use your interview records in my dissertation study?
Do you mind if I record that interview?"

As Rubin and Rubin (1995) emphasized, for researchers, some ethical obligations are indispensable such as avoiding deception and asking for permission to record. In the initial explanations of the interview schedule, these obligations were fulfilled within the study (e.g. check the interview schedule for recording permission).

Authorization of data access is another ethical concern for qualitative research (Patton, 1990). Therefore, each interviewee was informed that their records will be deleted after six months and only the researcher will have an access to original data. Moreover, since the researcher is also an instrument for qualitative studies, his credibility is important for ethical purposes (Patton, 1990). Therefore it is a remark that interview based qualitative data include personal interest and professional information which might affect the study.

3.8.2. Validity and reliability for quantitative part of the study

In order to yield accurate conclusions from the collected data, the researcher paid attention to validity concern throughout the quantitative part of the study. The researcher collected evidences for maintaining three types of validity; content, criterion and construct.

For the content validity, the researcher initially focused on the adequacy of the sampling. For all quantitative instruments, Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test was applied. It was found that all KMO coefficients were much higher than the predefined value of .60 (George & Mallery, 2001; Büyüköztürk, 2003). Therefore it was assumed that one of the evidences for content validity was achieved.

Fraenkel and Wallen (2000) state that format of the instrument was another evidence for content validity. All of the surveys were published online where questions were divided into several pages and the font size were arranged accordingly. In the pilot and main studies, none of the participants were complained about the structure of the surveys. Moreover, since the surveys were checked by the English and Turkish language experts, it was assumed that the appropriateness of the language, which is another evidence of content, was provided.

Criterion related validity is the second major validity concern of the study. For predictive validity which is a form of criterion related validity, Fraenkel and Wallen (2000) offer a time interval between the administration the same instruments. Thus, the researcher applied this strategy between the pilot and main administration of the same surveys and realized factor analyzes. It was unfolded that even though most of the study participants changed, time elapsed and sample increased, the instruments yielded the same factors around the study instruments.

Construct validity is the third essential types of validity. It covers many different evidences starting from literature review to statistical analyses. In order to develop the study instruments, the researcher covered a main body of the previous scientific works so that the study constructs could be defined clearly. Besides, the researcher applied factor analysis to all pilot and main studies.

After the maintenance of the validity which is an obligatory condition for consistency of the result, the researcher focused on the reliability of the data. After every factor analyzes, the researcher conducted Cronbach alpha coefficient reliability

analyzes and reported with the other results. Moreover, in parallel with Cronbach's (1949) suggestion, all sub factors of the study instruments were checked for their reliability coefficients. It was found that all Cronbach alpha coefficients yielded satisfactory levels of reliability which were reported with other results.

As an important comment, the researcher could not provide many evidences for the validity and reliability of the two instruments which were used for the 'course implementation' of the study. The pre-post knowledge survey was investigated by both five content experts of the course topic, two colleagues from Instructional Technology field and the supervisor of the study. The general course evaluation survey was checked by two colleagues from Instructional Technology field and the supervisor of the study. Because of the purposefully defined number of course participants, it was not possible to conduct powerful reliability analyzes on data set.

3.9. Analysis of the Data

The study includes both qualitative and quantitative structured data which require parallel analysis techniques. In the pilot study of 'Uses and Gratification Survey about Facebook.com' and 'Survey on Utilization of Facebook.com in Education', initially demographic information of the participants were collected and reported in terms of their frequencies and percentages. In the scales, mean scores and standard deviations were calculated for items. Moreover, for validity issues and developing the last version of the instruments, factor analysis were conducted. For reliability, Cronbach alpha coefficients were calculated for factors and the entire scales.

The qualitative data which were gathered on interview stage of the study were initially transcribed to a Word Processor, segmented, color coded to become ready for enumeration. At this enumeration step, the researcher analyzed the data set line by line to make a decision on how frequently coded categories appeared in the data. Afterwards, the data were grouped under the sub and main categories in a Word Processor and reported. As Yildirim and Simsek (2000) recommended, the qualitative data were changed into quantitative data for increasing reliability and decreasing subjectivity.

The interviewees' answers were determined by using codes to characterize the categories in relation to uses and gratification of Facebook and its utilization in education. Thus, all transcribed data were color coded according to sub-categories and

then main categories. Use of coloring for data coding enabled the researcher to count the frequencies more easily. For comprehending the general framework, the researcher read all data set for many times. In the presentation of the results, the researcher firstly gave the details of the participants' demographics. Then, the identified categories were explained with several direct quotations from the transcriptions.

In subsequent to data analysis of interviews, the main data collected from 'Uses and Gratification Survey about Facebook.com' and 'Survey on Utilization of Facebook.com in Education' were analyzed. First of all, the demographic information of the participants were collected and reported in terms of their frequencies and percentages. In the scales, mean scores and standard deviations were calculated for items. Moreover, for validity issues of the instruments, factor analysis were re-conducted. For reliability, Cronbach alpha coefficients were calculated for factors and the entire scales.

The last stage of the study was the course implementation on Facebook. The demographics from 'Survey on Utilization of Facebook.com in Education', 'Survey on Knowledge with the Course on Facebook' and 'General Course Evaluation Survey' were reported in terms of frequencies and percentages. Since the number of participants were delimited to 15 where non-parametric statistics were preferred for comparisons between pre and post tests rather than parametric statistics. Moreover, open ended questions were analyzed by qualitative method and identified issues were reported.

3.10. Limitations of the Study

The researcher announced the study on several Facebook groups' Wall, on some email lists and to his Facebook friends. Moreover, the researcher asked people to forward his study participation request to their Facebook friends. Hence, the voluntarily participated and limited samples of the accessed Facebook users was not essentially the representative of any larger population of 500 million Facebook users.

Additionally, the researcher was the instructor of the course on Facebook, therefore, it is possible that learners might overstate their ideas, perspectives and experiences on the course. Likewise, the researcher interacted with some of the learners before the study. In that sense, the results from the Facebook course implementation are highly limited by the honesty of the course learners.

The selection of the topic for offering on Facebook was a big challenge for the researcher. Other than a formal curriculum topic, the researcher preferred to identify a topic where a diversity could be provided in terms different countries. Moreover, since the researcher would be the instructor, he had to choose a topic which he knows quite well. To this end, the researcher identified “project development” as the course topic with a “European Union – Youth Programmes” focus which aims at millions of youngsters. Hence, results from the course implementation might be affected from the topic chosen by the researcher.

For the course implementation, another constraint was the number of selected learners for the study. Since it was the first attempt for the researcher to offer such a course, the researcher preferred to limit the learners to fifteen with a recommendation from his advisor. It must be a remark that although learners were selected randomly from the volunteer lists, their characteristics might affect the study results.

Another limitation of the study was the dedicated time for the course. Even though content experts stated that time (six-weeks) was appropriate for the topics in the syllabus, limited time allocated for the study might affect the results. Moreover, it was summer and vacation time where the learners might not be concentrated on their learning as usual. Above and beyond, the researcher did not have time to repeat the course with another group of learners in order to strengthen the findings. In short, time constraint might have affected learners’ comments, evaluations and experiences. As another restriction, the researcher could not assess the learners’ cognitive domain achievements with any examination. The cognitive change was revealed on the learners’ self-assessments.

Furthermore, the following limitations are relevant to the entire study; (a) validity of this study is limited to the reliability of the instruments used in this study, and (b) validity is limited to the honesty of the subjects' responses to the instruments used in this study.

Additionally, for this study, the following assumptions are established; (a) the participants responded accurately to all measures used in this study, (b) the data were accurately recorded and analyzed, and (c) reliability and validity of the all measures used in this study are accurate enough to allow accurate assumptions.

CHAPTER IV

FINDINGS

4.1. Introduction

The results of quantitative and qualitative data analysis are presented in this chapter. The chapter is organized that each research question is associated with a part in the chapter.

4.2. The General Perceptions on Uses and Gratifications of Facebook

The first research question has been stated as “What are the general perceptions of users about Facebook.com in terms of its uses and gratifications?”. Therefore, subsequent to the pilot study for instrumentation, the main study was carried out. Similar to the pilot study, the simple convenience sampling method was also administered for the main study. The Uses and Gratification Survey of Facebook.com was uploaded to the QuestionPro.com website both in Turkish (n=804) and English (n=456). In subsequent to announcing the study, the instrument stayed online for three weeks. Table 4.1 summarizes the names and frequencies of sixty six countries which participated in the main study. For 1260 participants, average age was calculated as 26 with a standard deviation of 7.99.

Table 4.1. The country distribution of the participants

Country	n	Country	n	Country	n
Turkey	832	Azerbaijan	5	Norway	2
USA	45	Portugal	5	Switzerland	2
Romania	30	Kosovo	5	Brazil	2
Latvia	28	India	5	Nigeria	2
Macedonia	26	Ukraine	4	Slovakia	2
Czech Republic	22	Netherland	4	Armenia	1
United Kingdom	21	Russia	4	Sweden	1
Germany	18	Cyprus	4	Tunisia	1
Italy	18	China	4	Suriname	1
Serbia	17	Malta	3	Jordan	1
Croatia	16	Austria	3	Montenegro	1
Hungary	10	Denmark	3	Taiwan	1
Poland	10	Morocco	3	Palestine	1
Spain	9	Argentina	3	Swaziland	1
Albania	9	Belgium	3	Guatemala	1
Georgia	8	Lithuania	3	Gambia	1
Slovenia	8	Japan	3	Indonesia	1
Bosnia & Herzegovina	8	Ireland	2	Colombia	1
France	7	Australia	2	New Zealand	1
Greece	6	Israel	2	Philippines	1
Bulgaria	6	Finland	2	South Korea	1
Estonia	5	Canada	2	Jamaica	1

Table 4.2 notifies the distribution of different schooling levels on gender variable. It seems that the study is nearly equal in terms of gender distribution. According to the results, the study participants seem well educated and nearly half of the participants have or about to have an undergraduate degree.

Table 4.2. Gender versus education level of the participants

	Doctoral	Master	Undergraduate	High School	Secondary School	Elementary School	Total
Female	80	166	305	68	2	1	622
Male	65	119	335	113	6	0	638
Total	145	285	640	181	8	1	1260

Moreover, almost all of the participants (n=1104) had a computer with the Internet connection and nearly all participants perceive themselves as competent enough to use computers (Table 4.3).

Table 4.3. Having a personal computer versus expertise on using computers for the participants

	Expert	Somewhat of an expert	Neutral	Somewhat of a novice	Novice	Total
Yes (with Internet connection)	180	467	427	25	5	1104
Yes (but without Internet connection)	1	27	50	8	0	86
No	0	14	42	10	4	70
Total	181	508	519	43	9	1260

Besides, participants were asked to write their current occupation. For more interpretative results, the researcher has grouped similar jobs under one group. Among all participants, half of the participants described themselves as students (Table 4.4). The occupation of thirteen participants cannot be gathered under one group, namely as; athlete, ceramist, grocery, chemist, police, security guard, fitness trainer, printing worker, advertiser, archaeologist, public relations specialist, international relations specialist and local development specialist.

Table 4.4. Occupations for the participants

Occupation	n	Occupation	n	Occupation	n
Student	657	Health sector	12	Psychologist	4
Professor	99	Trainer	12	Retired	4
Teacher	97	Architect	12	Military	3
Decision makers	48	Private sector	10	Biologist	3
Finance sector	28	Salesman	9	Pedagogue	3
Engineer	24	Journalist	8	Educational technologist	3
Government	24	Social worker	7	Volunteer	2
Researcher	24	Translator	7	PostDoc	2
Unemployed	20	Consultant	7	Office worker	2
It sector	19	Lawyer	6	Housewife	2
Master student	17	Technician	6	Landscaper	2
PhD student	17	Sociologist	5	Art	2
Research assistant	17	Tourism	5	Other	13
NGO	13	Designer	5	Total	1260

The participants were provided with a list of most popular social network web sites and asked to select their existing memberships among them (Table 4.5). From Table 4.5, all participants use Facebook and Youtube is the second most favorite social network web site for the participants. In Table 4.6, there has been a list of social network web sites which were not given to the participants in the survey whereas written in the “other” option.

Table 4.5. List of the participants' social networks

Social Network	n	Social Network	n
Facebook	1260	Yahoo360	163
Youtube	909	Linkedin	164
Windows Live Spaces	327	Myspace	133
Twitter	210	Hi5	129
Other	160	Orkut	24

Table 4.6. List of the participants' other social networks

Other Social Network	n	Other Social Network	n
Gmail.com	16	Last.fm	2
Mynet	12	Antropos.hu	1
Iwiw.hu	10	12seconds.tv	1
Draugiem.lv	10	Icq	1
Ning	10	Tuenti	1
Couchsurfing.com	7	Wayn	1
Xing	7	Studentsn.com	1
Window live messenger	6	Mixi.jp	1
Studivz	6	Livejournal	1
Nasza-klasa.pl	6	Erepublik.com	1
Vkontakte.ru	5	Slideshare	1
Frype.com	5	Lemill	1
Skype	5	Empaf.com	1
Odnoklassniki.ru	4	Hyves.nl	1
Friendfeed	4	Spoluzaci.cz	1
Izlesene.com	4	Mbike.com	1
Flickr	4	Classroom 2.0	1
Tr.netlog.com	4	Friendster	1
Eksisozluk	3	Plaxo	1
Yonja	3	Myyearbook	1
Digg	3	Internationalpeaceandconflict.org	1
Tumblr	3	Interpals.net	1
Hotmail	3	Bahcivanlardiyari.com	1
Blip.fm	2	Mtkrap.com	1
Academia.edu	2	Livemocha	1
Researchgate	2	Grono.net	1
Tagged.com	2	Müzikegitimcileri.net	1
Deviantart	2	Hocam.com	1
Mail.ru	2	Elgg	1
Badoo	2	Forum.turk.net	1
Stumbleupon	2	Gamyun.net	1

In subsequent to question of social networks, the participants were asked to indicate that their general idea about how Facebook appears (visual design, color and so on...) on a five point Likert scale from “very poor” to “very satisfactory” (Table 4.7). The results showed that participants were moderately satisfied with the general appearance of Facebook.

Table 4.7. The participants' answer on how Facebook looks

Likert scale point	n
Very poor	20
Poor	94
Neutral	550
Satisfactory	524
Very satisfactory	72
Total	1260

In another question, the participants were asked to state from where they access to Facebook (Table 4.8). Most of the participants access Facebook from their homes and a quarter of participants access Facebook from their schools.

Table 4.8. The participants' answers on where they access to Facebook

Access Place	n	Access Place	n
Home	1087	Mobile internet with Netbook	2
School	498	Airport	2
Work	387	Public wireless connection	2
Friend's computer	313	Hospital	1
Internet Café	312	Ordinary café	1
Mobile	225	Hotel	1
Dormitory	123	3G	1
Library	2		

In the following two questions, the participants were asked to posit their number of friends and number of pictures in their Facebook accounts (Table 4.9). From the table, it seems that the participants are diverse on their number of friends and pictures.

Table 4.9. Number of pictures versus number of friends in the participants' Facebook accounts

		Number of Pictures									
		10 or less	11-50	51-100	101-150	151-200	201-250	251-300	301-400	> 400	Total
Number of Friends	10 or less	47	3	1	0	0	1	0	0	0	52
	11-50	103	20	3	1	1	0	0	0	0	128
	51-100	94	76	28	7	4	3	2	1	1	216
	101-150	66	66	34	13	6	6	1	4	4	200
	151-200	45	76	38	9	15	5	2	4	5	199
	201-250	16	31	20	14	5	7	6	1	4	104
	251-300	15	24	13	16	3	10	5	5	5	96
	301-400	9	28	12	10	6	7	13	4	9	98
> 400	9	20	26	14	16	11	16	15	40	167	
Total		404	344	175	84	56	50	45	34	68	1260

Furthermore, the participants responded how often they changed their profiles (Table 4.10). It gives the impression that participants do not change their profile information frequently. Additionally, when the participants were asked how often they access to their Facebook accounts, half of the participants notified that they check their Facebook accounts several times a day (Table 4.11).

Table 4.10. The participants' responses on how often they change their profiles

Options	n
Never	151
Once a year	285
Monthly	389
Weekly	139
Several times per week	151
Daily	145
Total	1260

Table 4.11. The participants' responses on how often they access their profiles

Options	n
Several times a day	586
About once a day	271
3 to 5 days a week	182
1 to 2 days a week	116
Every few weeks	49
Less often	34
Don't know	22
Total	1260

In the next question, the participants were selected from eight points in regarding to how many Facebook groups they actively participate in (Table 4.12). Nearly half of the participants stated that they take part in “1 to 10” Facebook groups.

Table 4.12. Number of groups the participants join

Options	n
None	188
1-5	441
6-10	218
11-20	165
21-30	75
31-40	41
41-50	40
More than 50	92
Total	1260

About the general security and privacy issues on Facebook, the participants were asked two questions; (a) to what extent their Facebook profile could be seen by others, and (b) whether or not their Facebook profile has fake information (Table 4.13). Nearly half of the participants' profiles could be seen by "only friends", whereas three quarter of the participants noted that they don't have any fake information in their profiles.

Table 4.13. The participants' profile visibility and degree of fake information

Profile Visibility			Profile Fake Information		
Options	n	%	Options	n	%
Everyone	216	17,1	All	164	13,0
My Networks and Friends	202	16,0	Most	48	3,8
Friends of Friends	91	7,2	Some	68	5,4
Only Friends	627	49,8	Very little	105	8,3
Customizable	81	6,4	None	858	68,1
Don't Know	43	3,4	Don't know	17	1,3
Total	1260	100,0	Total	1260	100,0

The participants were given seventeen questions regarding to their personal profile and their basic usage (Table 4.14). Very few participants offer direct communication information (phone number, home address) to other users. Half of the participants have friends in their list whom they never met face to face. Even less than a quarter of the participants read the Facebook's Terms of Service or Privacy Policy in full. From Table 4.14, it seems that seventeen percent of the participants felt a social pressure on joining Facebook. Besides, nearly half of the participants felt special when they see a comment on their Facebook pictures. A quarter of the participants have been an administrator of at least one Facebook group.

Table 4.14. Questions on profile information

	Yes	No	Don't Know
Does your Facebook profile include your phone number?	171	1068	21
Does your Facebook profile include your first name?	1203	47	10
Does your Facebook profile include your last name?	1167	81	12
Does your Facebook profile include your full date of birth?	954	284	22
Does your Facebook profile include your home address?	89	1143	28
Does your Facebook profile include your email address?	952	272	36
Does your Facebook profile include your religion?	390	813	57
Do you use Facebook from your Mobile Phone?	209	1024	27
Do you actively use Facebook groups to send or check group related messages?	488	708	64
Are you an administrator of any Facebook group?	336	912	12
Do you have people in your Facebook friend-list that you have never actually met or spoken to?	551	682	27

Table 4.14. Continued

	Yes	No	Don't Know
Have you received any Facebook request for contact from people you would prefer to forget?	616	579	65
Did you feel a pressure to join Facebook?	213	1018	29
Do you feel special when you have a picture comment in Facebook?	569	585	106
Did you encounter any system error in Facebook?	798	370	92
Have you ever read Facebook's Terms of Service in full?	476	707	77
Have you ever read Facebook's Privacy Policy in full?	388	782	90

Moreover, the participants are provided with six usability features where participants selected among options from “poor” to “excellent” (Table 4.15). For the “poor” option, a quarter of the participants complained about speed and interactivity of Facebook. Most of the participants are satisfied with presentation and content properties of Facebook. “Search capability” has the most highest point on “excellent” category.

Table 4.15. Usability issues on Facebook

	Poor	Fair	Good	Excellent	No Opinion
Presentation (background color, font style and size, layout...)	67	354	727	70	42
Content (value, relevancy, currency, sufficiency...)	65	341	711	109	34
Search capability	138	327	599	154	42
Navigability (clear site map, logical sequencing of pages,)	136	383	601	96	44
Speed (short response time for access to a page)	203	423	516	97	21
Interactivity (ability to customize the web site)	194	369	532	88	77

In the following part of the survey, the participants were provided by a list of forty six reasons from literature on the underlying reasons of using Facebook (Table 4.16). In parallel with pilot study findings, same reasons were identified as the most leading motivation of the participants for using Facebook; keeping in touch or reconnecting with the friends. Flirting, gaining respect from other people and escaping from the real world have again stated as the least favorable reasons for using Facebook.

Even though, Facebook embedded games (like Farmville) are getting popular, the reason of “playing games” increased only from 32nd to 25th in rank ordering. According to the frequencies of the items, the participants give the impression of preferring consumption of Facebook content rather than creating the content. For example; the participants consider “looking at photos others have taken” (n=645) more than “posting pictures that I have taken” (n=551).

Table 4.16. The reasons why the participants choose using Facebook

Reasons	n
Keeping in touch with my friends	1089
Keeping in touch with friend or relatives who live far away	1029
Keeping in touch with people I don't have time to see in person	912
Giving or receiving information with people I know	859
Reconnecting with people you've lost contact with	814
Spending time when bored	718
Looking at photos others have taken	645
Learning about social events	623
Entertaining myself	608
Watching uploaded videos	593
Send private messages to a friend	591
Posting comments to my friends	571
Posting messages to a friend's page or wall	567
Posting pictures that I have taken	551
Sharing my ideas and opinions	540
Chatting with other friends	498
Keeping in touch with people I've met online	443
Organizing or joining events	417
Relaxing myself	413
Browsing your friends' friends	375
Joining groups	370
Seeing what people have put as their status	350
Tagging photos	355
Reading the news feed	348
Playing games	345
Fulfilling my curiosity about people	341
Being tagged in photos	333
Finding other people who have the same interests	331
Meeting with new people	307
Following the trend of being in Facebook	297
Receiving a friend request	237
Sending a bulletin or group message to all of your friends	233
Posting videos that I have created	226
Checking applications within Facebook	198
Feeling less lonely	187
Maintaining job-related activities	183
Letting people really know who I am	160
Poking my friends	152
Looking at the profiles of people I don't know	150
Using advanced search to look for specific types of people	136
Feeling like I belong to a group	113
Escaping from the real world	109
Feeling important	107
Gaining respect from people	93
Flirting	87
Experiencing things I cannot in the real world	78

In the following section, the participants were given twenty sentences about Facebook and asked to state their level of agreement on a five point Likert scale from “strongly agree” to “strongly disagree”. In Table 4.17, these items are tabulated according to their mean scores. As a trend, the participants (n=1260) range in between agree and disagree levels. From this interval, it can be concluded that the participants

agree on the usability features of Facebook. Moreover, privacy and security concerns regarding to Facebook were reflected on survey items; such as concern of personal information abuse (M=3.53) and concern of security (M=3,29). The least scored item (M=2,27) is about addictive nature of Facebook in the participants' lives where they disagreed with that sentence.

Table 4.17. Mean scores and standard deviations on Facebook related questions

Items	M.	S.D.
19. Overall I find that Facebook is easy to use.	3,75	0,92
12. The information on the Facebook interface is easy to read.	3,61	0,89
13. Misuse of my information on Facebook is a concern for me.	3,53	1,12
9. I intend to regularly use Facebook in the future.	3,43	0,97
2. Facebook has become a part of my daily routine.	3,33	1,25
14. Security problems about Facebook are an anxiety for me.	3,29	1,14
11. It is easy to use the new features of Facebook.	3,26	0,90
4. I would be sorry if Facebook shut down.	3,07	1,31
7. I can very quickly customize the content on Facebook to fit my needs.	2,99	0,94
8. I feel that Facebook wants to listen to its users.	2,97	0,94
16. Leaving a history on Facebook that could cause me problems (such as when applying for a job) is a concern for me.	2,91	1,18
15. Cyberbullying or cyberstalking coming from Facebook is a worry for me.	2,79	1,15
18. I am more accessible on Facebook than other tools of communication.	2,76	1,18
6. Facebook is very slow in responding to my requests.	2,67	0,89
1. I am proud to tell people I'm on Facebook	2,53	1,09
3. I feel strange when I haven't logged onto Facebook for a while.	2,52	1,22
20. When browsing through profiles, I investigate profiles of people with attractive or interesting pictures.	2,46	1,20
17. I have more real-life friends since I use Facebook.	2,35	1,06
10. When I add or accept a friendship, the gender is important for me.	2,32	1,16
5. Facebook is an addiction for me.	2,27	1,13

During the piloting step of the instrument, it was revealed that instrument has four factors; Facebook as a routine tool, Facebook as a usable tool, Facebook as a safe tool and Facebook as a social tool. After the main data gathering, the researcher re-applied the factor analysis to the entire data set; 20 items and 1260 participants.

The dimensionality of the twenty items were analyzed using principal component exploratory factor analysis. Four significant criteria were used to decide on the number of factors to rotate: a priori hypothesis measuring the unidimensionality, the Cattell scree test, the variance explained and the interpretability of the factor solution. The scree plot indicated that the preliminary unidimensionality hypothesis was false and there were several breaking points on the scree plot. Out of the rotated component matrix findings, item 6 and item 10 were eliminated from the data set and rotated for

three factors. Finally, three factors were rotated using a Varimax rotation procedure which fulfilled the interpretability and total variance explained (48.90 %) criterion. The rotated solution and factors including eigenvalues are summarized in Table 4.18. Furthermore, each factor was labelled in accordance with their meaning inside and pilot study naming.

At the end of the factor analysis, entire scale was checked for its reliability creating satisfactory level of Cronbach coefficient ($\alpha=.81$). Besides, as Cronbach (1949) argues that a reliability test may conclude reliable measures at one level, and unreliable measures at a different level. Cronbach offers to check each factor's reliability measure, too. Therefore, the inter-reliability of the each factor was also calculated as shown in Table 4.18. From the table, all factors seem to have satisfactory level of reliability.

Table 4.18. Factor analysis on Facebook related questions

Item Number	Entire Scale ($\alpha=.81$)		
	Factor 1: Facebook as a Communication Tool ($\alpha=.81$)	Factor 2: Facebook as a Usable Tool ($\alpha=.75$)	Factor 3: Facebook as a Secure Tool ($\alpha=.78$)
3	,780		
5	,767		
4	,678		
2	,644		
18	,605		
1	,600		
17	,539		
20	,457		
12		,743	
11		,739	
19		,706	
8		,572	
9		,554	
7		,535	
14			,796
16			,769
13			,761
15			,745

4.3 The Utilization of Facebook in Learning-Teaching Context

The second research has been pointed as “what do the users think about the utilization of Facebook.com in learning-teaching context”. Hence, the second quantitative instrument on the “utilization of Facebook.com in education” was administered. Likewise with the first step, the simple convenience sampling method was administered for the study where the instrument was uploaded to the QuestionPro website both in Turkish (n=554) and English (n=238) for three weeks (392 females and 400 males in total). For the entire group, the average age is 27 with a standard deviation of 8,3 (12 is the minimum age and 71 is the maximum age). In Table 4.19, the countries of the participants are tabulated.

Table 4.19. The country distribution of the participants

Country	n	Country	n	Country	n
Turkey	566	Finland	3	Argentina	1
USA	30	Austria	3	Moldova	1
Romania	15	Spain	3	Serbia	1
India	14	Belgium	3	Montenegro	1
Georgia	11	Albania	3	Switzerland	1
Italy	10	Estonia	2	Bosnia & Herzegovina	1
Czech Republic	10	Netherland	2	Kosovo	1
Germany	8	Canada	2	Palestine	1
United Kingdom	8	Denmark	2	Indonesia	1
Hungary	6	France	2	Slovakia	1
Azerbaijan	6	Jordan	2	Philippines	1
Slovenia	6	Norway	2	Thailand	1
Greece	5	Malaysia	2	Vietnam	1
Poland	5	Afghanistan	2	Sudan	1
Latvia	5	Malta	1	Myanmar	1
Portugal	5	Ireland	1	Uganda	1
Russia	5	Israel	1	Oman	1
Morocco	5	Croatia	1	Egypt	1
Australia	4	Macedonia	1	Iceland	1
Lithuania	4	Armenia	1	Algeria	1
Bulgaria	3	Sweden	1	Belarus	1

Besides the countries, the participants are asked to posit their occupations (Table 4.20). From the table, it seems that half of the participants are students.

Table 4.20. Occupations for the participants

Occupation	n	Occupation	n	Occupation	n
Student	391	Private sector	7	Technician	2
Teacher	76	Educational technologist	7	Landscaper	2
Professor	76	Unemployed	5	Sociologist	1
Decision makers	34	NGO	5	Translator	1
IT sector	27	Consultant	5	Tourism	1
Engineer	21	Journalist	4	Pedagogue	1
Research assistant	15	Biologist	4	Cook	1
PhD student	14	Librarian	4	Archeologist	1
Trainer	13	Psychologist	3	Cashier	1
Researcher	12	Lawyer	3	Advertiser	1
Government	10	Master student	3	Writer	1
Finance sector	10	Volunteer	3	Analyst	1
Health sector	10	Military	3	Statistician	1
Architect	8	Retired	3	Physiotherapist	1

Furthermore, the participants responded the question on whether or not they participated in an online activity (for instance; training, seminar, course and so forth) and to what extent they perceive themselves knowledgeable about Facebook (Table 4.21). From the table, it seems that nearly half of the participants had experiences on online activities. Furthermore, more than half of the participants perceived themselves as knowledgeable on utilizing Facebook.

Table 4.21. Participation to online activities versus the participants' knowledge of using Facebook

		Knowledge of using Facebook					Total
		Poor	Fair	Good	Very Good	Excellent	
Participation to online activity	Yes	27	50	126	137	72	412
	No	26	42	164	97	51	380
Total		53	92	290	234	123	792

In the pilot study, the number of items in “the ideas of participant in relation to using Facebook.com in instructional contexts” were diminished from thirty five to twenty one by conducting statistical analyses such as factor analysis. The participants were asked to state their agreement level on a five point Likert scale from “strongly agree” to “strongly disagree” (Table 4.22). From the table, it seems that all items have mean scores under four and a standard deviation around one. From the general overview, it reveals that the participants realize a potential in using Facebook.com in education whereas they hesitate to take part in an online activity via Facebook.com.

Table 4.22. Mean scores and standard deviations on Facebook in education questions

	M.	S.D.
Facebook can be a good learning tool.	3,52	1,00
Facebook can be a good teaching tool.	3,50	1,01
The “Wall” application in Facebook can facilitate learning for learners.	3,45	0,99
The “News Feed” application in Facebook can facilitate learning for learners.	3,58	0,93
The “Photos” application in Facebook can facilitate learning for learners.	3,40	1,05
The “Videos” application in Facebook can facilitate learning for learners.	3,82	0,95
The “Links” application in Facebook can facilitate learning for learners.	3,72	0,98
The “Online Friends” chatting application in Facebook can facilitate learning for learners.	3,13	1,10
Facebook should be integrated in tertiary school (university) teaching-learning.	3,14	1,17
Facebook should be integrated in non-formal teaching-learning.	3,53	1,05
Using Facebook can make learning more enjoyable.	3,75	1,00
Facebook can serve as a learning tool by allowing learners to share their personal experiences.	3,83	0,93
I would like to contribute to the discussions on Facebook.	3,34	1,12
Using Facebook to participate in group discussion would be very exciting to me.	3,16	1,14
I have no fear of using Facebook to communicate with other people.	3,73	1,08
I feel confident in my ability to clearly express ideas using Facebook.	3,66	1,04
In using Facebook to share my ideas, I’m afraid my ideas would be used without my permission.	3,29	1,19
It would be difficult to complete a course on Facebook.	3,26	1,09
I could prefer taking a course on Facebook than in a traditional classroom.	2,33	1,19
I would be able to put more effort into a course on Facebook rather those in traditional classroom courses.	2,45	1,16
I would like to participate in a course on Facebook.	3,01	1,23

Following the mean scores, data-set was re-analyzed for its factors. The dimensionality of the twenty one items were analyzed using principal component exploratory factor analysis Correspondingly, four criteria were used to conclude the number of factors to rotate: a priori hypothesis measuring the unidimensional, the Cattell scree test, the variance explained and the interpretability of the factor solution. The scree plot indicated that the initial unidimensionality hypothesis was false and there were four breaking points on the graph. From the rotated component matrix, the fourth factor seemed to have only two items. Therefore, the data set was rotated around three factors. The twenty one items were distributed on three exploratory factors using a Varimax rotation procedure which fulfilled the interpretability and total variance explained (56.35 %) criterion. The rotated solution and factors including eigenvalues are summarized in Table 4.23. At the end of the factor analysis, twenty one items were checked for its reliability creating satisfactory level of Cronbach coefficient ($\alpha=.91$). Moreover, in parallel to Cronbach’s (1949) suggestion, three sub factors were checked for their reliability coefficients. It was found that all three sub factors yielded a satisfactory level of reliability (Table 4.23).

Table 4.23. Factor analysis on Facebook in education questions

Item Number	Entire Scale ($\alpha=.91$)		
	Factor 1: Facebook as an Instructional Tool ($\alpha=.91$)	Factor 2: Facebook as a Communication Tool ($\alpha=.82$)	Factor 3: Facebook as a Preferable Tool ($\alpha=.73$)
2	,772		
6	,771		
1	,760		
3	,743		
4	,742		
5	,730		
7	,695		
11	,645		
12	,643		
10	,609		
9	,518		
8	,499		
17	,359		
14		,753	
13		,753	
16		,733	
15		,724	
20			,786
19			,785
21			,640
18			,538

4.4. The Perception of the Learners and the Instructors on Uses and Gratification of Facebook and Its Use in Education

The third research question has been derived as “how do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?”. In order to get deeper information about the uses and gratifications of Facebook and its implementation into education, the researcher carried out face to face “in-person interviews” (Johnson & Christensen, 2004, p.178) with both teaching side of the instruction and learning side of the instructions; shortly as the instructors (n=11) and the learners (n=9). Marshall and Rossman (1999) offer that researchers should start with convenience sampling for their studies. Hence, the researcher applied convenience sampling by communicating the Facebook users who were accessible, volunteer, and willing to participate to the study.

Patton (1990) urges that conducting interviews always start with an supposition that interviewee’s ideas, knowledge, or experiences are highly valuable on the issue. Moreover, Patton (1990) offers that qualitative data analyzer should work within the interviewee data and among all interviewees’ data. This within and between data analysis process should be maintained until the researcher reveals some regularities on data. Hence, in order to decide the number of interviewees, the researcher paid attention to reveal a pattern on the answers.

The general interview guide strategy was applied within the study where the researcher outlines interview questions and doesn’t have to follow any particular order (Patton, 1990). As a common point, all of the interviewees have a Facebook account where the researcher gathered their demographic information in Table 4.24 and Table 4.25. Two of the interviews were conducted in English whereas the rest of the interviews was conducted in Turkish. The average interview time for the instructors is 36 minutes 56 seconds where the average interview time for the learners is 32 minutes 37 seconds.

Table 4.24. Demographic information for interviewees as instructing a course

Interviewee Code	Gender	University/School	Department	Title	Years of Experience in Teaching	Interview Duration
INST-1	Male	Firat University - Turkey	Computer Education and Instructional Technology Department	Assist. Professor	3 years in university	45 minutes 27 seconds
INST-2	Female	Middle East Technical University - Turkey	Computer Education and Instructional Technology Department	Research Assistant	5 years in university & 6 months in school	40 minutes 58 seconds
INST-3	Female	Middle East Technical University - Turkey	Elementary Science Education	Research Assistant	1 year in university & 2.5 months in a special institution	29 minutes 48 seconds
INST-4	Female	Middle East Technical University - Turkey	Elementary Science Education	Research Assistant	1 year in university	29 minutes 16 seconds
INST-5	Male	Middle East Technical University - Turkey	Elementary Science Education	Research Assistant	5 years in university	31 minutes 58 seconds

Table 4.24. Continued

Interviewee Code	Gender	University/School	Department	Title	Years of Experience in Teaching	Interview Duration
INST-6	Male	Middle East Technical University - Turkey	Computer Education and Instructional Technology Department	Research Assistant	4 years in a special institution & 6 years in university	49 minutes 56 seconds
INST-7	Male	Polytechnic University of Catalonia - Spain	Multimedia Engineering Department	Instructor	13 years in university	40 minutes 08 seconds
INST-8	Male	Firat University - Turkey	Department of Informatics	Lecturer	5 years in university	32 minutes 07 seconds
INST-9	Male	Primary School - Istanbul - Turkey	Informatics courses offered from 4th to 8th grades	Teacher	6 years in schools	29 minutes 22 seconds

Table 4.25. Demographic information for interviewees as learners a course

Interviewee Code	Gender	University Attending	Department / Grade	Interview Duration
STD-1	Female	Middle East Technical University - Turkey	City Planning / Master Degree	36 minutes 20 seconds
STD-2	Male	Holland	Social Software, Expert Finding System and Peer Evaluation System / PhD	52 minutes 17 seconds
STD-3	Male	Firat University - Turkey	Technical Educational Faculty - Machinery Education / Graduated	27 minutes 01 seconds
STD-4	Female	Firat University - Turkey	Computer Education and Instructional Technology Department / Master Degree	41 minutes 07 seconds
STD-5	Male	Firat University - Turkey	Computer Education and Instructional Technology Department / 3rd Grade	47 minutes 10 seconds
STD-6	Male	Firat University - Turkey	Computer Education and Instructional Technology Department / 1st Grade	40 minutes 21 seconds
STD-7	Female	Firat University - Turkey	Computer Education and Instructional Technology Department / 3rd Grade	19 minutes 12 seconds
STD-8	Male	Firat University - Turkey	Computer Education and Instructional Technology Department / 3rd Grade	28 minutes 40 seconds
STD-9	Male	İstanbul Kültür University	International Relations / 1st Grade	25 minutes 48 seconds
STD-10	Male	İstanbul Kültür University	International Relations / 1st Grade	20 minutes 40 seconds
STD-11	Male	İstanbul Kültür University	International Relations / 1st Grade	17 minutes 26 seconds

In parallel with Bogdan's and Biklen's (1998) recommendations, all of the interviews were initiated with brief information on the study purpose and confidentiality speech on assurances of interview records. For each interview, a proper room, recording machine, appointment schedule, permissions and similar issues are addressed as a prerequisite of data collection. After collection, the data were transcribed and analyzed line by line by the researcher for the delineation of sub-categories, categories and themes. The participants' initial information on using Facebook were tabulated in Table 4.26 and Table 4.27.

Table 4.26. Basic information of using Facebook for teachers

Interviewee Code	Offering an online course	Participating an online course	Facebook Membership	Facebook Visit	Time on Facebook	Facebook Profile Update
INST-1	No	No	2.5 years	Not daily – whenever I remember	Few minutes – maximum 10 minutes	Never after first setup
INST-2	No	Yes – only one	2.5 years	2-3 times per day	10 – 30 minutes in total	Never after first setup
INST-3	No	No	2 years	2 times per day	5-10 minutes for each visit	Very rare
INST-4	No	No	2 years	4-5 times per week	15 minutes for each visit	Very rare
INST-5	No	No	2.5 years	1-2 times per week	Max. 10 minutes for each visit	Very rare
INST-6	Yes – only one	Yes – only one	2 years	3-5 times per day	Max. 5 minutes for each visit	Very rare
INST-7	Yes	Yes	4 years	Many times	All the day	Not regularly
INST-8	Yes	Yes - Many	3 years	At least one time per day	Min.30 minutes for each visit	Never
INST-9	No	Yes – Ministry of Education offered	2 years	Very short periods; 10-20 times	30 – 60 minutes	Very rare till Facebook warns me

From Table 4.27, only three of the instructors offered an online course whereas five of the instructors participates in online courses. All of the instructors have at least two years of experience on using Facebook social network sites while their time on Facebook varies from five minutes to all the day.

Table 4.27. Basic information of using Facebook for learners

Interviewee Code	PC Use for Personal Activities	PC Use for Instructional Activities	Participating an online course	Facebook Membership	Facebook Visit	Time on Facebook	Facebook Profile Update
STD-1	Quite Much	Quite Much	Yes - Two courses (programming & basic informatics)	3.5 years	Every day, till I turn the computer off	2-3 hours	Once in a month
STD-2	6-7 hours per day maximum	2-3 hours per day maximum	Yes & online seminars and web meetings	2 years	Once or twice in a week	Max. half an hour – if there are friends than more time on visit.	Not very often. Because I have my own web page and blog.
STD-3	1.5 – 2 hours per day - minimum	Unknown	Yes – Online English Language and personal development courses	2 years	Not so much	Not so much	Twice in 2 years
STD-4	Except the times I sleep – I don't separate as personal or instructional	Except the times I sleep – I don't separate as personal or instructional	No	3 years	Every day, till I turn the computer off	Every day, till I turn the computer off	All the time I update my profile
STD-5	For summers, more than 10 hours & For school times, 5-6 hours	For school times, 5-6 hours & whereas 4 hours per week at most	No	2.5 years	Every day, till I turn the computer off	Every day, till I turn the computer off	All the time I update my profile
STD-6	Due to limited conditions, 2-3 hours here & 5-7 hours when I am at my home town	Unknown	No	2.5 years	Whenever I find time and Internet	Whenever I find time and Internet	Very rare
STD-7	With some breaks, more than 4 hours	None	Yes – on Moodle (Instructional Design Course)	2.5 years	Several times	Totally 2 hours in a day	Very rare

Table 4.27. Continued

Interviewee Code	PC Use for Personal Activities	PC Use for Instructional Activities	Participating an online course	Facebook Membership	Facebook Visit	Time on Facebook	Facebook Profile Update
STD-8	3 hours & %95 personal time	3 hours & the rest of %95 personal time	Yes – personal development courses	1 year	Once in three days	0.5 – 1 hour	Whenever I have something to change
STD-9	From I come to home till midnight & %90 for personal use.	From I come to home till midnight & the rest of %90 for personal use.	No	3 years	As long as the computer is on	As long as the computer is on	Whenever I have something to change
STD-10	3 hours for personal use	1 hour for work or school	No	2.5 years	Every day	1-2 hours per day	Rare
STD-11	4 hours – depends on the time	Nearly none	Yes – totally 10 hours while preparing for university exam	3 years	As long as the computer is on	At least four hours per day	Once or twice in two months

Six of the learners participated in at least one online course in their instructional background. It seems that the learners were spending more time on Facebook than the instructors, although the membership history resembles for instructors and learners (Table 4.26 and Table 4.27).

An upshot of the interviews with both the instructors (n=9) and the learners (n=11), all of the interviews were transcribed from audio records. All transcriptions were analyzed line by line and sub-categories were yielded as much close as to the interviewees' original statements. From sub-categories, twelve exploratory categories were identified as follows;

1. Definition of Social Network Sites (SNS)
2. Purposes of Social Network Sites (SNS)
3. Social Network Sites (SNS) Membership
4. Triggers of Facebook Membership
5. Initial Impressions on Facebook
6. Current Impressions on Facebook
7. Tools of Facebook

8. Information Presented on Facebook
9. Visual Design of Facebook
10. Appropriateness of Facebook for teachers/learners
11. Use of Facebook in Education
12. Future of Facebook

Patton (1990) points out that results of the qualitative studies should be written in a form that both portrayal of the categories and direct quotations are written together. The quotations in the manuscript were translated into English for text coherence.

4.4.1. Definition of Social Network Sites (SNS)

While defining the social network sites half of the interviewees used the word “communication” (n=10). Besides, social network sites are delineated as websites (n=6) and networks (n=4). As the definition clarified, four interviewees used Facebook interchangeably with social network sites. With more scrutiny, interviewees stated that people from geographical distances can communicate through social network sites (n=3) just for meeting (n=3) or for friendship (n=3). One interviewee who is an instructor broadened the concept and uttered that

Well, basically, if you go to the broader concept of social networking, social networking is a map of your relationships with people but if you use digital work, approach of the concept, I will say that that is all relationships that you sustain through the use of so-called social tools, it could be with people that you have met face to face or not. you can also start a relationship entirely over the web.

4.4.2. Purposes of Social Network Sites (SNS)

After the definition oriented question, interviewees were asked about the purposes of social network sites. Eight of the interviewees noted that social network sites are established for providing communication among people. Additionally, the interviewees stated that social network sites are for socialization (n=5) and for sharing events (n=3), ideas (n=3), knowledge (n=4) and files (n=1). Moreover, three

interviewees pointed that these of social network sites were built for earning money. One of the interviewees who is a learner stated that

I am not sure about what was their starting point but most probably, I believe that [social network sites] were developed for keeping people in communication with others, spending their times and making people be addicted to computers, but, they must have different opinions like earning money. I still think that they established these portals [social network sites] for maintaining the communication.

4.4.3. Social Network Sites (SNS) Membership

When the interviewees were asked about their memberships on different social network sites, all of them noted about their membership to Facebook (n=20). Afterwards, thirteen different social network site membership were listed by interviewees. Although they are not social network sites, interviewees talked about their memberships in forums (n=5), blogs (n=1) and yahoo groups (n=1) which can be listed with social network sites with Web 2.0 tools.

All of the interviewees were asked about another most favorite social network sites; Youtube. It must be remarked that accessing to Youtube is banned by Turkish Government during the time of interviews. Half of the interviewees (n=10) noted that they are the members of Youtube while nine of interviewees noted that they access Youtube as guest users. Eight of the interviewees specifically stated that they prefer to access Youtube even though it is banned by the government. One of the interviewees notified that Youtube cannot be in a competition with Facebook. Another interviewee explained his/her ideas on videos on Youtube and their relationship with education;

I am a very passive participant of Youtube, but I do watch videos. I do subscribe of some interesting videos. For me, it is interesting to take Youtube as a way of communication via videos and to share your experiences via video. For me, it is a very interesting platform to share your videos or if you have any idea, you can give lecture on it and share with a network of people. Or you can also get to learn from other instructors on a topic you have been interested in. and most importantly it is very a useful application for non-formal learning where you

don't have a well defined course structure but you follow your interest and you find people who have a similar interest and when you see their videos and you learn. so I can give you one example on guitar learning scenario where you can only interest in guitar and you can find people who are interested in giving lectures, in playing guitars. Then you can join the community and you see the video how to play and learn that.

4.4.4. Triggers of Facebook Membership

After general questions about social network sites, the researcher asked questions about why and how the interviewees chose to become a member of Facebook. Most frequently stated triggers were "friend's offer" (n=9), "curiosity" (n=8) and "news on media" (n=4). Six of the interviewees (all is learners) noted that they refused to be a member of Facebook for a while but then they changed their minds. Three of the interviewees said that they didn't like Facebook because everybody was using it, meanwhile another three of the interviewees said that Facebook was taking too much time. Two of the interviewees didn't pay attention to Facebook at the beginning. One interviewee pointed out that

My first motivation, like most of the other people, was to find ex-friends, I guess. I heard it from the friends, for the first time. I became a member because I heard it [Facebook] directly from my friends, not from the people I don't know.

The researcher raise a question on whether or not the interviewees felt any pressure for joining Facebook (n=19). Thirteen of them disagreed with the idea of pressure whereas one of them still believe that there is a possibility of making pressure on others. Six of the interviewees agreed that they felt pressure from other people. One of the interviewees noted that due to people's private talk, s/he felt out of something. One of the interviewees noted that

Truly yes, when people start to talk [sarcastically] like don't you have Facebook account, after a while, I started to think that it is an important absence [that I don't have a Facebook account]. Therefore, there exists a covert pressure among

people. Because everybody has [Facebook account] and you don't have. Thus, there was [a pressure] consciously or unconsciously.

4.4.5. Initial Impressions on Facebook

The interviewees were asked to go back in their personal history so that they remembered their first times on Facebook. The interviewees shared their initial interactions with Facebook. Eight interviewees tried something on Facebook; to find their friends (n=7) and to use applications on Facebook (n=1). On the other hand, five interviewees complained about visual design of Facebook's interface, especially overloaded video on the screen. Whereas one interviewee liked the simple use of Facebook and another interviewee liked its simple design. One interviewee said that

In fact my first impression was, more or less to find my ex-friends that I lost contacts. In that sense, firstly I searched for my friends, I mean, I wrote their names to see who was on Facebook. I could or couldn't find some of them...

Three interviewees found unnecessary to use Facebook initially where they noted their reasons as; fake profiles on Facebook (n=1), face-to-face friendship not online (n=1) and as if trying to increase their number of Facebook profiles (n=1). One interviewee stated that

At that time, it seemed unnecessary to me. Because, if a person doesn't want to see a high school classmate, why to search for him/her. If you communicate with that person, you already in contact with that person...

Another point was the superiority of Facebook on other social network sites as an idea (n=2) and as web technology (n=2). Two interviewees noted that Facebook is a good place to spend times on.

4.4.6. Current Impressions on Facebook

The interviewees were asked to move from the past to current time and asked several questions on their recent impressions on Facebook. Under this category, five sub-categories and several sub-sub-categories were yielded.

First sub-category is about whether Facebook was a part of their current life. Half of the interviewees (n=10) agreed that Facebook took an important part in their personal lives. Two interviewees emphasized that we like or dislike, Facebook is indispensably a part of the modern people's lives. The other half of the interviewees (n=10) perceived Facebook as an ordinary element of their lives. One of the interviewees posited that

Well, I don't see any significant change but I feel as if I was a part of network of people who are not with me but at a distance I can stay remain connected with them. So it gives you certain sense of belonging. It makes you already with that people and since I live alone here away from my friends and family, it makes me feel that ok I am still connected with my friends, what my colleagues are doing, and other people who are important to me.

As a second sub-category, the interviewees answered what changed in their lives in subsequent to their Facebook membership. Five interviewees outlined that nothing changed with their memberships. Half of the interviewees (n=19) ascertained that they discovered their friends from the past. Besides six interviewees said that they started to communicate with other people in an easier way than before they do. Five interviewees felt more social with their membership to Facebook. One of the interviewees explained that

... For example, I had been living somewhere else in the elementary school years. Then I moved to somewhere else in the high school years. I left most of my friends, I had good connections, for instance. I left them there, our communication disappeared. We established that [communication] with Facebook. By finding my ex-friends on Facebook, I had the opportunity to see each other again, therefore, [Facebook] it helped me that way...

The third sub-category is about enjoyable elements of Facebook. Seven interviewees liked watching videos on Facebook. Afterwards, the interviewees enjoyed with “what is on your mind” status feature (n=4), “photo sharing” feature (n=3) and “photo comments” feature (n=3). Four interviewees found nothing amusing on Facebook. One interviewee declared that

The funny thing is that I feel happy when I get comments on my photos, or it is nice to make comments on other’s photos. I mean, I love them. Sometimes, people put interesting videos, I watch them. Other than that, there are ridiculous videos, too. Additionally, I like the place where people write introductory sentences about themselves [“What is on Your Mind” tool], like I do that, I am there and so on...

What interviewees neglected on using Facebook is the fourth sub-category in which seven interviewees ignored the invitations. Moreover, the interviewees disregarded chat tool (n=3), advertisements (n=2), video uploading (n=2), wall tool (n=2), games (n=2), applications (n=2) and groups (n=1). One interviewee reported that

Yes I do ignore things which for example, there is an invitation from someone whom I don’t know so I might not consider to accept it very immediately. Because, of course I have my friends and I want to protect my identity with them so I am not very open to accept unknown invitation. Other thing, there are many open application which you have to register that you drawn on your wall and in that case you are driving an application that use your private data and I am not very open to register every application...

The fifth sub-category covers how the interviewees feel about using Facebook. This sub-category unfolds three queries; feeling out of touch (if not connected to Facebook), feeling as a member of Facebook community and feeling sorry if Facebook closed. Half of the interviewees (n=10) stated that they felt out of touch, if they cannot connect to Facebook with the following reasons; curiosity on shared videos (n=2), knowing what is going on in my friends’ lives (n=3), feeling responsible toward checking Facebook every time (n=2). Other half of the interviewees (n=10) disagreed

that they felt out of touch in regardless of connecting Facebook. One interviewee said that

It is not feeling out of touch. I feel that I have to catch up when I login. That is different. I mean, I don't have Facebook now because the connection is bad. So I can live for a week out of it. But once if I open it [Facebook], then I feel responsibility to check if I have emails, messages or something that I have to check.

In the second query of fifth sub-category, the interviewees asked whether or not they feel like a member of Facebook community. Half of the interviewees (n=10) felt like Facebook community member and one of the interviewees highlighted that s/he felt the satisfaction of socialization with Facebook membership. On the other hand, eight interviewees didn't feel the same way with other interviewees. Among these eight interviewees, five of them emphasized that Facebook is just a network. Finally, two interviewees were unsure whether or not they are the members of Facebook community. One of the interviewees pointed out that

Since I am the member [of Facebook], since I share something [on Facebook], most probably, I don't see any problem to feel like that [as a Facebook community member]. Nonetheless, I don't visit it [Facebook] like once in a week [since I visit quite often], I am in the Facebook family.

Last query of fifth sub-category questioned whether the interviewees would feel sorry, if Facebook was shut down. Eleven interviewees noted that they wouldn't be sorry, if Facebook is shut down. Among these eleven interviewees, six of them stressed that there would be another social network site like Facebook. On the contrary, eight interviewees noted that they would feel sorry with when Facebook shut down. Five among these eight interviewees highlighted that they would be sorry for losing their friend connections created on Facebook. One interviewee told that

Yes, of course [I would feel sorry]. I think that community will move on to something else. I don't think that Facebook is going to be closed. But now I am thinking what would happen if I just lost all connections. I should worry about.

4.4.7. Tools of Facebook

The researcher sparked a series of questions for tools of Facebook; “News Feed”, “Online Chat”, “The Wall”, “Groups”, “Events”, “Applications”, and “Status – What is on Your Mind”.

Twelve interviewees like the current appearance and performance of “News Feed” attribute, whereas six interviewees dislike it. Furthermore, eight interviewees showed their gratitude toward lively updating structure of “News Feed”. One interviewee among them specifically stated that s/he doesn’t have to check every profile with that simultaneous update feature of “News Feed”. Quite the opposite, eight interviewees complained about overloaded information on “News Feed”. One interviewee among them particularly argued that “News Feed” needs personal filtration. Additionally, nine interviewees noted that Facebook became like Youtube with the videos on “News Feed”, while one interviewee commented that Facebook became like Twitter. About “News Feed”, one interviewee proclaimed that

Yes I do like [News Feed]. Because it is very live information and it is most updated. So it is interesting to know what is going on. And it can have many other purposes to tell you, for example, if I say as a learning application, I would see they can be nice information about what your friends are learning which could be an interest to you, and you know about it. If my friend is reading a novel and Facebook says this is your friend and he is reading novel and then probably you are interested so you can also read that novel. but it says your friend is watching that movie and he has that speed-back, so probably you can also watch the movie and you can give your own feedback. This type of live updates can keep you in contact with each other. That is a very good feature.

From the comments (n=19), it was revealed that the interviewees thought that “News Feed” triggers gossips among people (n=14). Especially, commenting on each other (n=4), private information on Facebook (n=2) and relationship changes (n=2) which reflect on “News Feed” were shown as some triggers of gossips resulting on Facebook. Nevertheless, three interviewees disagreed with that perspective. Especially, one interviewee noted that it should be perceived as interaction rather than gossips. One interviewee urged that

For sure... that person said this, this person did that...Actually they are all gossips, thus [Facebook] triggers gossiping. There is something like, Facebook offers that feature to people, to provide with much private information and people fill this information consciously. Maybe, some people just do this for creating news about themselves or for making people talk about them. Since people see this information [on Facebook], they start to talk about other people which for sure is gossiping.

Thirteen interviewees reported that they utilize “Online Chat” tool on Facebook. However, seven interviewees didn’t utilize “chat tool”, because they prefer MSN Messenger (n=3), or they don’t want to chat with every friend in their Facebook list (n=2);

[I don’t use chat tool] because I use [MSN] Messenger. Why I don’t use, because if you decided to use Facebook, you would have to accept that your number of friends would be high.

From the transcribe analysis, it was revealed that “Wall” tool was the least preferable and utilized tool on Facebook (n=17). “Wall” tool was purposefully used for celebrating birthdays (n=14). Only four interviewees stated that they used “Wall” tool for replying to someone who had written on their walls. One interviewee uttered that

I do use [Wall]. But not very often. Sometimes, to say happy birthday, I write to walls. When I don’t want to send a personal message, when I want to write something funny, sometimes I write to walls, but not very often.

Facebook is quite well-known by its group tool inside. Thirteen of the entire interviewees (n=20) created at least one group on Facebook and ten interviewees were administrators within at least one of the Facebook groups when the interviews conducted. After this heavily interest on using Facebook groups, the interviewees were asked to state their reasons for accepting or rejecting an invitation to join a group on Facebook. Sixteen interviewees noted that for making their decisions, they visited the group homepage. Afterwards, the interviewees paid attention to the sender of the group invitation (n=11). Besides, the interviewees (n=9) checked to what extent the group was

parallel with their personal interests, purpose of the group (n=7), name of the group (n=6) and necessity of such a group (n=3). One interviewee reported that

Absolutely [I check group homepage]. Thus, before joining the group, I carefully investigate the group. Because, for sure, it [joint group] is your reflection on the group.

Meanwhile, the interviewees questioned about the current situation of Facebook groups that there are a lot of unnecessary groups (n=4) where there must be a filter for establishing Facebook groups (n=2). One interviewee informed that

There are a lot of unnecessary groups. Thus, I don't join most of them. For example, no to armenian genocide, no to that. For example, they are basic ones. Nothing will change, if I say no to them.

For the “events” tool of Facebook, mostly the interviewees (n=12) stated that they followed birthdays over there. Five of the interviewees reported that they just saw “events” but did nothing with them. Two interviewees argued that “events” were their personal agenda. Since “events” address a lot of people (n=2), take attention of people (n=1), and provides with easy invitation to all occasions (n=1), nine interviewees were inclined to create an event on Facebook in the future. One interviewee explained the how beneficial the “events” was;

It [events] stays on the right side of the screen. In my opinion, birthdays are good, because in that rush people might forget. Honestly, it [birthday as an event] is so beneficial.

Facebook is a platform where different people can develop applications for it. Six interviewees declared that they used “games” application on Facebook and another six interviewees said that they utilized “tests” application on Facebook. Moreover, two interviewees stated that they take advantage of “travel agenda” application. One interviewee pointed out how s/he joined the applications;

It depends on application. For example, we play some games, we play poker. I joined the game, because my friends invited me to join. I didn't search for the application. My friends sent me the invitation...

The most common Facebook activity was revealed as changing the "What is on Your Mind" status (n=13). When the interviewees were scrutinized about the reasons of changing their statuses, they listed several reasons, such as; whenever psychological changes happen (n=6), whenever they go somewhere (n=3), when they want to announce something (n=3), or when they do something special (n=2). Additionally, fifteen interviewees affirmed that they read the other people's status when they change it where two interviewees said that status changes is the most important source of curiosity on Facebook. One interviewee stated that

Generally, when I am in a depression or when I feel so happy, I just write there "I have a toothache" and people say "get well soon"... When I feel personal attention, they pay attention to me. Or whenever I want to say something like "is there anyone who has that", for instance...

4.4.8. Information Presented on Facebook

All of the interviewees were asked for what kind of information they present on Facebook. While choosing which information to be asked, the researcher started from "Info" tab of Facebook profiles and selected items which literature emphasizes. The information scrutinized was "relationship status", "political view", "contact information", "pictures" and "tagging" activities.

Over twenty interviewees thirteen interviewees stated that they didn't fill their relationship status on Facebook. One interviewee noted that s/he doesn't feel comfortable with that information, where other told that s/he doesn't have dating purposes on Facebook, so it is not necessary. Three interviewees defined themselves as "single", yet, four interviewees filled that information as "married", although one interviewee said that it was a joke to write as "married". One interviewee pointed that

I mean, written as "single" means nothing to me. Thus, I prefer not to have this information there. I don't have that information. I removed.

Sixteen interviewees left the “political view” empty. One interviewee speculated that political view is not something about socialization. Besides, one more interviewee noted that s/he never shares his/her political view on Internet, in general. Although four interviewees shared their political views on Facebook, two interviewees reported that they wrote something funny on that information. One interviewee uttered that

There is [my political view] but I can't remember now. Because I updated there many times ago. But, it is not one of the political views there, I used humor there. In a funny way. There was a nice expression there.

Sharing private contact information on Facebook is an important concern according to literature. Five interviewees highlighted that they didn't share any kind of contact information on Facebook. They also listed some reasons such as fake Facebook profiles (n=2), unsecure nature of Facebook (n=1), and unsecure nature of the Internet in general (n=1). On the other hand, fifteen interviewees share their email address on profiles, where for twelve interviewees, “only friends” could see this information. One interviewee provided a detailed information that

There is nothing written there. I am not in favor of sharing this information. People can get this information from each other. Moreover, once I put my email address, every member of Facebook [in my profile] starts to add me to MSN [Messenger]. But, there must be a limited number of people to talk via MSN. Because MSN takes a lot of time, too. That is why I didn't share any information there. In my opinion, rather than informing people about my political views and relationship status, I prefer to talk about them personally.

The interviewees were also asked questions about their photo sharing and tagging actions on Facebook (n=20). Seventeen interviewees reported that their Facebook photos could only be seen by their friends. Fourteen interviewees noted that they used tagging on Facebook photos. Additionally, interviewees were asked whether they removed any photo tag where thirteen interviewees agreed and provided a list of reasons for removal of tags; if s/he is not good in that photo (n=7), personal humiliation on photo (n=4), if s/he is not in the photo (n=4), photo without permission (n=3), Photoshop effects on photo (n=1), revealing personal ideas on photo

(n=1), stopping of a friendship (n=1), and alcohol in photo (n=1). One interviewee explained the reasons why s/he removed photo tags;

I removed one tag from one picture, someone took a picture of mine with my students and it was a conference and then I guessed why, so I didn't make a fast ..., but they took the picture since we were doing Photoshop at that time, they applied some effects and liquefied, basically they distorted my picture then uploaded it and tagged it. I thought it was stupid because (a) it was my picture, (b) it wasn't really me. so I removed the tag. I think that is the only instance I have done that.

4.4.9. Visual Design of Facebook

The researcher asked questions about revealing the ideas of the interviewees on the visual design of Facebook in terms its uses and gratifications. Basically questions gathered around (a) current visual design perspectives, (b) what they would do, if they want to improve a current aspect of Facebook, and (c) what they would add something new to Facebook, if they had given that chance.

The interviewees characterized Facebook as a usable tool (n=5), simply designed (n=4), no problem with any Facebook screen element (n=3), and powerful company support behind the design (n=1). On the other hand, some interviewees complained about Facebook and its complicated design (n=5); like many scrolling (n=1), difficulty in watching videos (n=1) and uncontrollable audiences whom I wanted to share my personal knowledge (n=1). One interviewee said that

Generally, people can use it [Facebook] easily, ease of use, comfortable and well designed with buttons, they all provide people with trust and beauty.

Besides, four interviewees noted that they were satisfied with the performance of Facebook whereas two interviewees were not happy with chatting performance (n=2) and gaming performance (n=2). When it comes to the colors used in Facebook, five interviewees defined the colors as nice choice, while two interviewees are not pleased with Facebook colors. One of the interviewees pointed that

Chatting tool of Facebook is so slow, chatting on Facebook is so difficult, additionally, games can't be opened fast, there is also a slowness there [in games]...

One interviewee specified that Facebook's new language alternatives helped Facebook to increase its members. Besides, one of the interviewees uttered that what s/he uses in Facebook covers what s/he needs in a social network sites. Interestingly, there revealed a contradictory situation where three interviewees liked this Facebook versions more than the earlier versions, yet, three other interviewees liked the earlier Facebook versions were perceived better than current Facebook version.

I guess this version is better [Facebook]. There are some people who like earlier versions but honestly, I was uncomfortable with invitations which cover a big place on the page. Maybe, it is something little but I have 114 group memberships, if I want, I can go and find them. I like this version more than earlier versions.

Two interviewees specifically noted that they didn't think that they would like to change anything about Facebook. On the contrary, eleven interviewees offered some improvements to current versions of Facebook; a video database like Youtube (n=3), more separated among Facebook visual elements (n=3), more customizable websites (n=2), increasing the chatting performance (n=2), the way of uploading photos (n=1), the way of moving back and forward among photos (n=1), different colors (n=1) and less scrolling (n=1).

I would like to change photo uploading. Because there while uploading, especially in Mozilla [browser], it [uploading] creates problems, although there are some information like upload Java, when I want to upload photos, I go to Internet Explorer [browser] and choose simple option. That is totally annoying me. People shouldn't be forced to do that [photo uploading] on this way...

Generally, the interviewees were silent when they were asked to state something totally new to Facebook. Only six interviewees posited new features to increase Facebook quality; voice chatting like Skype (n=3), peer finding system (n=1), unlike

option for photos (n=1) and easy allowance to create Networks within Facebook (n=1). One of the interviewees reported an appealing trait for Facebook which could make it more adaptive to instructional context as;

That is my research as well. Because I am interested in finding people in a network of learners so I am looking for how to find people in .., for example and what are the features, what are the criteria to find people and in that sense, if I could develop on top of that, any application which should help me to find other people whom I can learn for the topic. So I would like to add something like friend finding system or some sort of peer finding system which can help you to find other people on a specific learning domain.

4.4.10. Appropriateness of Facebook for teachers/learners

This category was built on several questions about instructor-learner relationships on Facebook.

Over nine instructor-interviewees, five of them stated that they added students to their friend lists on Facebook. Among these five teacher- interviewees, four interviewees noted that they prefer to add graduated students. Besides, two instructors argued that it is a big problem if they accept some students and reject others. One instructor accepted that s/he had learners in his/her friend list, but s/he didn't think that it is ok to have learners in the list. Additionally s/he commented that s/he felt that s/he had to think twice, before s/he wrote something on Facebook. One of instructor-interviewee stated that

It is not right for me [to be friends with learners on Facebook]. Because there is no reason for learners to know about a personal joke between my friends and me. Existence of learners [on Facebook] limits me [my behaviors]. I have to think twice while writing something [on Facebook]. Or sometimes I forget and write something which could create a dialog among learners. When I ignore one [friendship] invitation and accept other one, that could create different dialogs. Generally, I am careful about not to accept students whom I still offer courses for that group. I accept students who are graduated, or who pass to the next semester, or who are close to graduation – who keep level of talking respectfully.

Although five interviewees had learners in their lists, they remarked on their statements such as; (i) younger learners shouldn't be friends with their teachers on Facebook (n=1), (ii) teachers shouldn't give many information on Facebook (n=1), (iii) s/he had restricted profile for his/her learners (n=1), (iv) it is good to have learners in the list for following them in their daily lives (n=1), (v) it is quite normal that teachers have Facebook and their learners on the list to catch up with latest developments (n=1), and (vi) learners can understand that teachers are human, too (n=1). One of teacher-interviewee acknowledged that

Of course right, why not. Well, there is something like I have friends who are teachers. They have students, too but younger elementary school student, 6-7-8 [grades], for example, I don't like that they use Facebook. Because, they are just elementary school students, well there are photos [on Facebook], well to see their teachers like in their private lives, because I think about one of my friends [who is a teacher], well maybe s/he cannot be a good model for his/her students. Because friendship context might be more sincere, well, clothing for instance, in that age they might like anything, so they can get a wrong message [from Facebook]. Therefore, when I think about elementary school teachers, I don't think that it is ok to share their information with their students. On the other hand, there is no problem with university level.

Nonetheless, three teacher-interviewees disagreed they had learners in their friend list. Two interviewees expressed that not-to-add learners in their friend list was their principle. One interviewee specified that s/he had such a decision as a result of his/her experiences. One interviewee complained that many learners on Facebook means many messages on or via Facebook. One of the teacher-interviewees acknowledged that learners are not happy with his/her existence on Facebook. One of teacher-interviewee clarified one point that

I have seven hundred forty two contacts, so I don't say that all my students want to be friend in my Facebook, but a lot of those seven hundred people are/will be ex-students. Even some of students I have now they are still be friends on Facebook. I have already said I do have a restricted profile because

they are not my friends, they are students. So I don't want to share with them everything. Just to contact.

Five of the interviewees reported that they had teachers in their Facebook friendship list. They provided some explanations such as; s/he only preferred to add assistants, not professors (n=1), s/he wanted to have an informal relationship with teachers, too (n=1), s/he had only ex-teachers in the friend list (n=1), and s/he felt that teachers were more like friends (n=1). One of the learner-interviewee put forward that

It is not ok for me [to add a teacher into a learner's friendship list]. If the learners wants to communicate with an academician or a teacher, humorous conversations, I say in parenthesis humorous conversations, to what extent it is right that instructors will hear about them. For me, it is not. Because, there could be humorous conversations about instructors too, or people's talk about each other, because it is an informal site, that could be inappropriate. And communication with teachers, by being careful all the time, will block the conversations. Respect and sincere friendly emotions are different things. For me, it is not nice to be in the same environment [Facebook]. But whatever it takes, I will not be affected much, but I don't think that it is appropriate [to have teachers in the learners' friendship list].

Afterwards, both the instructor and the learner interviewees were asked about whether or not it is right to check each other's profiles. Sixteen interviewees (n=11 for learners, n=5 for teachers) agreed that it is right for teachers to check their learners' Facebook profiles whereas two teacher-interviewees disagreed with that opinion. The supporter of this perspective clearly defined that both teachers and learners are on the same network (n=4) and curiosity on what learners do in their daily lives might trigger checking their profiles (n=4). One learner-interviewee articulated that it is even better if teachers check learners' profiles, since they would know learners better. One of the learner-interviewee argued that teachers might check whether or not learners are doing something wrong. Alternatively, two teacher-interviewees disagreed with the following reasons; that might affect teachers' objectivity toward learners (n=1), teachers already know about learners (n=1) and there are many private information on Facebook (n=1).

One of the learner-interviewees answered the question of checking teachers' Facebook profile by learners;

No problem. This could be a problem for teachers, teachers must organize their profiles according to certain things, because students learn through modeling, there is a generation of students in Turkey who learnt from modeling themselves on [the teacher]. By modeling themselves on the teacher, s/he will see teacher's profile, s/he will be curious about what that person does, s/he will be just like the teacher. Hence, it could be little problematic for teacher. S/he has to use his/her profile more limited and careful.

The same learner-interviewee asked the same question from other way around; checking learners' Facebook profiles by teachers;

That could be suitable. Because, teachers are trying to furnish students with ethic and good behaviors. To prepare next generations. Teacher might check whether or not students have mistakes.

Sixteen interviewees (n=9 for learners and n=7 for teachers) specified that it is alright for learners to check teachers' profiles on Facebook. Curiosity of human side of teachers (n=4), being on the same network (n=4), is feeling alright by learners to be checked (n=3), necessity of arranging teachers information display (n=3) some reasons revealed from the interviewees. Nevertheless, four interviewees (n=2 for learners, n=2 for teachers) disagreed with other interviewees stating the following issues; for privacy reasons, teachers' profiles must be limited (n=2), teachers are more flexible toward master and doctoral students (n=1), learners' personal conversations shouldn't be seen by teachers (n=1), there must be a balance between teachers and learners (n=1), teachers should have different accounts on Facebook (n=1). One interviewee pointed out that

If the teacher is a member [of Facebook], students will come and check it too. Teacher must provide information [on Facebook] accordingly. S/he doesn't have to give all information [on Facebook]. If s/he designed the profile appropriately, in advance everybody will look at there, s/he has to think of what

information to share and what information not to share. Student might check [the profile of teachers], you cannot forbid that.

The last sub-category was detected as the objectivity of the instructors. Seven interviewees (n=5 for learners, n=2 for instructors) decided that objectivity of the teachers might not be affected as a result of Facebook friendship. On the contrary, one interviewee stated that teachers might understand their learners fully. One of the interviewees proclaimed that objectivity is one characteristic of being a teacher, therefore, if the teacher cannot manage his/her objectivity; that is his/her problem. One of the learner-interviewees made an interesting comment that it will be unfair for learners who are not on Facebook, if there is an instructional activity between learner and teacher. One of teacher-interviewees explained his/her thoughts as follows;

No [objectivity might not be affected]. That would be the same as if you were friend with that student outside of the classroom. I think they should be mature enough to manage that. In that sense I don't see the difference between digital and real world.

Similarly, one learner-interviewee explained his/her point of view as stated below;

It could be [objectivity might not be affected]. It depends on the discipline of the teacher. Because if you are a friend of someone then you take someone more as a casual learner in an informal way. And if you are not a friend of that person then you are more directive more objective, you do more objective assessment of that person. in that case I think either almost all of his or her student are on informal network and he has a similar relationship then it is fine. But otherwise it would be unfair for people who are not in the social network, and who are being taught by that teacher. So then the person who is in the social network has a friend might get more credit. So in that sense it is a tricky question to answer.

4.4.11. Use of Facebook in Education

This category reveals the perspectives of the interviewees on Facebook's possible benefits for instructional usage. Besides, the category discusses the following points; for which level of schooling Facebook might be beneficial, how teachers might offer instruction on Facebook, to what extent Facebook might add some fun to instructional context, the possibility of building a learning community on Facebook, the possibility of establishing a bond among learners and teachers, the willingness of offering a course or taking a course on Facebook and possible problems of instructional use of Facebook.

Twelve interviewees (n=8 for learners, n=4 for teachers) agreed that Facebook could bring advantages to the instructional context. When they were asked to provide researcher with more detailed information, they noted that Facebook could be a context for sharing instructional materials (n=5). Moreover, it is noted that instruction on Facebook must stem from a need of learning (n=1) and must be developed from instructional aspect (n=2) by well planned instruction (n=1) and providing more feedback to the learners, with some newly developed Facebook applications (n=1). Furthermore, it was stated that learners must have enough level of consciousness (n=1), must care about instruction (n=1), and must have an interest in the course (n=1). One interviewee explained how s/he perceived Facebook as personal learning environment;

Yes [Facebook could be beneficial for instruction]. The idea of working with personal learning environment and what might be with a group. My offer is using Facebook as a personal learning environment. Because Facebook has applications that allow people to link your Gmail to Facebook, you can use Soho, you can add news feed, you can add notes and blogs which we don't use in our school, but has a good role as a Facebook application. So you could theoretically build a PLE [personal learning environment] as a support. But even though we discussed this with my students, plenty of them, created these tools to support their PLE and no one used Facebook. Because they said that Facebook wasn't for academic use. The paradox is that they would add me as a friend on Facebook, so they annoyed they will see more a friend than a teacher or if they don't want to mix academic with social environment, they asked to be a friend. But I don't know whether that is very personal decision.

Alternatively, five interviewees (n=2 for learners, n=3 for teachers) said that Facebook could bring no benefit to instruction. It was noted that Facebook has too many distracters inside (n=3) or learners might be less serious on Facebook (n=1) which might damage instruction. Moreover, it was added that Facebook is not the best choice for an online course (n=1) and Facebook is not for academic use (n=1), just for sharing something (n=1), or just for some announcements (n=1). One interviewee commented on the announcements that

Benefit of Facebook in education, you can announce the events, you can announce about yourself, you can express yourself, but I don't think education sector might compete with those funny games.

In subsequent to benefit discussions, another question was sparked on schooling level suitability of Facebook in education (n=19). Nine interviewees (n=5 for learners, n=4 for teachers) regarded that Facebook is not appropriate for instruction on primary schools; because, students in primary schools do not have enough level of consciousness (n=6), especially in Turkey (n=2), might jump to other websites (n=2) because of the many distracters (n=2). Moreover, families of that age are against using the Internet (n=2) and are scared of sexual harassments which might stemmed from Facebook or Internet in general (n=1). Furthermore, primary school students are in the identity development process (n=1) and could have problems of self-expression on Facebook (n=1). One interviewee articulated that

Because primary school students might exaggerate. They might spend much time on Facebook by perceiving it as a game. Since after Internet has entered at every home, people spent many times with it, Facebook might create problems in primary schools. Well, students cannot balance that [to use the Internet appropriately]. All the times, they can move to other places [other websites]. I believe it [Facebook] must be used with a more conscious group. Even not with high school students, just university students.

Although high school students might have puberty problems (n=2), six interviewees (n=2 for learners, n=4 for teachers) stated that Facebook in instruction is suitable for high school students. Twelve interviewees (n=6 for learners, n=6 for

teachers) claimed that Facebook can be used in universities; because, students have enough level of consciousness (n=3) and their identity is more developed (n=1).

Three interviewees argued that Facebook can be utilized by life-long learners; because, it is an alternative mode of instruction (n=1) like mobile learning (n=1). On another occasion, one interviewee uttered that to use Facebook in education, learners must be at least 18 years old because of more developed computer skills (n=1) and more patience in talking and waiting for the answer on online settings (n=1). Four interviewees (n=1 for learners, n=3 for teachers) believed that for all levels of schooling, Facebook can be a tool in instruction. One interviewee specified his/her point of view that

I don't think that it [schooling level] will make a difference. You can use it on every level. You must limit what you will use it [Facebook] for. Especially on lower levels, you must be careful more, but I don't think that schooling level will make a difference. Problem is the same problem.

Ten interviewees provided clues on how to offer instruction on Facebook (n=7 for learners, n=3 for teachers). Eight of them offered to use groups to offer an instruction on Facebook. Uploading videos (n=5), sharing documents (n=5), chat tool (n=2), uploading photos (n=1), using the wall tool (n=1) were the interviewees' other recommendations for instructional activities on Facebook. One interviewee stated that

It would be similar like organizing a group and then bringing in people who are interested in that group and then introducing it in a simple way that what is the purpose of that group and what do you want to instruct and then if everything goes well, of course they can start to share their instruction or make some online sessions together, or chat sessions together.

The researcher asked the interviewees about Facebook's role in bringing some enjoyment to instructional context (n=20) where fifteen interviewees (n=8 for learners, n=7 for teachers) agreed upon that point of view. The interviewees (n=15) declared their reasons such as; sharing of visuals (n=4), adding instructional videos (n=3), adding new applications (n=2), interaction feature situated in Facebook, easy cooperation with friends (n=2), and commenting on each other (n=1). On the other hand, four

interviewees (n=2 for learners, n=2 for teachers) opposed that Facebook couldn't bring some fun to instructional context. One interviewee said that there are specific software which could be used like Facebook. Besides one of the interviewees uttered that face to face instruction couldn't be replaced by Facebook. One interviewee argued that

Can Facebook make learning more enjoyable – well, it depends on instructors. However, I watched one or two videos, for instance, atoms' mass number and their introduction were in the video. It was a cartoon, I even sent it to a teacher. With these cartoons, you can give information about atoms to eight-nine year age group, you can inform about what they [atoms] work for, their mass numbers, what happens if they come together – it was a cartoon where you can teach something easily and enjoyable.

In parallel with the interviewees perspectives on Facebook's contribution to providing enjoyment for instructional context, the researcher asked a question whether or not instruction should/must be enjoyable in general where fourteen interviewees (n=9 for learners, n=5 for teachers) supported that standpoint. The interviewees said that enjoyable instruction will increase learner participation (n=2) and permanent knowledge (n=1). Instruction without entertaining is boring (n=4), de-motivating (n=2) and punishment (n=1). On the contrary, the interviewees commented that instruction shouldn't be entertaining all the time (n=5) and should be more attention gathering other than enjoyable (n=1).

I think it should be [instruction should be funny]. I mean, we must argue how educational it will be going to a school which is obligatory and boring, or trying to learn something in an obligatory way. I mean, if we learn something with games, it will be more permanent.

The researcher questioned about the possible effects of Facebook on building a learning community on it. Seventeen interviewees (n=11 for learners, n=6 for teachers) are of the same mind that Facebook could create a learning community; for increasing on communication among teachers and learners (n=3), for international cooperation (n=2), for informal learning (n=1), for hobbies (n=1), for learning a language (n=1), and for creation of consciousness on some issues (n=1). One interviewee specified that

Facebook is the most closest setting to create a learning community and another interviewee moved further and stated that it would be better if activities on Facebook moved to reality. One interviewee accepted the notion of creating a learning community on Facebook with an example;

Yes, I do agree. One of good examples would be learning a web language where you have a native speaker as well as second language learners. So in that case, you can share your language skills with other people and some is more expert in that language, he can start to give more resources or instruction on that language, or one of those members are interested in becoming a language teacher, so they can also organize an event for a face to face discussion or they can watch a movie in foreign language and then they can discuss about it. It is a really good platform depending on learning scenario where you can use it for your own learning goal. One good example is a language learning.

The researcher narrowed down the scope of the previous question on the potentialities of Facebook for establishing a special bond among teachers/learners. Two interviewees disagreed with opinion that without face to face interaction, a real bond cannot be established (n=1) and if there are people who don't like each other, it will create problems rather than bonds (n=2). One interviewee stated that

It [Facebook] could establish a bond [among teachers/learners] whereas it could destroy too. Because in every classroom, there can be people who like or dislike each other. If someone sees a person who doesn't like. For example, you, you are my friend, if you talk to someone whom I don't like, I could create a negative opinion about you, maybe.

However, eighteen interviewees (n=10 for learner, n= 8 for teachers) considered possible ways and reasons of establishing such a bond in the instructional context, especially if it cannot be provided during the class instruction (n=4). The interviewees notified that via groups (n=1), or via chatting tool (n=1), we could create a channel for increasing connection (n=3). On the other hand, the interviewees warned that this culture of bonding among teachers and learners should be built in the earlier ages (n=1) and keeping respect on each other on Facebook might be problematic (n=1).

In that category, the learner-interviewees (n=11) were asked about their willingness to attend a course on Facebook, while teacher-interviewees (n=9) were asked about their willingness to offer a course on Facebook. Eight teacher-interviewees showed a motivation on offering a course on Facebook; for having a new experience (n=1), like a asynchronous distance education course (n=1), by developing special application for instruction in Facebook (n=1), while realizing offering technology oriented courses might be difficult on Facebook (n=1). One teacher-interviewee posited that

I wouldn't offer a course but I would support it. I would create interfaces of any form, I could create a discussion group instead of creating a wiki. sure there are many ways, I mean, the group application of Facebook is a very good tool for creating a learning environment that you can share with people. The fact that they don't want to, doesn't mean that it is not possible.

Accordingly, all teacher-interviewees (n=9) supported the phenomenon of using Facebook as a supplementary material to face-to-face instruction where theory part of the course provided with face-to-face instruction (n=2) and project development activities are supported on Facebook context (n=2). It was an offer to take advantage of using groups in instruction (n=5), watching videos (n=1), learners asking question to teachers (n=1), announcing homework, grades or others on Facebook (n=1). Yet, it was cautioned that teachers' guidance should be provided face to face (n=1) and face to face instruction is indispensable (n=1). One teacher-interviewee argued about his/her points that

Well, we realize some activities during the courses, in my opinion, the guidance of teachers are important, and guidance should be done face-to-face, we must be together [with students]. However, some topics like that happened there or here might be announced via Facebook, in other word, via online. We already use online settings for giving assignments and announcing the grades. They can be [on Facebook]. Yet, during the course, for realization of some activities, student and teacher must be at the same place. Because, teacher must guide them. In some way, they must communicate with each other. Thus, we can use it [Facebook] when we want to announce something, announcements about

course, or any question that come into students' minds can be answered there. I mean, on Facebook or any other online tool. By asking questions.

The learner-interviewees (n=8) were enthusiastic about participating in a course on Facebook; since, Facebook offers an enjoyable setting for learning (n=1), it is a creative way of learning (n=1), and it will be interesting (n=1). Two interviewees specified that they would be more willing, especially if the course was parallel with their interests. Besides, one of learner-interviewees pointed out that s/he can control himself/herself about distracters on Facebook. One learner-interviewee highlighted his/her enthusiasm that

Absolutely I want. Absolutely. If it is parallel with my personal interests, I would love to attend that course.

Similar to the teacher-interviewees, ten of the learner-interviewees supported the phenomenon of using Facebook as a supplementary material to face-to-face instruction. One learner-interviewee claimed that it is the best option for people who don't have enough time for instructional activities. One of the interviewees complained that without face to face part, Facebook will become a serious environment. Besides, it was added by the interviewees that they concern about distant learning in general (n=2) and evaluation of learners (n=1). One learner-interviewee supported that idea of face-to-face instruction with Facebook;

Yes [Facebook supported face to face instruction], it is most like the matter of availability. Most of the time, if you are not able to see each other, communicating on online is a better option. And then if you think that your communication goal still would like to be perceived, then you can always try to make face to face meeting and organize a common event where you can see each other.

The last sub-category was obtained as the possible problems which might stem from instructional activities provided on Facebook setting (n=19). Only one interviewee who was a learner said that there will be no problem with the situation. Mostly stated problem was the difficulty of expressing ideas on writing which is not same as speaking

(n=4). With further questions, the interviewees stated the possible issues related with writing as; lack of body language (n=3), concerns about informal speeches (n=2), possible quarrels on discussions (n=1). One interviewee expressed the importance of the body language as;

Problems; when face to face, I believe, we can learn better through mimics and speech- style. On Facebook, there is no camera, you cannot see other side...

Three interviewees shared their concerns about how serious learners will be on Facebook based on instructional activities. Besides, being on the same context for teachers and learners might be problematic (n=2) because the privacy of learners might be damaged (n=1). Two teacher-interviewees added that all possible problems of online education will appear within this context, too. One teacher-interviewee stated that same problems might occur for both teachers and learners. One interviewee specified that

As I stated before, all the problems in online education might be reflected on here [Facebook] too. Specifically linked to online education, some certain expression problems, some of them write something, and others want to answer them, and it is difficult to manage that on online education, we could have the same problems in Facebook, too. Other than that, because of the Facebook's own features; sharing or extra information shared might create problems.

Within this sub-category, technical issues were also revealed. For instance; learners' technical incapability will be reflected on the courses (n=2) and the Internet might be slow (n=1). In advance, both learners' and/or teachers' rejection to use of technologies might reduce the course's effectiveness (n=1), as well as the argument of people's distance to technologies (n=1). One interviewee expressed the issue that

As I told, the perspective of human beings about computers, mostly, some people perceiving themselves as distant to computers or Internet or any technological devices. Or, it might be irritating for them; because of technical incapability. This is also valid for any other online setting. If the person rejects to use of computer or technology, I don't think that person will get benefit from them.

The interviewees discussed about the learners within context. For example; learners' attention to courses on Facebook might be distracted easily (n=1). Besides, if some of the learners didn't have a Facebook account, they would be forced to join this social network site (n=1) and learners who don't know much about Facebook might be disadvantage (n=1). Similarly, if the learners don't have interest in using Facebook, they might learn less than the others (n=1). One interviewee exemplified that

For example, when it is on Facebook, you cannot communicate instantly. There is a concept of "feedback", it can't be simultaneous. That could be a problem. Or, if something comes into your mind, or if you want something, you can realize that simultaneously. Moreover, face to face courses are more charming and more permanent.

Other possible problems for the interviewees' comments might be listed as follows; managerial issues of instruction (n=1), possibility of misevaluating student's success (n=1), maintaining long-term interaction in course (n=1), availability of technology and media in instruction (n=1), control of Facebook comments (n=1), the possibility of ethical problems (n=1), and the occurrence of late feedbacks to learners (n=1). One of the teacher-interviewees gave an interesting psychological based example that

The biggest psychological barrier is that do you know what they call as "creepy tree house effect". You know that children build this tree house and they have these wooden walls where no one allowed. That is the thing. When someone young or younger people create a group on Facebook or create an environment like Facebook, they feel that allowing adult figures like siblings, teachers, or others what they are doing that is the creepy tree house effect. They are invading personal spaces. I think this is a big barrier. On the side of teachers, I think that if I have to choose, I will go for a wiki or a blog before Facebook, because again I think there are many things that are too distracting and I have hard times to keep my students focus on what they suppose or what they think that they are supposed to dealing. I don't suppose to play games or chatting.

4.4.12. Future of Facebook

The researcher identified the last category as the future of social network sites, or Facebook in general. Five interviewees urged that Facebook is getting more importance in life. Moreover, it was proclaimed that Facebook will never die in the future (n=5), and even if Facebook dies, there will be another social network sites (n=2). However, four interviewees presumed that Facebook will stuck somewhere in the future. In addition, it was reported that there is too much demand from Turkey on Facebook (n=4), whereas people in Turkey are more conscious in Facebook (n=1) which could yield banning of Facebook like Youtube (n=1). An interviewee talked about Turkey that

It seems that it is going to be an obligation for all Turkish people in the future. By depending on technology, everybody will use Facebook and in parallel with those usages, there will be innovations on Facebook due to researches. Now, it seems that it [Facebook] is going to be used by the entire society.

The interviewees (n=2) noted that they keep more in touch with their friends via Facebook. Furthermore, Facebook is getting more closer to face-to-face communication (n=1). In the future, Facebook will have simultaneous video communication (n=1) and will add new applications and tools to itself (n=1). As a combination of Twitter, Youtube and MSN Messenger (n=1), Facebook will be a reference to social network and to all other social network sites (n=1). A teacher-interviewee foresighted that

I think that people will find smart and will spend longer time. I think, we have to change to keep up, I think that is what Facebook trying to with twitter approach. I think Facebook could be a reference as a social network. They will keep it more in that way. I mean, you don't have to be in everywhere, you don't have to touch every aspect of social network or whatever you want to call it. Even if they stay as they are, they are still a proper source for keeping it in contact.

Three interviewees offered that Facebook will be integrated into educational activities. Moreover, since Facebook is a socialization tool, it is a good research to use Facebook as tool of instruction (n=1) and Facebook as a research tool itself (n=1). With

a gloomy view, Facebook will be closed (n=2), since people will get bored with Facebook (n=2) and will close their accounts (n=1). Furthermore, there will be more security problems (n=1) which might make Facebook be closed (n=1). One interviewee stated that

It will make people bored. People will think rationally and at a certain time, like television, whether it has educational use or not, people feel bored. Improved and continued. But after a certain time a derivation of it [Facebook], by covering it [Facebook] too, we will see more detailed [social network sites]. It is popular but people will get bored sometimes. Its popularity will end.

4.5. The Learner Experiences in the Course Given via Facebook in Terms of Its Instructional Utilization

The last research has been posited as “what are the experiences of learners on a learning activity on Facebook?”. Therefore, the course on Facebook was implemented and the collected data were analyzed by both quantitative and qualitative techniques.

4.5.1. Pre and Post Tests on Utilization of Facebook in Education

This surveys included basic demographics (country where learners live, ages, gender, occupations, online activity participation, and knowledge on using Facebook) and the questionnaire developed for this dissertation study on Facebook in education phenomenon. For these surveys, two constructs were analyzed by non-parametric tests; knowledge on using Facebook and twenty-one questionnaire items of Facebook in education survey.

For participants’ perception on their knowledge on using Facebook, the researcher provided five levels from poor to excellent. As Table 4.28 showed, learners felt themselves more competent on using Facebook as a tool.

Table 4.28. The participants' self-perception on using Facebook, pre and post test result

Levels of knowledge	Number of participants in the level for pretest	Number of participants in the level for posttest
Poor	1	0
Fair	2	1
Good	4	5
Very good	4	2
Excellent	4	7

The learners were questioned about their perspectives on utilizing Facebook in education with twenty-one items before and after the course. The instrument with twenty-one items was developed in the earlier stages of the study. This instrument was added to check whether or not the ideas of learners on using Facebook in education would change with the course implementation intervention. Items, mean scores and standard deviations of pre and post test results were tabulated below, Table 4.29.

Table 4.29. The mean scores the items on utilization of Facebook in education, pre and post test result

Questionnaire Items	Pre-test		Post-test	
	M	S.D.	M	S.D.
1. Facebook can be a good learning tool.	4.27	0.80	4.53	0.52
2. Facebook can be a good teaching tool.	4.27	0.70	4.53	0.52
3. The “ Wall ” application in Facebook can facilitate learning for learners.	4.20	0.77	4.47	0.64
4. The “ News Feed ” application in Facebook can facilitate learning for learners.	3.93	0.88	4.53	0.52
5. The “ Photos ” application in Facebook can facilitate learning for learners.	4.07	0.70	4.40	0.63
6. The “ Videos ” application in Facebook can facilitate learning for learners.	4.53	0.64	4.53	0.52
7. The “ Links ” application in Facebook can facilitate learning for learners.	4.27	0.70	4.47	0.52
8. The “ Online Friends ” chatting application in Facebook can facilitate learning for learners.	4.13	0.74	4.27	0.80
9. Facebook should be integrated in tertiary school (university) teaching-learning.	3.27	0.70	3.40	1.12
10. Facebook should be integrated in non-formal teaching-learning.	3.87	0.83	4.33	0.72
11. Using Facebook can make learning more enjoyable.	4.00	0.76	4.40	0.51
12. Facebook can serve as a learning tool by allowing learners to share their personal experiences.	4.13	0.83	4.33	0.49
13. I would like to contribute to the discussions on Facebook.	3.87	0.74	4.00	0.85
14. Using Facebook to participate in group discussion would be very exciting to me.	3.73	0.70	3.87	0.92
15. I have no fear of using Facebook to communicate with other people.	4.13	0.83	3.73	1.10
16. I feel confident in my ability to clearly express ideas using Facebook.	3.47	0.99	4.13	0.64
17. In using Facebook to share my ideas, I’m afraid my ideas would be used without my permission.	3.20	1.15	3.40	1.12
18. It would be difficult to complete a course on Facebook.	2.60	0.91	2.27	1.10
19. I could prefer taking a course on Facebook than in a traditional classroom.	2.40	0.83	2.67	1.35
20. I would be able to put more effort into a course on Facebook rather those in traditional classroom courses.	3.07	1.16	2.80	1.32
21. I would like to participate in a course on Facebook.	4.33	0.62	4.07	0.80

After the course, the learners experienced the challenges of participating in an online course via Facebook. For instance, the learners felt more fear of communication with other learners on Facebook; mean score of item 15 diminished from 4.13 (pre-test) to 3.73 (post-test). Similarly, the eagerness toward participating in a course on Facebook (item 21) also decreased from 4.33 (pre-test) to 4.07 (post-test). In subsequent to the course participation, the learners agreed more on the Facebook's ability to be a good learning and teaching tool (items 1 and 2). Additionally, the learners became more confident on stating their ideas via Facebook (item 16) where the mean score increased from 3.47 to 4.13.

Twenty one "Wilcoxon Signed Rank Test for Paired Samples" analysis applied to data set which possess pre-testing and post-testing results of learners on their ideas on using Facebook as an instructional tool. Among these twenty one items, only two items were significantly differed in according to their pre and post results; item 4 ("The "News Feed" application in Facebook can facilitate learning for learners.") and item 16 ("I feel confident in my ability to clearly express ideas using Facebook."). The results of item 4 indicated that a significant difference; $z=-2.46$ where $p=.014$. The mean of the ranks in favour of pre-testing was 0.00, while the mean of the ranks in favour of post-testing was 4.00. Moreover, the results of item 16 indicated that a significant difference; $z=-2.18$ where $p=.029$. The mean of the ranks in favour of pre-testing was 5.00, while the mean of the ranks in favour of post-testing was 6.22. Both results are based on negative ranks. The results can be interpreted that learners changed their ideas on the use of "News Feed" feature in instruction favourably where they also felt more confident in expressing their ideas on Facebook.

4.5.2. Pre and Post Tests on Knowledge in the Course on Facebook

It is another aspect of the pre and post-surveying of learners in terms of knowledge based changes. First of all, learners were asked to state their self-reflection on their levels of English before and after the course where English was the medium of instruction. Table 4.30 shows that learners feel competent enough on communicating via English. "Wilcoxon Signed Rank Test for Paired Samples" analyses applied to data set for analyzing differences on pre and post tests. According to the analyses, there was no significant difference on any levels of English.

Table 4.30. The participants' self-perception on their level of English, pre and post test results

Levels of English	Pre-Test			Post-Test		
	Very Well	Good	Basic	Very Well	Good	Basic
Writing	9	6	-	7	8	-
Reading	10	5	-	9	6	-
Speaking	8	7	-	6	9	-
Listening	8	7	-	6	9	-

Afterwards, the learners' knowledge on using some important computer programs were asked, Table 4.31. The learners seems competent enough on using different computer programs which were essential to attend the course. "Wilcoxon Signed Rank Test for Paired Samples" analyses applied to data set for analyzing differences on pre and post tests. According to the analyses, there was no significant difference on pre and post test results.

Table 4.31. The participants' self-perception on using different software, pre and post test results

	Pre-Test				Post-Test			
	Very Well	Good	Not Enough	None	Very Well	Good	Not Enough	None
Web Site Surfing	9	6	-	-	9	6	-	-
Email	12	3	-	-	11	4	-	-
Chat Programs (MSN, Skype, or etc...)	9	5	1	-	6	8	1	-
Word Processor (e.g. MS Word)	9	6	-	-	6	9	-	-
Spreadsheet (e.g. MS Excel)	4	9	2	-	3	10	2	-
Presentation (e.g. MS PowerPoint)	9	4	2	-	5	8	2	-

Besides, the learners read five sentences and decided their level of agreement (from "strongly agree" to "strongly disagree") on project cycle management issues which are highly essential for the topic of the course. From the descriptive statistics, learners tended to have a positive attitudes toward project development before and after the course on Facebook (Table 4.32). "Wilcoxon Signed Rank Test for Paired Samples" analyses applied to data set for analyzing differences on pre and post tests. According to the analyses, there was no significant difference on pre and post test results. Yet, it seems that the learners realized the difficulty of organizing a project which reflected on diminishing of the mean scores.

Table 4.32. The participants' ideas on group work, pre and post test results

Items “Working in Groups”	Pre-Test		Post-Test	
	M.	S.D	M.	S.D.
I liked developing projects in general.	4,53	0,64	4,40	0,63
I liked participating a youth project in general.	4,47	0,52	4,40	0,63
I liked working in a group in general.	4,27	0,59	4,27	0,59
I will organize a project in the future.	4,20	0,77	3,67	1,05
I will participate a youth project in the future.	4,07	0,70	4,07	0,80

Moreover, the learners were provided with forty four essential course concepts where they declared their level of knowledge on the terminology from “very well” to “no idea”. The concepts have been the terms the course covered in the training which are listed below, Table 4.33.

Table 4.33. The self-evaluation of the participants on essential course concepts, pre and post test results

Course Concepts	Pre-Test (n)				Post-Test (n)			
	Very Well	Good	Not Enough	No Idea	Very Well	Good	Not Enough	No Idea
“Youth in Action” Programme	4	8	2	1	5	9	-	1
“Youth in Action” Project	4	8	2	1	5	9	-	1
“Youth in Action” Project Types	4	5	5	1	5	6	3	1
Active Citizenship	3	7	2	3	5	7	2	1
Activity programme	2	8	2	3	6	6	2	1
Advance Planning Visit	4	3	5	3	2	8	4	1
Budgeting of a Project	2	5	5	3	2	9	3	1
Cultural Diversity	3	7	2	3	5	6	3	1
Dissemination	2	5	4	4	2	8	2	3
EFTA Countries	2	3	6	4	5	6	1	3
European Citizenship	5	6	3	1	8	6	-	1
European Union	7	5	1	2	8	6	-	1
EVS - European Voluntary Service	4	4	5	2	5	6	3	1
Follow-Up	2	3	7	3	3	6	3	3
Funding of a Project	3	2	7	3	2	7	3	3
Group Leader	3	8	3	1	6	6	2	1
Host Organisation	3	5	6	1	7	4	1	3
How to Do “SWOT Analysis”	2	4	4	5	3	5	3	4
How to Prepare “Activity programme”	2	4	7	2	4	6	4	1
How to Write a “Youth in Action” Project	1	5	8	1	4	7	3	1
Impact	1	7	5	2	3	8	3	1
Inclusion	2	7	4	2	3	8	3	1
Informal Group of Young People	3	5	5	2	5	5	4	1
Intercultural Learning	4	6	3	2	7	5	2	1
Methodology	5	3	6	1	4	7	1	3
Multiplying Effect	2	5	6	2	3	8	1	3
National Agency	2	8	4	1	6	5	3	1

Table 4.33. Continued

Course Concepts	Pre-Test (n)				Post-Test (n)			
	Very Well	Good	Not Enough	No Idea	Very Well	Good	Not Enough	No Idea
Neighbouring Partner Countries	3	6	4	2	7	4	3	1
Non-formal Learning	5	7	2	1	8	4	2	1
Participant	4	7	3	1	9	3	2	1
Partner Countries	3	7	3	2	9	5	-	1
Partnership	3	7	4	1	9	5	-	1
Programme Countries	2	8	3	2	8	4	2	1
Project Call for Proposals	3	3	7	2	6	6	2	1
Project Cycle Management	1	6	6	2	3	11	-	1
Project Development	1	7	6	1	5	9	-	1
Promoter	2	5	7	1	5	7	2	1
Social Cohesion	2	3	7	3	4	8	2	1
Solidarity	1	7	5	2	4	8	-	3
Sustainability	2	4	6	3	5	6	3	1
SWOT Analysis	1	4	4	6	4	3	4	4
Tolerance	2	10	2	1	6	8	-	1
Visibility	3	7	3	2	6	6	2	1
Young People with Fewer Opportunities	1	9	3	2	6	8	-	1

Moreover, the frequencies of concepts were revealed, “Wilcoxon Signed Rank Test for Paired Samples” analyses applied to data set for analyzing differences on pre and post tests. According to the analyses, there was significant difference on pre and post test results according to eleven concepts as tabulated in Table 4.34. The mean of the ranks in favour of pre-testing are less than the mean of the ranks of post-testing for all significantly differentiated concepts. Therefore, it could be summarized that learners became more knowledgeable about these concepts at the end of the course.

Table 4.34. The results of “Wilcoxon Signed Rank Test for Paired Samples” analyses on essential course concepts

Course Concepts	Mean Ranking - Pretest	Mean Ranking - Posttest	z	p
Activity programme	2.50	4.25	-1.99	0.046
EFTA Countries	3.50	6.00	-2.15	0.031
Partner Countries	4.00	5.67	-2.49	0.013
Partnership	4.50	5.61	-2.49	0.013
Programme Countries	5.00	6.22	-2.18	0.029
Project Call for Proposals	4.50	6.33	-2.23	0.026
Project Cycle Management	4.50	5.61	-2.49	0.013
Project Development	4.50	5.61	-2.49	0.013
Social Cohesion	5.50	6.70	-2.35	0.019
Sustainability	4.50	7.17	-2.08	0.038
Young People with Fewer Opportunities	3.50	5.19	-2.33	0.020

4.5.3 The General Course Evaluation

This survey was designed to pay attention to the learners' comments and elaborations about the course on "Youth In Action (YiA) Programmes" which was completed on Facebook for six weeks. The learners (n=14) were assured that their information was confidential and would not be revealed to any outside parties.

From the analysis, the learners stated that they spent 4.2 hours with a standard deviation of 3.9 hours per week on the course. Moreover, the learners asked whether or not they added other learners as a Facebook friend. Eight learners added "some of the learners" where one learner added "only very few learners". On the other hand, five learners added none of the other learners to their Facebook.

The learners (n=14) were asked about how they rate this course overall from 1 (very bad) to 5 (very good). Analysis revealed that learners rated the course as a good class (M=4.29, SD=0.73). Additionally, learners were provided with blank spaces to comment on their ratings.

From the open-ended comments, the learners seemed pretty satisfied with the course albeit of unenthusiastic reflections. The learners stressed out the effect of individual differences on their preferences about a course on Facebook. For example; one learner highlighted that even though the course was good, his/her personal standpoints inhibited himself or herself from the success;

I realized that I am not really comfortable with talking to the people that I've never seen, or better said have never met. I was thinking that it would be exciting experience, but at the end it just stressed me out. I guess it's not for everybody... Maybe it's just me, but interaction with teacher in the classroom and online are two different things for me and I really missed that personal contact.

Moreover, the learners commented on learner participation and its level within the course. Five learners, specified that participation was not provided fully due to several reasons; the time of course (July-August), dominance of active users on passive learners, the gap between experienced and beginners in terms of topic. For example, one learner uttered that;

The course was very interesting, but initiative of participants was very low, only some people were actively involved in a course and this was making others lazy to be more involved and active. But the course itself was very interesting and provided information which is very useful for me.

All of the learners (n=15) listed positive comments on their favorable ratings to the course on Facebook, such as; well prepared materials, richness of the examples, interesting way of offering a course, whenever and wherever access to the course, development on English language skills, and enjoyable context. For instance, one of the learners specified that;

The course was well planned and pretty beneficiary. The learners get the opportunity of learning about how to make projects and some of the learners also had the opportunity to take part in a project.

The learners (n=14) were questioned about how they rate the course materials from 1 (very bad) to 5 (very good). The results showed that the learners liked the course materials presented in Facebook (M=4.43, SD=1.02). Similarly the learners were asked to comment on their ratings. The fundamental argument of the unfavorable ratings were stemming from the less variety on the instructional materials. Although the learners were provided with presentations, e-books, documents, videos and pictures, learners were demanding more visual materials, and quizzes. Yet, the learners unfolded a number of positive points on the materials; clear presentations and texts, quiz like puzzle activities (Appendix J), step by step provided materials, understandable language of materials for beginners, and interesting and informative videos. One of the learners noted that;

As I said before, the materials were good. Presentations were clear and text was good also. Maybe there should have been more examples and also maybe small quizzes, like the puzzle one (even though that one was really easy). Just to keep people motivated to read the materials.

In another question, the learners were asked about how they rate the idea of offering a course on Facebook from 1 (very bad) to 5 (very good) in general. Mean

score of this question was diminished to 3.93 with a standard deviation of 0.92. The learners seemed modest on the idea of offering a course on Facebook. The learners offered to state their ideas on their rankings. One of the learners specifically remarked that with its enormous number of users, Facebook is a great idea to offer courses. One of the learners associated Facebook with e-learning and conditionally expressed the situation as;

If there would be active participation, Facebook can become one of the best e-learning tool I have ever seen.

Similarly, another learner highlighted the whenever and wherever structure of the courses on Facebook;

Facebook is a good way of having a course of good quality without moving to a real classroom, so you can participate when you are comfortable at home.

Moreover, for supporting the use of Facebook in instruction, the learners argued about its innate supremacy with multimedia and social networking features. Whereas, two learners suggested a blended approach where Facebook multimedia capabilities are supported with traditional classroom activities, for instance as a support group. Besides, four of the learners emphasized that the success of the course depends on learner characteristics (extravert vs. introvert, motivation, willingness and feeling or responsibility) and their level of participation (active versus passive). For example, one of the learners remarked that;

[I] think that it depends mostly on participants and their willingness to participate in such kind of course.

On the other hand, eight learners listed some of their concerns, such as following learners' attendance, pushing students toward being a member of Facebook, taking Facebook courses less seriously than traditional instruction and providing motivation of learners. One of the learners wrote his/her concerns as follows;

Once you write something it stays there so the whole idea of non judging and just playing is gone. Also, I almost never put things on my wall on Facebook so the idea of doing it for the course is not appealing to me.

The learners were given thirty five questions for assessing the course on Facebook by stating their level of agreement from “strongly disagree” to “strongly agree”. From the mean scores, it was observed that instructor related questions have the highest mean among other items. Yet, it is a remark that results might be biased, since the researcher and the course instructor have been the same person. After instructor related questions, the course materials had higher scores among the entire set of items.

The least mean score belonged to the item of establishing communication with learners other than the Facebook group where the course was delivered. Then the learners moderately disagreed that the course challenged their personal and professional standpoints. Besides, the learners evaluated that chat tool as the least beneficial tool on their learning. The rest of the items are tabulated in Table 4.35 below.

Table 4.35. Mean scores and standard deviations on course evaluation related questions

Items	Min.	Max.	M.	S.D.
I was aware of the course prerequisites.	2	5	3,71	0,73
I had the prerequisite knowledge and skills, including computer skills, for the course.	1	5	4,14	1,03
I was well informed about the objectives of the course.	3	5	4,14	0,66
The content was appropriate to meet the course objectives.	3	5	4,50	0,65
There were enough activities to give sufficient practice.	2	5	3,93	0,92
The online material was presented in a clear logical manner.	3	5	4,50	0,65
The course included a variety of media such as graphics, animations, audio or video files, links to other helpful websites.	2	5	3,86	0,95
The difficulty level of the course was appropriate.	3	5	4,07	0,73
I accomplished the objectives of this course.	2	5	4,00	0,68
I learnt something of value for use in my profession from this course.	3	5	4,07	0,62
I learnt something of value for use in my personal from this course.	3	5	4,07	0,62
I learnt different ideas and points of view from this course.	2	5	3,93	0,83
This course challenged my current personal perspectives.	1	5	3,36	1,01
This course challenged my current professional perspectives.	1	5	3,43	1,09
I will be able to use what I learned in this course.	2	5	4,21	0,80
I would recommend this course to others.	2	5	4,07	0,92
I invested enough time and energy in the course to meet course requirements.	3	5	3,79	0,70
I participated actively and contributed thoughtfully to the class.	2	5	3,50	1,02
The instructor responded to questions clearly and constructively.	4	5	4,64	0,50
The instructor made him/herself available in-person or online.	3	5	4,57	0,65
The instructor encouraged online participation and questions.	4	5	4,64	0,50
The instructor demonstrated broad, accurate and current knowledge of the material.	4	5	4,50	0,52
The instructor fostered an encouraging learning atmosphere.	4	5	4,64	0,50

Table 4.35. Continued

Items	Min.	Max.	M.	S.D.
The instructor provided timely feedback.	4	5	4,57	0,51
The Facebook format was a good way for me to learn this content.	1	5	3,64	1,15
The Wall part of the Facebook course was beneficial.	2	5	4,00	0,88
The Info part of the Facebook course was informative.	3	5	4,29	0,61
The Discussions in the Facebook course contributed to my learning.	2	5	3,93	1,00
The Photos in the Facebook course contributed to my learning.	3	5	3,71	0,61
The Video in the Facebook course contributed to my learning.	3	5	3,93	0,73
The Chat in the Facebook course contributed to my learning.	2	4	3,29	0,73
The Message Sending in the Facebook course contributed to my learning.	2	5	3,86	0,95
I have communicated with learners from the course outside of the course Facebook group (Example: via e-mail, phone, chat, in person).	1	5	2,79	1,53
The class size (number of people in the group) of the course was appropriate.	3	5	4,07	0,73
The duration (six weeks) of the course was appropriate.	2	5	3,86	0,86

The next questions were in regard to the learners' course experiences where they asked to answer the questions according to their experiences completing the course on Facebook. The first question was on the best aspects of the Facebook course. The mostly stated feature is the "whenever and wherever access" structure of the course which offers another "opportunity for online learning" as written by one of the learners. Moreover, one of the learners unfolded that Facebook could be a good and free platform for offering courses and stated that;

You don't need to make a new platform or new website or don't need to use other programs, Facebook serves everything you need, so it is economical and time saving . For other learning tool material, you also need to download some programs so it sometimes causes some problems (public computers, mobile phones etc.).

Furthermore, two learners posited that informative and interactive structure of the course were the best aspects of including easy communication tools embedded in Facebook, sharing documents on Facebook with other participants and group discussions. Strong emphasize was put on the course materials and the practicality of the course, as well. The last point was easiness of remembering and knowing other learners through their Facebook profiles. One of the learners summarized general points as follows;

The best aspect is that it is easy and rapid the communication. It is easy to remember the people and see in their profiles what they do in their life. It is practical... Doesn't require lot of time for each week.

The second question was the opposite of former question; the weakest aspects of the Facebook course. Generally, seven learners complained about participation of other learners where mostly participants were blamed to be passive. Under this comment, learners noted that attendance rate was low and sometimes they felt alone. One of the learners stated that using chat tool while learning in the course was disturbing, while another learner demanded more motivation sources within the course and stated that;

In a traditional course, you are face to face and so you have an immediate reaction in the activities proposed. But on Facebook you need to push the people.

Within this question, the researcher identified the level of learners' participation. In the "Discussion" part of the course, 75 posts were sent to 10 different topics. 21 of the posts were sent by the instructor, mostly for initiating the discussion topic. In the reverse date order, Table 4.36 shows the name of the discussion topics, the initiator of the topic (course instructor versus learner), number of total post from the creation day to the last post in the discussion topic.

Table 4.36. The response rate in the discussion topics

Name of the discussion topic	Number of total posts	Topic created by	Topic created on	Last post sent on
Name for team 3	12	Learner	July 20, 2010 at 2:24pm	August 7, 2010 at 3:01am
Which project part(s) I should write first?	2	Course Instructor	July 24, 2010 at 9:40am	July 26, 2010 at 3:33pm
Announcement to write a 3.1 action project for team 1	10	Learner	July 18, 2010 at 1:26pm	July 25, 2010 at 3:00pm
Part V - which sub-part seems difficult to write?	1	Course Instructor	July 24, 2010 at 9:43am	July 24, 2010 at 9:43am
Ideas for project team "Youth in Fection"	2	Learner	July 18, 2010 at 2:43pm	July 23, 2010 at 10:13am
Which YiA permanent priority is most essential?	13	Course Instructor	July 9, 2010 at 4:29pm	July 23, 2010 at 10:06am
Tell us about Videos	6	Course Instructor	July 13, 2010 at 6:39pm	July 20, 2010 at 3:39pm

Table 4.36. Continued

Name of the discussion topic	Number of total posts	Topic created by	Topic created on	Last post sent on
Country Connection Game	12	Course Instructor	June 20, 2010 at 3:15pm	July 20, 2010 at 3:10pm
Puzzle on basic concepts	2	Course Instructor	July 6, 2010 at 5:38am	July 8, 2010 at 7:28pm
This is who I am	15	Course Instructor	June 20, 2010 at 3:07pm	July 7, 2010 at 2:11pm

It seems that nearly one third of the posts were sent by the instructor. The rest of the posts (n=54) were distributed to fourteen learners with a range from 1 post to 7 posts (1, 2, 2, 3, 3, 4, 4, 4, 4, 4, 5, 5, 6 and 7 post(s) respectively).

The researcher also checked the other parts of the course; The Wall, The Photos and The Videos. It was revealed that only one male learner put a question on the Wall which was “liked” by two participants and got four comments. Three learners sent pictures to “The Photos” section of the course. Among those three learners, two of the learners sent one of the assignments’ answers in a picture format. Other learners put five photos for showing a place for conducting a project. Besides, the instructor uploaded five videos into the course page. The name of the videos and number of “like” and “comment” are tabulated in Table 4.37. As a result, it is clear that there were both active and passive participants among the course learners by considering the number of posts and comments on the course group.

Table 4.37. The response rates to course videos

Name of the video	Duration of the video	Number of “Like” by learners	Number of “Comment” by learners
A video from Polish National Agency - Part 1	15:58	4	-
A video from Polish National Agency - Part 2	7:35	2	1
A sample 3.1.2 project video [HQ]	4:37	3	2
Action 3 - Youth in the World	0:56	2	-
Be a part of "Youth In Action (YiA)"	3:00	1	1

The latter question was unfolded the most beneficial aspects of the Facebook course for their learning. Half of the class stated that “discussions” on “discussion boards” were the most beneficial activity for their learning. Two learners pointed that

they learnt from the videos embedded in the Facebook course. Similarly two of the learners agreed on the efficiency of group work embedded into course structure. One of the learners added that reading the course materials was beneficial for herself/himself. As a last comment, one of the learners wrote that;

I liked the way our friends solved the puzzles and shared them. The instructor also gave positive feedback each time.

After the personal evaluations of the learners, their ideas on the improvement of Facebook course was scrutinized. Three of the learners noted that they didn't have any idea on the improvement. Two learners offered to add more enjoyable activities in the course. Besides, one learner noted that the course needs ice-breaking activities (such as games or quizzes) where learners start to get to know each other. One learner asked about online certificate as an improvement factor where another learner asked extra credit as a motivation and improvement element. One of the learners made some comments on instructor's roles and duties;

Maybe the instructor can organize some calls using Skype for example with all the group or better with small groups of participant (like in a live classroom) to stimulate the conversation and the participation.

Additionally, one of the learners associated with learner participation with instructor's standpoints;

In my opinion it would be very helpful to have two or more facilitators of a course who will be responsible for involving participants and making them be more active in discussions.

Lastly, one of the learners recommended to create different sections according to the level expertise on the course topic;

It would be good to make different levels in the course, for people with different experience and to have the possibility of sharing gained knowledge with the less experienced individuals.

In another question, the learners stated their ideas on whether or not they would take another course on Facebook, if they had been offered with another opportunity. Besides, the learners were asked for stating their reasons on their decisions. Nine learners wanted to participate in another course on Facebook. The learners noted that course will (a) improve their skills (n=1), (b) help meeting new people (n=3), (c) combine work with fun (n=1), (d) offer new ways of communication (n=1), (e) help sharing experiences (n=2). Two of the learners were not sure about their decisions. Three learners disagreed with the further participation and explained their reasons for their personalities; (a) more stress on online setting, (b) less self-organized person for online settings and (c) less patience on waiting other learners' responses. One learner summarized his/her concerns;

I thought I would but now I know that I wouldn't. It really stressed me out a little, I felt bad for not participating enough, but when I sat down and tried to write something, I didn't know what to write. I like learning, but having feedback just online is not good enough for me.

The last question was on the ideas about what the learners think about Facebook as a supplementary material in education. All of the learners agreed that Facebook could be a supplementary tool for instruction, whereas learners differentiate on how and where to use that tool. For instance; one learner noted that Facebook is a good supplementary material for non-formal learning settings rather than formal schooling activities. The learners stated that Facebook could offer a platform for sharing and discussing ideas easily which is not possible in the classrooms due to time constraints. One learner strongly emphasize the necessity of face to face instruction as an addition to fully Facebook courses;

I think it is a very good support to the instruction, but the human contact has to be presented if possible to create cohesion between the student and the instructor.

Another learner highlighted the student variable of this human contact issue;

If the students have the motivation, it can help them more than they may learn in the classroom. The students are generally tend to use Facebook and I observed many of them learning peripherally via the internet.

4.5.4. The Researcher's Personal Reflection On Course Implementation

As Patton (1990) emphasized, the researcher himself is an instrument for studies where the researcher interacts with context. Thus, the credibility of the researcher is essential for interpreting the study findings. In that instructional implementation of Facebook, the researcher was the course instructor as well. For content validity perspective, the researcher believed that he reflected his experiences gained from several projects into the materials and processes. Moreover, since the researcher offered several courses in tertiary education, and training in terms of lifelong learning activities, the instructional competencies were presupposed to be sufficient to offer the course.

The researcher created another Facebook account for conducting the research where research was provided with minimum level of personal information. Within the Facebook account, the researcher had only the course members as friends. Furthermore, the researcher limited the Facebook group in which the course placed on, as member-only with closed-content options. The researcher communicated only for instructional reasons from that account. The participants were selected from earlier stage of the study where they entered their email addresses for being volunteer to attend to that course. To balance the friendship and instructor's roles on Facebook social network sites, the researcher call participants as either learners or participants, especially in the discussions.

As the researcher's personal observation, in the first two weeks, learners struggled with understanding how the learning process occurs on Facebook. The learners were sending private messages to the course instructor during the application process of the course and after they were accepted to the course. The content of the private messages was mainly about the learners' lack of experiences on attending a course on Facebook and its pressure on their psychology. Therefore, the researcher motivated them with the personal messages and introductory online activities.

Latter, the learners adapted Facebook as a learning environment and became more active in the activities. For example, the learners started to open discussion topics for other learners. Table 4.63 shows how the instructor's posting increased the number of reactions to the posts.

At the fifth week, as another observation from the numbers of mutual friends, the learners added each other as friends on their Facebook account. All the discussions were replied by the instructor in an encouraging and as a feedback manner. All the posts to the Wall were commented by the instructor as well. Besides, within the evaluation survey, the learners were surveyed about instructor's roles for assessing his quality. The researcher considers that course instructor should not be the researcher at the same time for less confounded variables and clear depiction of the roles in the context.

The researcher concluded that instructors should not trust in Facebook tools much for motivating or keeping interest of the learners. The instructor should be an active element of learning process throughout the entire course, such as for increasing postings, chatting, or sending post to the course wall.

The researcher believes that the time of the course (summer period) was not a good choices for offering such a course. Even though the course was available whenever and wherever the learners asked for, the learners were sometimes away from their real life settings; e.g. on a vacation. Moreover, the researcher shares the ideas of learners on the duration of the course. The course should be longer than six weeks so that the learners could have a chance of knowing each other better.

The researcher thinks that the course needs a rewarding mechanism, such as an online certificate. It would also be better, if the course had an actual evaluation process on the students' learning. The researcher believes that this evaluation process and rewarding mechanism might increase the level of participation which was unfolded as one of the major concerns of the course learners.

The researcher supposes that the selection of learners in such courses should be stemmed from some psychological assessment so that the instructor could manage the individual differences within the group. For instance; if the majority of the learners suffer from expressing their ideas in public, the instructor should assist them to overcome their shyness.

In conclusion, the researcher feels that it was a different experience for himself and for the learners. The researcher observed the challenges and advantages of offering a course on Facebook and thinks that Facebook has a potential for prospective instructional activities. It might be difficult to offer a fully online course on Facebook, but Facebook is an effective context as a supplementary setting for in-class learning.

4.6. Summary of the entire study findings

The researcher sum up the findings according to the study research questions in Table 4.38.

Table 4.38. A summary of the findings

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Research Questions	What are general perceptions of users about Facebook.com in terms of its uses and gratifications?	What do the users think about the utilization of Facebook.com in learning-teaching context?	How do learners and/or instructors perceive the utilization of Facebook.com as an instructional tool?	What are the experiences of learners on a learning activity on Facebook?
Instruments	Quantitative - Uses and Gratification Survey about Facebook.com (In English and Turkish)	Quantitative - Survey on Utilization of Facebook.com in Education (In English and Turkish)	Qualitative - Face to Face Interviews with learners and instructors (In English and Turkish)	Quantitative - Pre and Post - Survey on Utilization of Facebook.com in Education Quantitative - Pre and Post - Survey on Knowledge with the Course on Facebook Quantitative - General Course Evaluation Survey (All in English)
Sample Size	Pilot: 204 (in Turkish version), 85 (in English version) Main study: 804 (in Turkish version), 456 (in English version)	Pilot: 207 (in Turkish version), 32 (in English version) Main study: 554 (in Turkish version), 238 (in English version)	11 - the instructors 9 - the learners	15
Data Analysis	Demographics in frequencies and percentages Item mean scores and standard deviation Factor analysis Reliability analysis	Demographics in frequencies and percentages Item mean scores and standard deviation Factor analysis Reliability analysis	Data transcription to a Word Processor The participants' demographics Analysis line by line for sub-categories, categories and themes Identification of categories with direct quotations	Demographics in frequencies and percentages for all surveys Non-parametric statistics (Wilcoxon Signed Rank Test for Paired Samples) for pre and post tests Qualitative analysis for open ended questions

Table 4.38. Continued

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>Findings</i>	Nearly equal gender distribution of well educated users	Nearly equal distribution of sixty three different countries	From analysis, twelve categories were identified;	Pre and Post Survey on Utilization of Facebook.com in Education
	Youtube as a second favorable social networking	Half of the participants are students and participated an online activity before	Definition of Social Network Sites (SNS) Purposes of Social Network Sites (SNS)	The learners felt capable of using Facebook The learners think that Facebook can be an effective learning/teaching tool in both tests
	Moderate level of satisfaction with Facebook interface	Participants perceive themselves as knowledgeable on using Facebook	Social Network Sites (SNS) Membership	The learners believed more on facilitation of “News Feed” on learning after participating the course
	Users access to Facebook several times in a day	Mean scores do not pass the limit of “agree” on the survey items	Triggers of Facebook Membership Initial Impressions on Facebook	The learners felt more confident on their ability to state their ideas on Facebook after participating the course
	All the users are members of some Facebook groups	Participants believe that Facebook can be a good learning /teaching tool, yet have concerns on attending any learning activity on Facebook	Current Impressions on Facebook Tools of Facebook	Quantitative - Pre and Post - Survey on Knowledge with the Course on Facebook
	2/3 participants have fake information in their profiles to some extent	For learning, the participants believe that videos, links, News Feed, Wall, Photos and Chat could facilitate learning respectively	Information Presented on Facebook Visual Design of Facebook	No change in perceived level of English skills and perceived level of certain computer programs
	Only very few participants add direct communication information into profiles	Three reliable factors were indicated; Facebook as instructional tool, Facebook as a communication tool and Facebook as a preferable tool	Appropriateness of Facebook for teachers/learners Use of Facebook in Education	The participants have been willing to work in groups, no change in pre and post tests
	A small percent felt social pressure on joining Facebook		Future of Facebook	
	Participants found “speed” and “interactivity” of Facebook as less usable. Yet, “search capability” is the most usable feature			

Table 4.38. Continued

1	2	3	4
<i>Findings</i>	Keeping in touch and reconnecting with the friends are the most leading motivation of using Facebook	Quantitative - General Course Evaluation Survey	The learners rated the course on Facebook is a good endeavor
	Flirting, gaining respect from other people and escaping from the real world are the least favorable reasons for using Facebook	Individual differences (e.g. introvert vs. extravert) appeared on the results	The learner participation have been varied and criticized by some learners
	The participants prefer consumption of Facebook content rather than creating the content	The learners liked the course materials whereas asked for more variety in materials	The learners seemed modest on the idea of offering a course on Facebook – blended approach was also emphasized
	The participants find Facebook as a usable tool with an easy access to information	The learners were in favor of instructor success on the course Videos, discussions, message sending, photos and chat were perceived as the tools contributed to learning respectively	Whenever and wherever access to Facebook course was the best aspect of this implementation.
	Three reliable factors were indicated; Facebook as communication tool, Facebook as a usable tool and Facebook as a secure tool.		

Table 4.38. Continued

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>Findings</i>				The weakest point of the course was stated as the less active participation of learners
				The learners asked for more ice-breaking activities, online certificate, more facilitator, and enjoyable activities
				The learners wanted to take another course on Facebook. Individual differences were highlighted on rejecting more participation for a Facebook based course
				All the learners believed that Facebook should be a supplementary material for instructional activities.

CHAPTER V

DISCUSSION AND CONCLUSIONS

5.1. Introduction

This theory-driven and implementation oriented study addresses to primary uses and gratifications of Facebook, as a well-known and widely used social networking web site, and potential advantages and challenges of its utilization for instructional activities. The purpose of this study covered four research questions; to identify general perceptions of users about Facebook in terms of its uses and gratifications, to unfold what the users think about the utilization of Facebook for instructional processes, to understand how the learners and the instructors perceive the utilization of Facebook as an instructional tool and to reveal what learner experiences occur on the course given via Facebook in terms of its instructional utilization. This chapter provides broad discussion for the study findings, extends to the implications for practitioners, offers recommendations for further research studies and further practitioners, and finalizes with conclusions.

5.2. Discussion of the Findings

The discussion of the findings is presented around four research questions of the study.

5.2.1. The general perceptions of users about Facebook in terms of uses and gratifications

The study has participants from many different countries where the participants are mostly well educated and equally gender distributed. Other demographic variables also showed that there is an immense variability of Facebook participants. This wide-range of participants show that Facebook is for everyone. In the forthcoming survey items, the participants agree that they will regularly use Facebook in the future while emphasizing that Facebook has already become a part of their daily routines.

As Coyle and Vaughn (2008) also identified for the current era, the study also showed that the participants are using more than one social networking website. Youtube is the example of second most common social networking website. The participants have both national and international social networking websites. This situation depicts how many social networking websites integrated and affected current human lives (“Assessing the effects,” 2010).

Even though some organizations prohibit Facebook, Facebook is still a website which is accessible from many different destinations including schools. Moreover, most of the participants prefer to access Facebook several times in a day which is a predictor of its usability for Joinson (2008). During this login time, the participants add new friends, become members of different Facebook groups, upload new videos and pictures. Thus, the participants seem highly interacted with Facebook and its tools.

As Ellison (2007) points out, Facebook usage also reflects on security concerns. Only a very few of the participants offer direct communication information (any phone number or address) on their profiles. Additionally, most of the participants permit only friends to access their accounts. Nearly fifteen percent of the participants state that their profiles have fake information to some extent. Less than half of the participants stated that they have read the ‘Terms of Service’ or ‘Privacy Policy’ of Facebook. The participants agree that they feel concerned about misuse of their profile information and Facebook security standpoint. The participants are less anxious about cyber-bullying actions on Facebook and about leaving a history on Facebook for future problems.

The participants are moderately satisfied with how Facebook looks like. When the participants were questioned more detailed in term of usability, the participants seem highly satisfied with the search capability (which has been also defined as the most advantageous feature of Facebook (Acquisti & Gross, 2006)), the content (value,

relevancy, sufficiency, etc...) and the presentation of the content (background color, font style and size, etc...) of Facebook. On the other hand, the participants are less pleased with navigability (reasonable sequencing of pages, clear site map, etc...), speed and interactivity (ability to customize the website). In addition, more than half of the participants reported that they come across with system errors in Facebook. Furthermore, the participants complain that Facebook does not want to care for its users' expectations.

Lin and Lee (2006) remind that understanding why the users choose to be on a system is a significant predictor of the system's quality. Thus, the participants reported the underlying reasons of using Facebook. The most impressive motive is revealed as 'keeping in touch' with friends whom they know and interact (similar to Koenig (2008) and Richter & Koch, (2008)), people who live far away, and people whom they cannot see due to time restrictions.

Moreover, the participants stated that they use Facebook when they feel bored and want to entertain themselves. This could be a sign of why the participants ranked 'watching/looking the content' higher than 'posting the content' showing that the participants prefer consuming the Facebook content rather than producing it. In other words, the participants prefer to overcome their boredom while watching Facebook content.

A quarter of the participants noted that they choose using Facebook to follow a trend of being on Facebook. Another triggering factor is the curiosity toward what their friends do, where they go and what they share on Facebook. Nearly a quarter of the participants unfolded that playing games on Facebook is their motive. As a result, few participants added that they felt social pressure to join Facebook.

Few participants choose items regarding with feelings as an underlying reasons of using Facebook. For example; feeling of belongingness (as Lenhart & Madden (2007) stated), feeling of being respected, feeling of being important or feeling less lonely in a society. On the contrary to Ellison, Steinfield and Lampe's (2007) definition of social networking websites' scopes, only seven percent of the participants pointed that they used Facebook for flirting purposes.

Many scholar utter that social networking websites' uses and gratification studies are in their beginner stage (Joinson, 2008; Song & Chan, 2008). To address in this manner, in the uses and gratifications survey, the participants are given twenty items which were grouped around three reliable factors; Facebook as a communication tool,

as a usable tool and as a secure tool. Different studies yield different factors on uses and gratification of Facebook. For instance, Joinson (2008) identified seven factors for social connection, share identities, photographs, content, social investigation, social network surfing and status updates. The social connection, social network surfing, status updates and social investigation are placed under the “communication” factor in this study where photographs and content are the fundamental elements of usability factor of this study.

In the first factor of this study, the participants modestly highlighted that they are more accessible on Facebook than any other tool of communication. Likewise, the participants remarked that they will be unhappy, if Facebook is closed. In the second factor, they agree that Facebook is an easy to use tool and less agree that they can customize Facebook with respect to their needs. In the third factor, the participants reflected their concerns on Facebook security and its reflection on their lives.

5.2.2. The ideas of users about the utilization of Facebook in learning-teaching context

The study participants from all over the world expressed their ideas on Facebook as an instructional material. Since the half of the participants are currently students and the active users of Facebook as well, the results represent current instructional perspectives. This shows a parallelism on what Nyland and Near (2007) proclaimed that Facebook has its own power stemming from the universities. Additionally, since the users are all quite familiar with Facebook, this result could be an indicator of success on learning (Palloff & Pratt, 2007). Besides, half of the participants noted that they haven’t participated in any online learning activity before.

Twenty one items on instructional use of Facebook are grouped around three meaningful and reliable factors; Facebook as an instructional, communicative and preferable tool. On the contrary to Todd’s (2008) hesitations on using social networking websites utilization in instruction, the first and broad instructional factor unfolds that the participants agree on Facebook’s potential as a learning and teaching tool. Foulger, et, al., (2009) concluded from their study with the preservice teachers that social networking websites could smooth the progress of learning/teaching. The participants order the Facebook tools in terms of their potential to facilitate learning as; Videos, Links, News Feed, Wall, Photos and Chat. In addition, the participants think that

Facebook should be integrated into non-formal activities (also noted in Huijser, 2008) and tertiary education (as offered in Kord, 2008). The mean scores show that non-formal integration is much more suitable than higher education which shows parallelism with what several scholars noted that social software implementation can carry the limits of education far away from its borders (Dron, 2007; Mondahl, Razmerita & Rasmussen, 2009; Tongkaw, Ismail & Tongkaw, 2009). Lastly, the participants believe that utilization of Facebook has a potential for making learning more enjoyable.

The second factor shows that the participants have no fear for communicating on Facebook. Additionally, the participants feel confident expressing their ideas on Facebook platform. As a reflection of being open to communication on Facebook, the participants are excited to contribute to discussion on Facebook.

In the third factor, the participants feel a dilemma for preferring Facebook based courses. Simply, the participants are in a modest standpoint on participating in a Facebook based course, whereas in a contradictory modest view on difficulty of completing such a course. The participants disagree with the argument of attending a Facebook based course other than a traditional course. Similarly, the participants disagree that their instructional performance in a traditional course would change in a Facebook based course.

5.2.3. The general perceptions of the learners and the instructors about the utilization of Facebook as an instructional tool

The qualitative findings provide depth discussions and implications for the study. The data yielded twelve meaningful categories as follows; definition of social network sites, purposes of social network sites, social network sites membership, triggers of Facebook membership, initial impressions on Facebook, current impressions on Facebook, tools of Facebook, information presented on Facebook, visual design of Facebook, appropriateness of Facebook for teachers/learners, use of Facebook in education and future of Facebook. The results of this section provides details for the previous findings and discussions.

- *Definition of Social Network Sites (SNS):* While defining social networking websites, the participants mostly referred to the most common reasons of using Facebook; to communicate via websites, to meet with people who live geographically distant areas and to establish friendships (similar to Kızıyıcı, 2010).

Wise, Hamman and Thorson (2006) point out that people use the Internet related platforms for communication. Therefore, in the definition of social networking website, the participants imply its communication allowance and power.

- *Purposes of Social Network Sites (SNS)*: The participants mostly noted that social networking websites are for socialization and sharing (events, ideas, knowledge or files). Thus, as Hinduja and Patchin (2008) noted, online social networking websites mostly serve for the intention of socialization by destroying the geographical and time challenges.
- *Social Network Sites (SNS) Membership*: All the interviewees have accounts on Facebook and other social networking websites. As Horzum (2010) indicates, the teachers are highly aware of Facebook. Moreover, Youtube has been defined as the second most common social network websites, as well. For Youtube, it seems that the users focus more on sharing something on it, rather than establishing contacts in the forms of friendships (Lange, 2007).
- *Triggers of Facebook Membership*: The participants stated that they started to use Facebook, because of friend's offer, personal curiosity, and news on different media. Six interviewees confessed that they felt a social pressure on joining Facebook.
- *Initial Impressions on Facebook*: The first Facebook notion suffers from its crowded interface which creates a negative image of visual design. The preliminary actions on Facebook were the attempts on finding friends and using Facebook embedded applications. In subsequent to first Facebook login, three interviewees specify that they found Facebook as unnecessary to use. On the other hand, four interviewees like the idea and technology of Facebook.
- *Current Impressions on Facebook*: The participants agreed upon the current remarkable place of Facebook on their personal lives in general and humanity in

specific. Besides, it was believed that Facebook has become a daily routine in their lives (Villiers, 2010).

The major changes in their lives are summarized as; discovery of friends, more communication opportunities (Mazer, Murphy and Simonds (2007) also uttered), and socialization. In parallel with Thelwall's (2008) findings on social networking website membership, the participants also listed fun offering Facebook tools as; videos, personal status, photos, and comments. Nevertheless, the participants purposefully neglected to use following Facebook features; chatting, advertisements, video uploading, games and applications.

The participants feel strange, if they can't access to their Facebook accounts. Because the participants feel curious about what their friends share on Facebook. On the other hand, while they are on Facebook, they feel like a member of a big community. Drula (2009) states the importance of feeling a member of a community on the learning acquisitions. Thus, the teachers could utilize social networking websites to create an online learning community for the students. The participants are worried about losing their friendship connections, if Facebook is closed.

- *Tools of Facebook:* There is a dilemma of the appearance of News Feed feature of Facebook which is an example of continuous dynamism in social networking website (Tufekci, 2008). The participants who are in favor of its current look, report that simultaneous update of friends' share on News Feed is quite good. On the other hand, some other participants complain about overloaded information on News Feed and ask for a feature of personal filtration. Additionally, the participants establish a Facebook resemblance between videos of Youtube and tweets of Twitter. Moreover, some participants stated that News Feed triggers gossips among friends.

The chatting tool is not a common feature among other Facebook tools. Because the participants think that they are already using chatting programs, like MSN, and they do not want to chat with every friend on their Facebook accounts. The least favorable tool is the Wall feature. Wall is being used only for answering something on their Walls or celebrating someone's birthday.

Another common Facebook tool is the "group" which has been created for facilitation of users' interactions (Villiers, 2010). The participants seem quite

interested in the sender of group invitation, group homepage, the purpose of the group, the name of the group and the necessity of such a group. The participants highlight that there are many unnecessary groups on Facebook and Facebook must set a limit for formation of such groups.

The “events” feature is one of the least known and understood Facebook tools. The participant remember it from birthday reminder warnings. The participants stated that they used some of the Facebook applications; games and tests.

“What is on your mind” tool has been highly utilized by the participants, especially with a psychological change, a trip, something to announce, special events. Moreover, it is the source of curiosity on Facebook where the participants want to read others’ status.

- *Information Presented on Facebook:* The participants generally do not share their relationship status, political views and direct contact information. Most of the participants show their photos only to their friends. The participants tag other people and being tagged by others. If they think that their photos are not good, or if there is a humiliation, they prefer to remove the tags.

- *Visual Design of Facebook:* Design of Facebook has described as usable, free of problems on screen elements, and a powerful company. On the other hand, some participants complain about its complicated design, too many scrolling and problems in watching videos. The overall functioning performance is found as successful (also identified in Lampe, Ellison and Steinfield, 2008), whereas some participants are not happy with the performance of chats and games. The participants like the colors of Facebook. As Global faces and networked places report (2009) also expressed, more language alternatives increase the usability belief of Facebook users. On the other hand, the changes in Facebook versions produce usability challenges.

The interviewees define several improvements to Facebook; a video database, more divided visual elements, more customizability, increasing in chatting performance (also found in the report of National College of Ireland, 2010), the way of uploading photos, the way of moving back and forward among photos, different colors and less scrolling.

The interviewees offer new additions to Facebook; chatting with voice, peer finding system, “unlike” option for photos and easy allowance to create Networks within Facebook.

- *Appropriateness of Facebook for teachers/learners:* Half of the instructor interviewees notified that they add their students (mostly graduated students) as their friends on Facebook. On the other some of those instructor-interviewees regret that it is not right to have students as your friends in your profiles. Moreover, instructor interviewees think that it is a big question to decide to accept or reject a student to their profiles. Mazer, Murphy and Simonds (2007) state that social networking website friendship between the teachers and the students will increase reciprocal trust. On the other hand, the participants have major questions for stepping toward the other group (the educator versus the learners). In Caruson and Salaway’s study (2008), it was also found that only 5% of the 27317 Facebook users prefer to communicate with their instructors on Facebook. This also reflects the instructors’ suggestions as follows that
 - educators shouldn’t be friends with younger learners (as also questioned by Schwartz, 2010),
 - educators shouldn’t offer many personal information on their profiles (also suggested by Munoz and Towner (2009)),
 - educators should restrict their profiles for the learners (as also offered by Eberhardt, 2007),
 - educators should follow the technological developments, therefore it is indispensable to keep away from social networking websites for educators,
 - educators should show their human face to the learners.

The learners urge that they could have their educators in their Facebook list; mostly the assistants who are more younger than professors, as a desire for an informal relationship with the educators and keeping in touch with ex-educators. Keeping the objectivity of the educators is discussed and concluded that it depends on the characteristics of the educators.

- *Use of Facebook in Education:* Similar to Hinduja and Patchin's (2008) comments on the social networking websites' benefits for young students, most of the interviewees also remarked that Facebook could bring advantages to education in the form of sharing of different materials (specifically noted by Minocha (2009)). On the other hand, they pointed out the necessity of sensitive instructional design while using Facebook in instruction. The points in relation to instructional designs are; the necessity of learning, well developed schedule, use of regular feedback, learners consciousness and motivation. Conversely, the interviewees said that Facebook has many innate distracters or Facebook is a less serious platform for education.

Facebook seems more appropriate for the learners starting from high school levels including the notion of lifelong learning. The interviewees are offered to use videos, links, chatting tool, photos and wall tools for instructional utilization. It is proclaimed that Facebook could bring fun to instructional context. Most of the interviewees agreed that Facebook could create a learning community.

Most of the interviewees state that Facebook could establish a special link between educators and learners which cannot be provided in traditional classroom situation. Especially chatting and grouping tools offer such a setting for educators and learners.

As the educators agree on the effectiveness of Facebook platform, they feel more motivated toward offering social learning opportunities (Lips, 2010). Hence, the educators show an eagerness toward offering a course on Facebook for experimenting a new platform, especially in the form of asynchronous online learning mode. Beyond that, in parallel with what many scholars recommended, all of the educators emphasized that Facebook should be a supplementary material in a face-to-face instruction (Brandon, 2010; Dalsgaard, 2008; Howell, 2008).

Similarly, the learners supported the idea of Facebook as supplementary material for a creative and enjoyable setting for learning. The learners have concerns about distance education in general and their evaluation process.

The major challenges that Facebook could bring to instruction;

- the difficulty of expressing ideas in a written form,
- lack of body language,

- existence of informal speeches in a platform where the teachers and the learners are in the same place,
 - dependency of the Internet speed,
 - existence of distracters (as also stated by Ellison, 2007),
 - management of instruction (as also sounded by Huijser, 2008),
 - social pressure on all learners to join Facebook (also noted in Ellison, 2007), and
 - all other possible problems that online education has,
- *Future of Facebook:* The last identified category is in the future of Facebook. The major conclusion is Facebook will be more important in the future and will never die. It was also foresighted that Facebook will possess more technological innovation on itself. Moreover, some participants argue that Facebook will be integrated into instruction and will be an area of the research. Few participants create negative scenarios; closing of some accounts due to boredom of people and having more security related problems.

5.2.4. The learner experiences on the given course via Facebook in terms of its instructional utilization

The research has been extended with a real case study including quantitative and qualitative findings. It seems that the course participants' self-perception on using Facebook has been increased during the course.

The course participants increased their points on the survey of Facebook utilization in education. In other word, the belief of Facebook's potential as an instructional material has been increased in parallel with the course intervention. Especially, the self-confidence of course participants on expressing their ideas on Facebook is significantly augmented.

The course intervention has no effect on increasing English levels of course participants and their level of computer knowledge on different programs. Pre-tests show that level of English and use of different software were already good enough at the beginning. This result contradicts with some scholars who argue that social networking websites increase skills in foreign language (Dippold, 2009; Greenhow, 2009; Mondahl, Razmerita & Rasmussen, 2009; Ozdener & Satar, 2008). This also

applies to the items on tendency to work in groups. The course has no effect on change, whereas all of the learners initiated the process with a high level of motivation toward working in groups. Nonetheless, it seems that the learners developed their knowledge about basic concepts of the course.

The last course evaluation survey provided deeper information on Facebook based instruction. At the beginning, none of the learners were friends on Facebook. In the end, most of the learners added each other on Facebook. Thus, their social networks has been extended in parallel with instructional activities.

The overall evaluation of the course yielded a highly positive rating. The participants noted that individual differences affect the success in the course which reflects on the level of learner participation on activities which is a major concern for all educational stakeholders (Siemens & Tittenberger, 2009). The participants listed the underlying reasons of their high grades which also give clues on instructional design of such courses;

- well prepared instructional materials,
- richness of the examples,
- interesting way of offering a course,
- whenever and wherever access to the course (as an opportunity for extending the borders of learning, Bikowski (2008)),
- development on English language skills, and
- enjoyable context.

The entire evaluation of instructional materials showed that the participants like them in general. The participants highlight the importance of providing more diverse and visual materials.

The participants evaluated the idea of offering a course on Facebook as a good attempt. They emphasized that the great number of Facebook users provide an indispensably vital platform for offering such a course. Moreover, its multimedia features increase its adaptability into education. However, the participants warn that the idea is not enough without certain learner characteristics and learner participation.

The learners fulfilled a survey on their personal evaluation about different course elements. The most high ranked items belong to instructors related to the questions on encouragement of online participation and discussions, providing time feedback, being online for learners, providing necessary learning materials.

The most important Facebook tools for contributing to the participants' learning are listed as; discussions, videos, message sending, photos and chat. The chat has been also found as the least favorable tool in Wise, Hamman and Thorson (2006) study. As Wise, et al. explained utilization of chat tool is problematic due its arrangement for all learners and limited time.

The presented content is matched with learning objectives of the course which are clearly situated in the "Info" part of the course. Moreover, the participants highly agree that course content has been offered in clear and logical manner.

The learners believe that they learnt something valuable for their personal and professional use. Thus, they note that they will offer such a course to other people.

In open ended questions, the participants clarified their ratings;

- *The Best aspects of the course:* Whenever and wherever access to the course, free of charge platform (as a reason of preference for a computer mediated communication tool (Lo, 2009)), existence of many communication tools integrated within Facebook, sharing documents (as Minocha (2009) also pointed), easy reminding of the participants and group discussions (also found by Villiers, 2010). Oblinger and Oblinger (2005) remind the importance of practice with other people on creation of knowledge. Therefore, Facebook as a platform for easy interaction and cooperation, could support social learning opportunities to their members.
- *The Weakest aspects of the course:* The passive learners in course participation and difficulty of concentrating to the course.
- *The Most beneficial aspects of the course:* The discussion boards, embedded videos, group activities on course (as Herzog (2010) suggested for a social networking website based instruction), and reading materials.
- *Improvement suggestions:* More enjoyable activities, ice-breaking activities (also recommended by Liu, Magjuka, Bonk and Lee (2007), online rewards (such as online certificate), more facilitator for the course and different sections for different knowledge levels.
- *Willingness of attending another course:* Yes – improvement of skills, meeting with new people, combination of work and fun, new ways of communication, and easy way of sharing professional experiences. No – more stress on online course (Medina (2007) also identifies in his study), problems on learners'

motivation, more time on waiting for feedbacks (as also specified by Harrison and Thomas, 2009).

- *Facebook as a supplementary material*: Full agreement on the concept whereas differentiation on how (methods) and where to use (level of schooling including lifelong learning) that tool.

5.3. Implications for Practitioners

The findings and discussions reflect on both pedagogical, theoretical and practical implications for designing instructional processes and materials on social networking websites. Likewise, the study findings lead our attention toward essential design and development principles that professionals must take into consideration while developing instructional or non-instructional social networking websites in accordance with uses and gratification perspective.

When focused on pedagogical implications, the study showed that social networking website could be utilized in an instructional context (Ravenscroft, 2009). Facebook, as an example of well-known social networking websites, has been perceived as a preferable instructional tool over traditional instruction with certain features (such as bringing fun to the context, leading more communication among students and student-teacher interaction (as also stated by Munoz & Towner, 2009), providing multimedia materials in one platform (also reported in Global faces and networked places, 2009), easiness of sharing ideas). Therefore, the practitioners must pay attention to take learners' motivation and interest on a platform for instructional activities, where millions of people all over world exist (Global faces and networked places, 2009).

As the study implies, there is a potential use of Facebook for both formal and non-formal instructional processes. Thus, the practitioners must reveal pedagogical and androgogical education to the users of different social networking websites. The findings concluded that social networking websites based on instructional processes are much more suitable for non-formal instruction. Therefore, human performance technologist or human resources experts should consider this new setting for offering different trainings to their learners. It is remark that many people are already on the social networking websites, it is a beneficial enterprise to utilize these websites for learning and teaching processes of different users and different topics.

The practitioners must consider producing instructional videos and pictures to share them on Facebook platform. Moreover, the practitioners should offer office-hours for chatting with their learners, should provide instant feedback on learners' job. Instructional practitioners should use discussion feature of social networking websites to open new issues for debate and letting the users starting new debate topics.

The practitioners should implement Facebook (or other social networking website) based on activities as a supplementary context to their instruction. While implementing such a context, the practitioners must take the effects of individual differences into consideration for better and effective instructional actions.

Theoretical implications of the study demonstrated that social networking websites provide a computer mediated communication setting for development of online communities yielding social learning outcomes. Herzog (2010) underlines the role of social networking technologies on providing opportunities for learning from each other where the findings showed that the learners have a tendency to learning from each other and working in groups for creating certain learning outcomes. By offering Facebook group instruction, the learners gather around an online community and could yield instructional acquisitions and personal communication in term of an increase in their social capitals (Ellison, Steinfield & Lampe, 2007).

Moreover, uses and gratification theory plays an important role on the success of an online social networking website and its utilization in instruction. As the participants support the usability of Facebook in relation to different elements, their belief and trust in Facebook increase (Coutts, Dawson, Boyer & Ferdig, 2007; Towner, VanHorn & Parker, 2007). In addition to supporting Facebook's usability, the participants believe that such a usable and satisfactory platform could have potential as a learning and teaching tool. Thus, the practitioners must consider uses and gratification findings as a base for their prospective work.

The outcomes of this study provide implications for the design of social networking websites for both personal and professional uses. First of all, the practitioners must listen the comments of the users. Individual differences and preferences play an important role for design activities. Therefore, the practitioners should suggest customizable settings for the users and their adaptability needs.

The practitioners should take the notice of users regarding to less crowded interface design for both better visual appearance and less loading time. Additionally, more language opportunities increase the use of social networking website. The

practitioners should get the trust of the users in terms of security problems. Whenever it needs, the users should be warned by the system on security concerns.

5.3.1. Recommendations for further practitioners

This section summarizes the suggestions of the researcher's himself and other suggestions offered by the learners throughout the study for prospective practitioners. It is a fact that social networking websites are getting more popular in current human lives. Their popularity triggers their importance for many different sectors. Many companies offer advertisements on social networking websites, many entrepreneurs register for their official social networking website profile. Therefore, if the field of education keeps away from utilization of social networking websites, the field will be disadvantageous. Teachers and education managers have already realized that their students are spending a high amount of time on social networking websites, especially on Facebook. Hence, the social networking websites are in the future of learning/teaching activities.

It is obvious that social networking websites have a potential to enrich our personal lives. Besides, the practitioners should remember that utilization of social networking websites could bring advantages both for formal and non-formal learning activities. In that sense, there is a place for using social networking websites for daily schooling purposes and for lifelong learning activities. Thus, the practitioners should start to delineate their learning context, then they must create relevant activities for the required settings on an instruction situated on any social networking website.

The practitioner must inform the learners about possible threats on using social networking websites; such as cyber-bullying, identity theft, harassment, and so forth. Either the managers for instruction, or the instructor for the texts, their initial responsibility is to demonstrate the challenges that learners could face and the ways of protecting themselves.

The practitioners must establish certain internal and external motivation mechanisms for the learners on social networking websites which could easily be provided by social interactions (Johnson & Levine, 2008). The facilitator (aka instructor) of the instructional activities must realize the fact that there are many distracters on social networking websites. In order to diminish the effects of distracters and to maintain learner motivation, the facilitator should create certain activities only for taking

the learners back to the learning process. Online rewards could be an example of those mechanisms.

The instructors (or teachers, or trainers) should create a specific profile only for learning activities. It might be better to register this profile with a non-searchable feature so that only permitted users can find, can establish a friendship (as referred to a connection in Facebook), can be away from unexpected situations. Moreover, the instructors should share only the necessary information on their profiles with the learners. The profile picture should reflect his/her professional image and school policies. Therefore, the instructor can split the private and professional lives on a social networking website. This could eliminate anxiety of instructors and motivate them for the integration of social networking websites into their instructional processes.

The instructors should pay attention to the applications on Facebook. The instructors must keep in mind that while installing an application into personal profile, the users could share their profile information with the software developer. The instructors should warn the learners on arranging their personal settings on not to share such kind of information as installing. Moreover, the instructor is ought to check the application before suggesting to the learners or using for the instructional activities. The instructor must remember that the instruction is much more important than the tool's itself. Therefore, a usable Facebook application might be used for any steps of instruction.

The instructors could offer a course on Facebook groups without installing any application on Facebook profile. The instructor could create a private group where only allowed learners could participate in and access to the resources. With several private Facebook groups, the instructor could use the same Facebook account for many different courses or trainings. Since the group is private, the learners do not have to feel worried about the publicity of their shared ideas, links or any other things. The instructor should settle the group with instruction only information and documents to alleviate the distracters. On the other hand, the group should have enjoyable activities for maintaining the attention and motivation of the learners. If the learners will click on a link, inform the learners where they are being directed (such as a document to download, or a web page to read). It is important to realize that the instructor does not have to offer a fully Facebook based instruction. Facebook groups could be utilized as a supplementary context for the entire instruction.

The instructors should create their own personal learning network on Facebook or in other social networking websites. By joining different Facebook groups which were based on sharing same learning interest on any topic, the instructors could enhance their teaching methods repertoire and could keep up with the latest developments in their field. Thus, the instructors should start to become lifelong learners by themselves and disseminate this approach toward their learners. The instructors should advise their learners to create their personal learning network, as well. The instructors must remember that they are the models for the learners. Therefore, what the instructors do on a social networking website is indispensably essential for guiding their learners.

The instructors could recommend their learners to join different Facebook groups of associations, newspapers and organizations. The instructors should also offer other Web 2.0 resources to their learners, such as blogs, wikis, or RSS pages on social networking websites. Moreover, the instructors should facilitate the learners to offer beneficial links to their classmates. These new resources could provide learners with new insight into the study topics. Both the instructors and the learners should take initiatives to add something to those personal learning networks developed on Facebook. This will make them active in the process of knowledge creation.

As Sampat and McQuade (2009) emphasized, human interactions have been evolved into the social networking websites. Hence, the instructors should develop the rules of interactions including the respect toward each other, the elements that the learners can and cannot share on the course, non-violent behaviors toward each other, the chat timing in terms of office hours, etc... The instructors must also respect the personal lives of the learners. The most difficult issue of the instructors is staying as an objective as possible as for their learners. The instructors should not be affected from the points learners share on their personal profiles. On the other hand, it is the instructors' responsibility to assist the learners on developing and managing their online identities.

The learners must be informed about netiquette so that they can establish a highly regarded online identities. Whenever there is a strong violation of netiquette, the instructor must intervene in this situation. The learners must think about how to name their friends on a course on social networking website. Other than nicknames or abbreviation, they should refer to their classmates with their original names.

The instructor should lessen the degree of anxiety by expressing the ideas of the learners on social networking website course. Otherwise the level of learner

participation in instructional activities will be lower than desired. The instructor should motivate all of the learners for sharing their ideas with others. The instructors must follow the level of participation carefully that whenever it decreases, the instructors could encourage of the learners (especially introverted learners among the group).

The instructors must begin the courses with ice-breaking activities, especially for the group of learners who do not know each other beforehand. These ice-breaking activities are highly essential for the group of learners who do not have any chance to meet face to face. Additionally, the instructors should add an intercultural learning activity (such as country connection games in this study) for international learners. Furthermore, it is essential to offer team-building activities on Facebook, especially if the instructional activity has a group study. The instructors should not force the learners to add each other in Facebook based-courses.

The instructors must follow the changes on any social networking website. The changes might be on policies, regulations, settings and interface of social networking website. The instructors must inform the learners about these changes, especially it affects any instructional activity.

The instructors might develop opportunities for guiding better pedagogical implementations on social networking websites. They must always remember that their implementation will lead new instructional theories and will be nurtured by theories. In order to follow the latest technological developments of era, it is a must that the instructors are the active bodies of technology integration and infusion movements.

5.4. The Issues about Media and Method Debate

In the last step of this study, the researcher realized a course on Facebook about a topic on “European Union Youth In Action Project Development”. The course was offered a part of lifelong learning process to the learners with an interest or experience on the topic. Facebook’s ‘Group’ feature was designed as a learning environment where the learners showed the instructional materials in written, visual and movie formats, discussed the topics and commented on materials whenever they wanted. They interacted with each other for developing a project draft. Moreover, they interacted with the course instructor for feedbacks, for questions and for comments. They participated in ice-breaking and team-building activities on Facebook course just after they enroll in the course.

The study findings showed that the learners improved their knowledge on “European Union Youth In Action Project Development” concepts and processes. It seems that the learners fulfilled course requirements for most of the times. Pre and post test results concluded that the learners perceived Facebook as an effective instructional tools and liked the idea of offering a course on Facebook modestly. The highest mean scores were given to the instructor himself. Moreover, the learners demonstrated that they liked the instructional materials embedded into the course.

As discussed in the findings, the media (Facebook as a social networking website) sent back to secondary place for learners as they learnt about how the learning would take place. The results showed that the usage of Facebook tools affected learners’ acquisitions. For instance, the “videos” uploaded on Facebook were utilized for many different instructional purposes; providing a general outline of the topic, demonstrating how the topic reflects on real life and summary of the topic. As another example, the learners realized that they could ask questions to their classmates and instructor on the “discussion” part of the course. They provided feedbacks for each other and motivated other learners with their comments on assignments. Therefore, the media itself yielded a low level of outcome on learners’ development whereas the learners affected from media’s features facilitating their learning; the videos and the discussions.

This circumstances reflects upon the media (Kozma argument) versus the method (Clark argument) debate on their effects on learning. As Clark (1983) argued, the media do not a potential to affect learning processes completely, yet do influence the teaching actions. As in this study, Facebook offers many usable and learning scaffolding tools to learners at the same time. This assisted the instructor to offer many effective teaching tools to his learners which saved the time for the instructors, offered a whenever – wherever accessible platform to the learners, required no charge for the instructor and the learners, facilitated the learners with most potentially learning yielding tools (such as videos).

Clark (1994a, 2002) points that the field is incapable of relating learning outcomes with the research studies. Besides Clark (2002) emphasizes the necessity of theories to conduct more strong research studies. This study is supported by different theories; social learning, uses and gratification theory and computer mediated communication. Therefore, this study provided a missing part in literature for both conducting further studies and understanding the underlying reasons of students’ learning.

Kozma (1991) complains about the instructional design processes which are away from creativity. Kozma (1991) offers that the instructional designers must utilize creative technologies for better instruction. Therefore, utilization of Facebook, as an example of social networking website, could stimulate effective learning and teaching. Besides, Kozma (1991) points out that the initial failures of creative technologies will guide to effective media development for learning.

Although Kozma (1994) emphasizes the media as a possible learning reason, the study results showed that the learners mostly enhanced their learning from the materials, the instructor, and the group works (shortly the methods applied to the course). The media (Facebook as a social networking website) provided a free of charge, usable tools integrated and communication driven platform toward learners for cultivating the instruction. In short, the media utilized in this study (Facebook) as Clark (1983) stated functionalized like a means of transportation which delivers knowledge, skills and abilities to the course participants.

5.5. Recommendations for Further Research Studies

Even though this study was conducted in a lifelong learning context with the learners of specific interest on a specific topic, it should be repeated to realize how the content of the course (such as social sciences or language learning course) or the level of schooling the course offered (from elementary to post graduate levels). The research on the perceptions of the learners in regarding to the instructional design, interface design and usability for certain contexts will be encouraging to expansion and refining of the implications and the scientific literature.

The study focused on one well-known and widely used social networking web site; Facebook. The study results are highly depended on that specific social networking website. Therefore, the same study should be replicated on many other social networking website in order to realize or validate the findings.

Not only the social networking website itself, but also the applications within Facebook (or in any other social networking website) should be investigated sensitively. Initially, a comparative study could be settled to realize whether or not there is a significant change uses of any instruction oriented Facebook application (The Course application as explained in Appendix B) and uses of regular Facebook tool (as utilized in this study). Besides, the programmers have been creating many applications for

embedding into Facebook. Therefore, those instruction-oriented application should be considered among themselves on increasing effectiveness of instructional activities. The researchers could create their own applications by considering the results of further studies and could conduct either comparative or non-comparative studies with that created applications.

The study did not have any actual learning measurement step. In other words, the learners did not get any test which must be evaluated by the instructor. The result of the study relied on the learners' self-assessment and self-perception of their learning. Hence, the further studies might add a definite measurement and assessment step to evaluate the learners' acquisition throughout the instructional activities on a social networking web site.

The study was conducted in a limited time (six weeks). This restricted timing reflects on both retention and duration variables. Thus, the study should be replicated in a greater time span in order to realize the effects of time on uses/gratifications of social networking websites including the delineation of their utilization in education. Moreover, a retention of learning step should be included to investigate the long term effects.

Since the course on Facebook was in English with a group of learners whose mother language is not English, the effect of language should be scrutinized in the following research studies. For instances; the active participation of learners on discussions will be affected by their language abilities, or the understanding of the learning materials will depend on learners' reading skills. Hence, a comparative study of native versus second language context might be helpful to understand the effects of language. Additionally, another comparative study on the language of social networking website as a factor in a study should be focused. Although, Facebook offers many languages options, it seems that people tend to use Facebook in English whose mother language is not English.

Many users have more than one social networking website membership. The same user prefer to visit one of those registered social networking website with a specific purpose or in a specific time of the day. The researchers should establish demographic information studies in order to understand who prefer to use what kind of social networking websites. That might trigger better social networking web site integration into educational settings, since the learners will be in their most favorable social networking website for instructional processes. Additionally, comparisons should

be realized in order to comprehend how different demographic information (especially the personal profile information) could affect certain issues of usability and instructional utilization of social networking websites.

There are also instruction oriented social networking websites (Brazen Carrerist, We the Teachers or Pronetos) where only permitted students can register. The similar uses/gratification and instructional studies could be replicated on those instruction-only social networking websites. Furthermore, comparative studies could be conducted on the effects of using instruction-only and general-purpose of social networking websites.

The further research studies should compare settings where Facebook-like social networking web site utilizes as a pure online setting and as a blended setting with a face to face instruction support. It might yield more concrete on the recommendations for further implications and scientific studies. Moreover, the researcher should apply the researches to different teaching methods; such as problem-based learning or cooperative learning so that the relationship between the social networking website implementations and instructional methods could be unfolded in the future.

The prospective research methods should focus on the different innate tools of social networking websites; the Wall, the videos, the links and so forth. Their potentials on learning might be investigated separately or comparatively with other tools. Besides, the researcher could compare the same tool in different social networking websites from usability and instructional activities perspectives. Furthermore, the games embedded into Facebook (such as FarmVille) could be studied from both uses/gratification and instructional perspectives.

The researcher offers some points of methods of further research studies. This study included interviews of both instructor and learner roles. The further studies could cover other interviewees who do not have any instructor or learner role, but are high frequent users of the social networking websites (Facebook as a case). A third opinion from these users might reveal other points on both uses/gratifications and instructional utilization of Facebook in specific and social networking websites in general. Moreover, the study included only two non-Turkish interviewees for qualitative analysis. Thus, further studies should focus more on international interviewees as well as on national users.

Personal philosophies of the learners and the instructors affect the context. Therefore, further studies must enlighten how they conceptualize the “instruction” and might associate with the social networking websites (especially Facebook) context.

Moreover, the relationship between instructor and learner in such an instructional context must be revealed.

In the further studies, the role of instructor and the role of researcher must be separated in order to eliminate confounded variables. Moreover, the effect(s) of being friend with the instructor or the researcher on a social networking website might be investigated. Additionally, the characteristic of an instructor could play a vital role in a course on social networking websites. Thus, the researcher must spend some efforts on revealing a description of an instructor who is more suitable to take advantage of social networking websites in education.

Throughout the course, the researcher realized that some learners increased their participation in the course activities while some others preferred to stay as passive learners. The change in learners' participation levels might be studied to realize what triggers could initiate more participation whereas which factors could decrease in participation. Besides, how level of interest toward the instruction affects learners' acquisitions and participation might be scrutinized.

The instructional materials are another factors of the instructional settings. Different kinds of online materials should be investigated in social networking website courses (blended or totally online settings). Additionally, the researcher should establish certain guidelines for creating instructional materials on social networking website courses.

As a summary, many academic disciplines needs research studies to investigate the uses/gratifications and instructional utilization of new technologies. Certain suggestions and guidelines should be derived for effective, theory-driven and methodology-applied implementations. Finally, the same study could be replicated in a similar manner for double checking the current study findings.

5.6. Conclusion

Innovations in 'Information and Communication Technologies (ICTs)' have reshaped current human lives and equally reflected on the implementation of different ICTs in the educational processes. On the other hand, the scientific research studies are not rapidly growing as the ICTs affect the field of education. This dissertation study has been aimed to contribute to current literature regarding with uses and gratifications of a social networking web site (Facebook as a case) and the possible benefits and challenges

of utilization of Facebook for instructional activities. In that sense, the study contributes to human computer interaction, instructional technology and educational sciences.

The depictions and suggestions in relation to uses and gratifications of different tools play an essential role on their acceptance among different people. This study has initiated new studies and suggestions about the design and the development of social networking websites and their adaptation of instructional utilization. In that sense, the finding, the implications and the suggestions of the study provide a base of human computer interaction issues.

The instructional technology, as a field of interdisciplinary research and implementation, has been played a role as a framework for the study. The researcher has utilized all steps of fundamental instructional design; analysis, the design, the development, the implementation and the evaluation. Thus, the study provides explanations and recommendations for social networking websites practitioners and researchers from instructional technology fields. The findings also reflected upon the famous methods of versus media debate in the fields. It seems that what you do on a social networking website play more essential role than the tool's itself. Therefore, the instructional technologist should consider more method based on studies for better integration of these websites.

It is a reality that there are many efforts on integrating different ICTs into education. Nevertheless, the ICT absorption capacity of education hasn't been developed yet. The stakeholders in education field must adapt themselves into these innovative technologies by modernizing their curriculum, teacher training programs and instructional contexts. Thus, if the instructors want to utilize social networking websites in their teaching/learning activities, they must reshape the understanding of the learners (as active members of lifelong learning process), the curriculum (as a dynamic variable of the setting) and the technologies (as a media supported with methods).

Consequently, this study contributes to the existing literature on uses and gratification, instructional technology and educational sciences with a scope of social networking websites. The findings of the study can help the designers/instructional designers produce effective social networking websites in relation to what tasks should be integrated into the platform from both technological and instructional aspects.

5.7. About The Researcher

Hasan Tinmaz had his bachelor degree from Department of Computer Education, Faculty of Education, Middle East Technical University (2001). Then, he had completed his M. Sc. degree in Curriculum and Instruction program, Department of Educational Sciences, Graduated from School of Social Sciences, Middle East Technical University (2004). While attending his master program, he had been working as an instructor at Department of Computer Education and Instructional Technology, Burdur Faculty of Education, Süleyman Demirel University. His master thesis is entitled as “An Assessment of Preservice Teachers’ Technology Perception in Relation to Their Subject Area”.

After beginning his Ph.D. in the field of Instructional Technology in Middle East Technical University, he worked as an instructor in Department of Computer Education and Instructional Technology, Faculty of Education, Başkent University for three years. Currently, the researcher has been offering courses in İstanbul Kültür University and delivering trainings for European Union projects. His interest in social interactions and educational technology lead him to study on social networking websites for instructional processes in the current research study.

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APPENDIX A

PROLOGUE TO FACEBOOK

Briefly, Facebook.com can be acknowledged as a well known social networking web portal. Figure 1 shows ‘sign in’ and ‘sign up’ screen for the social networking website. Facebook was founded by Mark Zuckerberg with the following three co-founders; Chris Hughes, Dustin Moskovitz and Eduardo Saverin in February 2004. Facebook company main office is situated in Palo Alto, California, United States of America. Facebook has many offices; Atlanta, Birmingham, Michigan, Chicago, Dallas, Detroit, New York, Venice Beach, California, Washington DC, Dublin, London, Milan, Paris, Stockholm, Sydney and Toronto. In eighteen Facebook offices, more than 2000 employees work on maintenance and development of Facebook social networking website (Facebook Factsheet, 2010). According to the official website, Facebook defines itself as

... **social utility** that helps people **communicate** more efficiently with their friends, family and coworkers. The company develops technologies that facilitate the **sharing of information** through the social graph, the digital mapping of people's real-world social connections. Anyone can sign up for Facebook and interact with the people they know in a **trusted environment** (Facebook Factsheet, 2010).



Figure 1. The login and registration page of Facebook

From the definition, it is obvious that Facebook has social functions for providing communication among people and maintaining shared information on social network. As a response to critics, Facebook states its emphasize on data privacy and trusted context. The interface of Facebook.com is customizable. Users can add or remove tools, applications, buttons and so forth. The interface of a user account looks like Figure 2.



Figure 2. The general interface of Facebook

According Facebook official statistics page, there are over 500 million active users who have checked their profiles in the last 30 days (Facebook Factsheet, 2010). Facebook is globally available with more than seventy different languages. This achievement has been accomplished by 300,000 Facebook users who assisted for translations. Seventy percent of the Facebook users are exterior to the United States (Facebook Statistics, 2010). Moreover, fifty percent of the active users check their Facebook profiles in every day. Totally, Facebook members spend more than 500 billion minutes per month on using Facebook. On Facebook, users can interact with more than 160 million objects. Average Facebook user is accessed to sixty pages, groups and events and creates seventy pieces of content every month. Besides, Facebook users share over twenty five billion pieces of content in each month (Facebook Statistics, 2010).

One of the biggest of concern and critic issue of Facebook is the privacy of the members who share so many personal information on the system. In the official website of Facebook, it was stated that “user privacy has always been a top priority for the company” (Facebook Factsheet, 2010). For more persuasive manner, Facebook official site declares that they are certified by TrustE which is a leading company on online security sector. Moreover, Facebook proclaims how much they value to privacy issues by announcing their membership to organizations focusing on Internet safety, privacy and security help and education, cyber-bullying and so forth, such as WiredSafety (<http://www.wiredsafety.org/>) or National Center for Missing and Exploited Children (<http://www.missingkids.com/>) (Facebook Factsheet, 2010).

According to Facebook Factsheet (2010), Facebook is a usable, easily navigate, and accessible website with functions and applications. Moreover, Profile, Friends, Networks and Inbox are the four core applications for a Facebook user profile. Photos, Notes, Groups, Events and Posted Items are characterized as the secondary Facebook applications. If the users agree, they can upload third-party applications to their Facebook profiles.

Facebook utilizes PHP which is a generally used scripting programming language for creating dynamic web pages and MySQL which is a database management system controlling thousands of databases for Facebook. For effective management of this system, Facebook uses a RPC (remote procedure call) controlling mechanism which is an inter-process communication for computer programs in execution of the different coding system on a shared computer network. In that sense, Facebook as a social

networking system could be characterized as an innate networking structure itself (Facebook Factsheet, 2010).

Facebook platform has 550,000 applications and one million external websites embedded into own system. Every month, seventy percent of Facebook members interact with those integrated applications and more than 150 million Facebook members use the external websites. Behind this high rate of use, there are over one million program developers and entrepreneurs from more than 180 countries (Facebook Statistics, 2010).

As the mobile technologies become widespread on the world, Facebook has utilized them for increasing its accessibility. For instance, Facebook Statistics (2010) noted that from sixty countries, more than two hundred mobile operating companies have been working on installations and advertisements of Facebook mobile products. It seems that these efforts work well, since 100 million active users check their Facebook profiles via their mobile devices. Moreover, Facebook members who access via mobile devices are double than who access Facebook via non-mobile devices.

Facebook has generated a new sector on developing new third-party applications for itself. Facebook as a new development platform offers hundreds of applications for its users. From the data on unofficial Facebook usage statistics (AllFacebook.com, 2010), Likes, Links and Video are the first three most extensively used applications on Facebook (Table A.1). From the table, it seems that videos are twice more visited than photos in Facebook. Besides, popular online games, such as ‘FarmVille’ and ‘Texas HoldEm Poker’ are situated in the high ranked application list.

Table A.1. Monthly access rate to general purpose Facebook applications

Rank	Application Icon	Application Name	Daily Active Users	Monthly Active Users
1.		Likes	65,777,515	250,561,363
2.		Links	23,200,436	146,589,622
3.		Video	11,876,844	134,640,585
4.		Mobile	30,212,883	134,169,476
5.		Facebook for iPhone	32,636,365	107,784,847
6.		Notes	6,707,527	71,562,563
7.		Photos	7,042,174	70,700,294
8.		FarmVille	17,747,515	63,451,372
9.		Facebook for BlackBerry	17,981,381	62,276,994
10.		Events	3,194,342	54,240,893
11.		Discussion Boards	3,032,049	51,923,817
12.		Texas HoldEm Poker	6,181,395	38,169,747
13.		FrontierVille	7,124,091	36,401,431
14.		Phrases	4,957,634	33,671,274
15.		Café World	4,532,115	29,001,991

Each application has been defined by certain characteristics before they embed to Facebook. ‘Purpose’ of the application is one of the characteristics which developers must define prior to upload. On the other hand, Facebook doesn’t have any control mechanism for checking whether or not the stated purpose(s) reflect the reality. AllFacebook.com (2010) presents the list of mostly accessed Facebook educational applications (Table A.2). The table demonstrates interesting findings; for example, the list comprises educational applications such of ‘my name in that language’ applications which have nothing in regarding with education. Moreover, the list includes religion oriented applications such as ‘Daily Bible Verse’ or ‘Quraan Kareem’. Additionally, the list has two Turkish applications; ‘Atatürk Köşesi [Ataturk Corner]’ ranked 33rd and ‘İngilizce Seviye Tespit Sınavı [English Proficiency Exam]’ ranked as 39th. On the other hand, well known educational application ‘Courses 2.0’ has been ranked as 40th.

Table A.2. Monthly access rate to education purpose Facebook applications

Rank	Application Icon	Application Name	Daily Active Users	Monthly Active Users
1.		Causes	858,868	17,979,660
2.		Quiz Monster	684,374	12,883,437
3.		Quiz Creator	46,093	2,818,204
4.		God wants You to Know	408,854	2,635,877
5.		Your Japanese Name	55,829	1,452,658
6.		My Arabic Name	56,792	1,101,616
7.		My Personality	39,728	1,030,536
8.		My Most Used Words	53,560	916,931
9.		ExploreU	24,651	587,574
10.		I Love Jesus	20,745	489,766
11.		Quizzes	17,327	469,576
12.		Interview	14,989	389,689
13.		Daily Bible Verse	20,592	296,583
14.		Goodreads Books	12,421	231,890
15.		mypatente	2,203	215,708
16.		Twibbon	7,223	195,295
17.		PeerPong	7,354	152,402
18.		Hindu Names	13,185	120,446
19.		Wordscraper	55,649	99,316
20.		Daily Quotes	14,555	85,419
25.		Quraan Kareem	2,909	58,132
28.		Typing Speed	2,483	53,839
31.		Courage Wolf	3,681	43,927
32.		I'm Reading	2,064	42,682
33.		Atatürk Köşesi	2,288	39,146
34.		My HTML	1,558	39,041
35.		Advanced Personality Test	1,362	37,885
37.		Friendship Painting	1,507	35,568
39.		İng. Seviye Tespit Sınavı	727	31,236
40.		Courses 2.0	1,532	30,460
42.		Books	1,718	28,786

After these statistics, it is better to read the basic historical development of Facebook which also includes when some tools and applications are developed and added to its structure.

2010 - August

- Facebook launches Places

July

- Facebook reaches over 500 million active users

July

- Facebook launches beta of Questions

February

- Facebook reaches over 400 million active users

2009 - December

- Facebook reaches over 350 million active users

September

- Facebook reaches over 300 million active users

August

- Facebook acquires FriendFeed

July

- Facebook reaches over 250 million active users

June

- Facebook launches Facebook Usernames

May

- Digital Sky Technologies makes a \$200 million investment for preferred stock at a \$10 billion valuation

April

- Facebook reaches over 200 million active users

February

- Facebook reaches over 175 million active users
- Facebook joins OpenID board
- “Like” feature added

January

- Facebook reaches over 150 million active users
CNN Live/Facebook integration

2008-December

- Facebook Connect becomes generally available

August

- Facebook reaches over 100 million active users

April

- Facebook launches Facebook Chat
- Facebook releases Translation application to 21 additional languages

March

- Facebook updates privacy controls to include Friend List privacy
- Facebook launches in German

February

- Facebook launches in Spanish and French

January

- Facebook co-sponsors Presidential Debates with ABC News

2007-November

- Facebook launches Facebook Ads

October

- Facebook reaches over 50 million active users
- Facebook launches Facebook Platform for Mobile
- Facebook and Microsoft expand advertising deal to cover international markets; Microsoft takes a \$240 million equity stake in Facebook

July

- Facebook acquires startup Parakey

May

- Facebook launches Marketplace application for classified listings
- Facebook hosts F8 event to launch Facebook Platform
- Facebook Platform launches with 65 developer partners and over 85 applications

April

- Facebook reaches 20 million active users
Facebook updates site design and adds network portals

March

- Facebook reaches over 2 million active Canadian users and 1 million active UK users

February

- Virtual gift shop launches as a feature

2006-December

- Facebook reaches more than 12 million active users

November

- Share feature added on Facebook, simultaneously launched on over 20 partner sites

September

- News Feed and Mini-Feed are introduced with additional privacy controls
- Facebook expands registration so anyone can join

August

- Facebook development platform launches
- Notes application is introduced
- Facebook and Microsoft form strategic relationship for banner ad syndication

May

- Facebook expands to add work networks

April

- Facebook raises \$27.5 million from Greylock Partners, Meritech Capital Partners and others
- Facebook Mobile feature launches

2005-December

- Facebook reaches more than 5.5 million active users

October

- Photos is added as an application
- Facebook begins to add international school networks

September

- Facebook expands to add high school networks

August

- The company officially changes its name to Facebook from thefacebook.com

May

- Facebook raises \$12.7 million in venture capital from Accel Partners;
- Facebook grows to support more than 800 college networks

2004-December

- Facebook reaches nearly 1 million active users

September

- Groups application is added; the Wall is added as a Profile feature

June

- Facebook moves its base of operations to Palo Alto, Calif.

March

- Facebook expands from Harvard to Stanford, Columbia and Yale

February

- Mark Zuckerberg and co-founders Dustin Moskovitz, Chris Hughes and Eduardo Saverin launch Facebook from their Harvard dorm room

APPENDIX B

A CASE ON “COURSES” APPLICATION ON FACEBOOK AS AN INSTRUCTIONAL TOOL

In the 2009-2010 Fall semester following four undergraduate courses were offered on Facebook in Firat University, Faculty of Education, Department of Computer Education and Instructional Technology;

BTÖ 111 - Information Technology in Education I: This is a four credit must course (3 theory and 2 laboratory hours). Course includes following topics; information systems in education and introduction to computers, evolution of computers, data presentation, components of computer systems including the CPU, input-output devices, auxiliary storage devices, microcomputers, operating systems and environments, managing text processors, managing number spreadsheets, impact of computers on society, computer ethics and security. The number of students who attends this course was 70.

BTÖ 315 – Internet Programming: This is a four credit must course (3 theory and 2 laboratory hours). Course includes following topics; programming languages on Internet based program development, client-server model, installing web servers, web editors for programming, introduction to programming, variables, constants, functions, loops, database programming, and developing dynamic internet applications for education. The number of students who attends this course was 72.

BTÖ 421 - Web Design: This is a three credit must course (2 theory and 2 laboratory hours). Course includes following topics; fundamentals and functions of the Internet, common Internet applications used in education (WWW, e-mail, chat, ftp, etc...), and principles of using Internet applications in education. The number of students who attends this course was 26.

BTÖ 429 – Computer Ethics: This is a two credit must course (2 theory hours). Course includes following topics; creating and awareness on social and ethical arguments about students' occupations, introduction of different approaches on ethical standpoints, ethics in philosophy, code of ethics in their occupation, protection of personal information, protection of

rights in informatics, licensing, internet ethics, and effects of computers in human relations. The number of students who attends this course was 26.

Additionally, in the 2009-2010 Fall semester one master level course was offered via Facebook in Firat University, Institute of Natural Sciences, Computer Education and Instructional Technology Program;

MS 505 – Changing Education and New Technologies: This is a three credit graduate level course (3 theory hours). The course covers the issues on new education models and their elements with the axis of change and innovation concepts. The number of students who attends this course was 11.

For these five courses, the lecturer utilized an application for his instruction; called as “Courses”. The researcher briefly summarizes this application and finalize with a commentary from the lecturer.

“Courses” Application on Facebook

One of the most distinguishing feature of Facebook among all other social network web sites is to support users with the free application installation to their profiles. Most of these web-based applications are prepared by software developers. For the courses introduced above, the lecturer preferred to utilize an web-based Facebook application called as “Courses” (Figure 3) which can organize courses, create student groups, share lecture notes, create discussion boards, and add announcements.

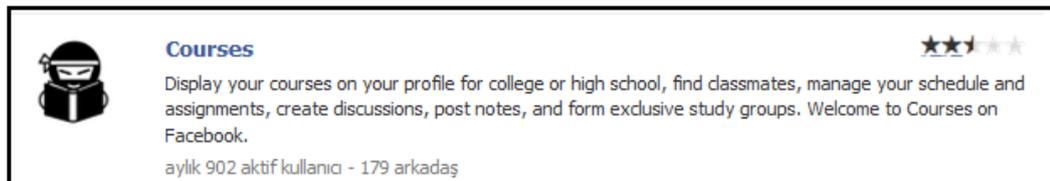


Figure 3. The general overview of application

Addition of a course: Initially, the lecturer adds the “Courses” application to his profile. Afterwards, the lecturer creates his course in three steps as shown in Figure 4. In the first step, the lecturer defines whether the course will be public or private in Facebook. As a second step, the lecturer describes course name, lecturer name, places and hours for course. In the last step, the lecturer confirms the course creation.

Figure 4. The first step of adding a course on Facebook profile

Lecturer interface and functions: The lecturer interface includes five tabs; Home, Courses, Schedule, Friends, and Settings. The main interface consists of four main parts (as shown in the Figure 5); Course Info, Classmates, Upcoming Coursework and What’s Up.

Figure 5. The lecturer interface

In the “Home” tab, the user can access to “my user” and “my instructor” pages. The lecturer can use “Courses” tab to see course interfaces where from “Schedule” tab, the lecturer can see a detailed calendar. The “Settings” tab is used for accessing all setting feature related with application. In the “Classmates” part (Figure 5), the lecturer can see the profile pictures of students where the lecturer can click any of them for jumping their profiles. Moreover, the lecturer can create working groups, messaging and can send invitations to new students from this part of the application. The “Upcoming Coursework” is a part of this application where lecturer inform the students about approaching exams, problems, discussions, projects, and any other activities.

In the “Course Info” part, the user can see the information and the picture of the lecturer with the information of course hours. The lecturer can manage course related information from this part; such as addition/cancellation of a lecturer, withdrawal of a course, changing the beginning and/or ending timing of courses (Figure 6).

The screenshot displays the 'Courses on Facebook' interface. At the top, there are navigation tabs: Home, Courses, Schedule, Friends, and a button for 'Like our App? Invite Friends!'. A 'Settings' button is also visible. The main content area features a profile picture of a man, with links for 'See Facebook Profile', 'Request a Schedule Update', 'Send Facebook Message', and 'View Course Rosters'. To the right of the profile, contact information is listed: Office: Eğitim Fakültesi A Blok Z102, Hours: 08:00-17:30, Email: zgenc@firat.edu.tr, and Website: http://web.firat.edu.tr/zgenc. Below the profile is the name 'Yrd.Doç.Dr.Zülfü GENÇ Genç' and an 'Edit Page' button.

The central part of the interface is a calendar grid for the week of Sun to Sat. The grid shows various course periods:

- 8a: Period Int.Tab.F (Wed)
- 9a: Period Int.Tab.F (Mon)
- 10: Period Education Changes (Fri)
- 11: Period Int.Tab.F (Wed)
- 12: Period Education Changes (Fri)
- 1p: Period 1 Eğt.Bil.T (Tue), Period 1 Eğt.Bil.T (Wed), Period Bilgim (Thu)
- 2p: Period Bilgim (Thu)
- 3p: Period Int.Tab.F (Mon), Period Eğt.Bil.T (Tue)
- 4p: Period Int.Tab.F (Mon), Period Eğt.Bil.T (Tue)
- 5p: Period Int.Tab.F (Mon), Period Eğt.Bil.T (Tue)
- 6p: Period Int.Tab.F (Mon), Period Eğt.Bil.T (Tue)
- 7p: Period Int.Tab.F (Mon), Period Int.Tab.F (Tue)
- 8p: Period Eğt.Bil.T (Tue), Period Int.Tab.F (Wed)
- 9p: Period Int.Tab.F (Wed)

Below the calendar, there are sections for 'Full year 2009' and 'Fall 2009' with lists of course periods and their details. At the bottom, there are 'Fans' and 'Feedback' sections. The 'Fans' section shows 'undo fanship' and a profile picture. The 'Feedback' section shows 'new question' and a post: 'Now I am working' with 3 likes and options to 'edit | delete'.

Figure 6. Managing information for lecturers

The “What’s Up” part gathers three tabs inside; announcements (including course related messages), attachments (uploading/downloading files attached), and discussions (starting a question based discussion) (Figure 7).

The screenshot displays a weekly schedule from Sunday to Saturday. The schedule is organized into periods (8a to 9p) and days. Key entries include:

- 8a:** Period Eğitim Etiği: BTÖ421 Web Tasarımı (Wed)
- 9a:** Period Education Changes: MS505 Değişen Eğitim ve Yeni Tek. (Fri)
- 10:** Period İnt.Tab.F (Mon)
- 11:** Period Educator Changes (Fri)
- 12:** Period İnt.Tab.F (Wed)
- 1p:** Period Eğt.Bil.T (Tue), Period Eğt.Bil.T (Wed)
- 2p:** Period Bilgim (Thu)
- 3p:** Period Eğt.Bil.T (Tue), Period Eğt.Bil.T (Wed)
- 4p:** Period İnt.Tab.F (Mon), Period Eğt.Bil.T (Tue)
- 5p:** Period Eğt.Bil.T (Tue)
- 6p:** Period Eğt.Bil.T (Mon), Period İnt.Tab.F (Tue)
- 7p:** Period Eğt.Bil.T (Mon)
- 8p:** Period Eğt.Bil.T (Mon)
- 9p:** Period İnt.Tab.F (Tue)

Below the schedule, there are two sections:

- Discussions:** Displaying 3 of 3 Discussions.
 - Nov 21:** Tek Portal önerisi (Notes: 1, Votes: 1)
 - Nov 9:** Eğitimde Facebook Kullanımı (Notes: 6, Votes: 3)
 - Nov 5:** yüklenen dosya yok mu ?ben mi bulamıyorum:5 (Notes: 0, Votes: 0)
- Attachments:** Displaying 5 of 17 Attachments.
 - internet_programcilig_i_4.rar
 - paper11_Web_2.0_teaching_learning.pdf

Figure 7. The elements of What’s Up

Student interface and functions: Student interface is the same interface with lecturers. On the other hand, “Course Info” and “Upcoming Coursework” are functionally different for students where they can only be informed without any rights of changing the content. From “Classmates”, students can see other students who are attending the same class as long as they can chat with them. “What’s Up” part is functionalized by the students for uploading or downloading the lecture notes, for reading or commenting on discussions and so on. In the Figure 8, the lecturer can see “study groups” for a course.

The screenshot shows the 'Courses on Facebook' interface. The main heading is 'My Study Groups for BTÖ421 Web Tasarımı'. There are three study groups listed:

- Grup1_RAM:** 0 Discussions, 4 Classmates. Buttons: Show, Leave.
- Grup2_İşlemcinin Fani:** 0 Discussions, 3 Classmates. Buttons: Show, Leave.
- Grup3_Bilgisaydırınlar:** 0 Discussions, 4 Classmates. Buttons: Show, Leave.

At the bottom, there is a 'New Study Group' button.

Figure 8. An example of study groups

Comments from the lecturer on his experiences with “Courses” application in Facebook

The researcher made an informal interview with the lecturer and reported his statements. The researcher summarized his comments from his words;

Facebook is one of the most fast growing social network web site among all university students. I realized that most of my students have Facebook accounts and check them on a regular basis. As a lecturer, I inspired whether or not I can use Facebook in my courses. As known, one of the unique feature of Facebook is to offer free applications for its users to add them their profiles. Most of these certain function-oriented applications are developed by software programmers.

The elevated use of Facebook guided software companies to produce Facebook adapted web applications. One of the most leading Learning Management System (LMS) in education sector, Blackboard, has started to find solutions on using its applications on Facebook which gives a clue that Facebook is getting powerful in the area. Although the “Courses” application has limitations, it can be perceived as small scale LMS. I want to summarize the advantages and the limitations of the “Courses”, as an instructional application, as follows;

Advantages;

- Easy to use,
- All students can be gathered in one platform and organize accordingly,
- Easy communication on instructor-student and student-student,
- Increase the cooperation among groups,
- Permission on sharing lecture notes,
- Providing discussion feature,
- Instant warning of current announcements.

Limitations;

- Obligatory connection to application to see current announcements and messages,
- 1 MB file size limit for attachments,
- No lecturer control on what students write in discussion or in announcements,
- No right of student removal, once s/he add to “Classmates”,
- Although there is a video chat feature, it is not in use.

APPENDIX C

THE STUDY INSTRUMENTS

C.1. USES AND GRATIFICATION SURVEY ABOUT FACEBOOK.COM

Dear Participant,

I am writing to invite you to participate in a research study in the form of a questionnaire. The following materials are part of a study that I am currently conducting as a Ph.D. student at Middle East Technical University, Ankara, Turkey, regarding the utilization of social network web site in education. Social network web sites are the websites allowing you create your profile. Some examples are MySpace, Facebook, Friendster, and Xanga. Using your profile you can upload your personal information, pictures and videos. Then, you can add other users as “friends”, with whom you can exchange messages. For this study, especially, Facebook will be the case as a social network web site for learning-teaching purposes. Thank you for your time and effort in helping me complete this study.

- If you agree to participate, you will be asked to answer some questions, and the process should take approximately 6-8 minutes.
- The information from the questionnaire will be entered into a computer database for analysis. Any names will be removed from the questionnaire and replaced with ID numbers. The results will be reported for the group as a whole so that no individual can be identified unless consent is received.
- If you have any questions or problems as a result of participating in this study, you may contact hasan_tinmaz@hotmail.com
- Your participation is entirely voluntary. Refusal to participate involves no penalty or loss of benefits and you may discontinue participation at any time.

Please answer the following questions as honestly and openly as you can. Your responses are entirely anonymous and your participation is greatly appreciated.

I have read the information provided in this Informed Consent Document, and I acknowledge that by checking “yes,” I voluntarily consent to participate in this research.

Yes No

Demographics

Which country do you live?

How old are you (please write in numbers)?

What is your gender?

- Female
- Male

What is your occupation/job?

What is your highest educational level (what you are currently attending also counts)?

- Doctoral
- Master
- Undergraduate
- High School
- Secondary School
- Elementary School

Do you have a personal computer?

- Yes (with Internet connection)
- Yes (but without Internet connection)
- No

How do you rate your expertise as a user of computer?

- Expert
- Somewhat of an expert
- Neutral
- Somewhat of a novice
- Novice

Which of the following social networking web site(s) do you use? Check all that apply.

- Facebook
- Youtube
- Windows Live Spaces
- MySpace
- Yahoo! 360
- LinkedIn
- Twitter
- Hi5
- Orkut
- Other [Please write the name]:

Please, indicate your general idea about the APPEARANCE (visual design, color, etc...) of Facebook:

- Very Poor
- Poor
- Neutral (Not Poor – Not Satisfactory)
- Satisfactory
- Very Satisfactory

Where do you access Facebook? Check all that apply.

- Home
- School
- Dormitory
- Work
- Internet Café
- Mobile Phone
- Friend's Computer
- Other [Please specify]:

How many friends do you have in your Facebook account?

- 10 or less,
- 11-50,
- 51-100,
- 101-150,
- 151-200,

- 201-250,
- 251-300,
- 301-400,
- more than 400

How many pictures do you have in your Facebook account?

- 10 or less,
- 11-50,
- 51-100,
- 101-150,
- 151-200,
- 201-250,
- 251-300,
- 301-400,
- more than 400

How often do you change your profile?

- Never
- Once a year
- Monthly
- Weekly
- Several times per week
- Daily

How often do you access to Facebook?

- Several times a day
- About once a day
- 3 to 5 days a week
- 1 to 2 days a week
- Every few weeks
- Less often
- Don't know

How many groups do you actively participate in Facebook?

- None
- 1-5
- 6-10
- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

Does your Facebook profile could be seen by anyone?

- Everyone,
- My Networks and Friends,
- Friends of Friends,
- Only Friends,
- Customizable,
- Don't Know

Some people don't like to use real information in their profile so they use fake information instead. How about you? How much of the information in your profile is fake?

- All
- Most
- Some
- Very Little
- None
- Don't know

Please answer the following questions about Facebook by clicking Yes, No or Don't Know.

	Yes	No	Don't Know
Does your Facebook profile include your phone number?			
Does your Facebook profile include your first name?			
Does your Facebook profile include your last name?			
Does your Facebook profile include your full date of birth?			
Does your Facebook profile include your home address?			
Does your Facebook profile include your email address?			
Does your Facebook profile include your religion?			
Do you use Facebook from your Mobile Phone?			
Do you actively use Facebook groups to send or check group related messages?			
Are you an administrator of any Facebook group?			
Do you have people in your Facebook friend-list that you have never actually met or spoken to?			
Have you received any Facebook request for contact from people you would prefer to forget?			
Did you feel a pressure to join Facebook?			
Do you feel special when you have a picture comment in Facebook?			
Did you encounter any system error in Facebook?			
Have you ever read Facebook's Terms of Service in full?			
Have you ever read Facebook's Privacy Policy in full?			

Please rate in the columns the current web site of Facebook based on the following criteria

	Poor	Fair	Good	Excellent	No Opinion
Presentation (background color, font style and size, layout...)					
Content (value, relevancy, currency, sufficiency...)					
Search capability					
Navigability (clear site map, logical sequencing of pages,)					
Speed (short response time for access to a page)					
Interactivity (ability to customize the web site)					

Why do you use Facebook? Check all that apply for you.

- Following the trend of being in Facebook
- Meeting with new people
- Keeping in touch with people I've met online
- Keeping in touch with my friends
- Keeping in touch with friend or relatives who live far away
- Keeping in touch with people I don't have time to see in person
- Giving or receiving information with people I know
- Finding other people who have the same interests
- Fulfilling my curiosity about people
- Reconnecting with people you've lost contact with
- Looking at the profiles of people I don't know
- Browsing your friends' friends
- Receiving a friend request
- Sharing my ideas and opinions

- Learning about social events
- Organizing or joining events
- Flirting
- Posting videos that I have created
- Watching uploaded videos
- Looking at photos others have taken
- Posting pictures that I have taken
- Tagging photos
- Being tagged in photos
- Chatting with other friends
- Posting messages to a friend's page or wall
- Sending a bulletin or group message to all of your friends
- Send private messages to a friend
- Poking my friends
- Posting comments to my friends
- Maintaining job-related activities
- Reading the news feed
- Joining groups
- Seeing what people have put as their status
- Playing games
- Using advanced search to look for specific types of people
- Checking applications within Facebook
- Escaping from the real world
- Relaxing myself
- Feeling less lonely
- Feeling like I belong to a group
- Letting people really know who I am
- Feeling important
- Gaining respect from people
- Spending time when bored
- Entertaining myself
- Experiencing things I cannot in the real world

Please answer the following questions by stating your level of agreement (from strongly agree to strongly disagree).

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
I am proud to tell people I'm on Facebook					
Facebook has become a part of my daily routine					
I feel strange when I haven't logged onto Facebook for a while					
I would be sorry if Facebook shut down					
Facebook is an addiction for me.					
Facebook is very slow in responding to my requests					
I can very quickly customize the content on Facebook to fit my needs.					
I feel that Facebook wants to listen to its users.					
I intend to regularly use Facebook in the future.					
When I add or accept a friendship, the gender is important for me.					
It is easy to use the new features of Facebook.					
The information on the Facebook interface is easy to read.					

Misuse of my information on Facebook is a concern for me.					
Security problems about Facebook are an anxiety for me.					
Cyberbullying or cyberstalking coming from Facebook is a worry for me.					
Leaving a history on Facebook that could cause me problems (such as when applying for a job) is a concern for me.					
I have more real-life friends since I use Facebook.					
I am more accessible on Facebook than other tools of communication.					
Overall I find that Facebook is easy to use.					
When browsing through profiles, I investigate profiles of people with attractive or interesting pictures.					

C.2. FACEBOOK.COM KULLANIM VE DOYUM ANKETİ

Değerli Katılımcı,

Bu mesajı anket formundaki bir bilimsel çalışmaya davet etmek amacıyla yazıyorum. Burada bulunan tüm maddeler Orta Doğu Teknik Üniversitesinde yürütmekte olduğum doktora çalışmamın bir bölümüdür. Doktora çalışma konum sosyal ağ web sitelerinin eğitimde kullanımınıdır. Sosyal ağ web siteleri sizlerin kişisel profillerinizi oluşturmanıza izin veren sitelerdir. Bilinen örnekleri arasında MySpace, Facebook, Friendster ve Xanga siteleri gelir. Profilinizi kullanarak kendinize ait bilgileri, resimleri ve videoları yükleyebilirsiniz. Ayrıca iletişim kurabileceğiniz kişilerden oluşan bir arkadaş listesi de oluşturabilmeniz mümkündür. Bu çalışma, özellikle Facebook.com'un bir sosyal ağ web sitesi olarak öğrenme-öğretme süreçlerinde kullanılmasına yöneliktir. Bu çalışmaya katkı için ayırdığınız süreye ve çabaya minnettarım.

- Eğer bu çalışmaya katılmaya karar verdiyseniz, bazı sorulara cevap vermeniz istenecektir. Bu süreç 6-8 dakikanızı alacaktır.
- Anketinizdeki tüm cevaplar bir bilgisayar veritabanında analiz için toplanacaktır. Anketlerde herhangi bir isim kullanılmayacaktır. Sonuçlar, bireysel olarak değil, grup olarak raporlanacaktır.
- Eğer herhangi bir soru ya da sorunla karşılaşırsanız, hasan_tinmaz@hotmail.com adresinden benimle iletişime geçebilirsiniz.
- Katılımınız tamamen gönüllü olacaktır. Katılmama kararınız sizi herhangi bir şekilde olumsuz olarak etkilemeyecektir. Çalışmaya katılmamayı seçtiğiniz anda anketi doldurmayı bırakabilirsiniz.

Lütfen aşağıdaki soruları dürüst ve açık bir şekilde cevaplayınız. Cevaplarınız tamamen isimsiz olarak alınacaktır. Şimdiden teşekkür ederim.

“Bilgilendirme Formundaki” yazılanları tamamen okudum ve “evet” seçeneğine tıklayarak bu çalışmaya gönüllü olarak katıldığımı beyan ediyorum.

- Evet
- Hayır

Demografik Bilgiler

Lütfen yaşınızı rakam olarak giriniz:

Cinsiyetiniz?

- Kadın
- Erkek

Lütfen mesleğinizi yazınız (örnek: öğrenci, akademisyen):

En son tamamladığınız eğitim durumu nedir (şu an içerisinde olduğunuzda dâhildir)?

- Doktora
- Yüksek Lisans
- Üniversite
- Orta Öğretim (9-11 sınıflar, Lise)
- İlk Öğretim İkinci Kademe (6-8 sınıflar, Orta Okul)
- İlk Öğretim Birinci Kademe (1-5 sınıflar, İlk Okul)

Kişisel bilgisayarınız var mı?

- Evet (İnternet bağlantılı)
- Evet (İnternet bağlantısı yok)
- Hayır

Bilgisayar kullanıcısı olarak kullanım derecenizi nasıl tanımlarsınız?

- Uzman,
- İyi derecede kullanan,
- Normal,
- Acemi,
- Başlangıç

Aşağıda verilen sosyal ağ sitelerinden hangisini ya da hangilerinin kullandığınızı? Size uyan tüm seçenekleri işaretleyebilirsiniz.

- Facebook
- Youtube
- Windows Live Spaces
- MySpace
- Yahoo! 360
- LinkedIn
- Twitter
- Hi5
- Orkut
- Diğer [Lütfen adını yazınız]:

Lütfen Facebook'un genel GÖRÜNÜŞÜ hakkındaki fikrinizi aşağıdaki durumlardan birini seçerek belirtin:

- Çok Zayıf
- Zayıf
- Normal
- İyi
- Çok İyi

Facebook'a nerelerden erişiyorsunuz? Size uyan tüm seçenekleri işaretleyebilirsiniz.

- Ev
- Okul
- Yurt
- İş
- İnternet Kafe
- Cep telefonu
- Arkadaşımın bilgisayarı
- Diğer [Lütfen adını yazınız]:

Facebook hesabınızda yaklaşık kaç arkadaşınız var?

- 10 ya da daha az,
- 11-50,
- 51-100,
- 101-150,
- 151-200,
- 201-250,
- 251-300,
- 301-400,
- 400'den fazla

Facebook hesabınızda yaklaşık kaç resminiz var?

- 10 ya da daha az,
- 11-50,
- 51-100,
- 101-150,
- 151-200,
- 201-250,
- 251-300,
- 301-400,
- 400'den fazla

Facebook hesabınızı ne kadar sıklıkla güncellersiniz?

- Asla
- Yılda bir kez
- Aylık olarak
- Haftalık olarak
- Haftada bir kaç kez
- Günlük olarak

Facebook ne kadar sıklıkla bağlantıyorsunuz?

- Günde birçok kez
- Günde bir kez
- Haftada 3-5 kez
- Haftada 1-2 kez
- Birkaç haftada bir kez
- Çok daha az
- Bilmiyorum

Facebook hesabınızda yaklaşık kaç gruba üyeliğiniz var?

- Hiç
- 1-5
- 6-10
- 11-20
- 21-30
- 31-40
- 41-50
- 50'den fazla

Facebook hesabınız (profiliniz) herkese görünür durumda mı?

- Herkese,
- Ağlarım ve arkadaşlarıma,
- Arkadaşlarıma arkadaşlarıma,
- Sadece arkadaşlarıma,
- Özelleştirdiğim şekilde herkese,
- Bilmiyorum

Bazı insanlar profillerinde gerçek bilgilerini kullanmak istemezler, bu nedenle de bazı uydurma ya da gerçek olmayan bilgiler sunmayı tercih ederler. Sizin profilinizdeki bilgilerin ne kadarı gerçek dışı ya da uydurma?

- Tamamı
- Çoğu
- Bazıları
- Çok az
- Hiç birisi
- Bilmiyorum

Aşağıda verilen Facebook hakkındaki sorulara Evet, Hayır ve Bilmiyorum düğmelerinden birini işaretleyerek cevap veriniz.

	Evet	Hayır	Bilmiyorum
Facebook profilinizde telefon numaranız var mıdır?			
Facebook profilinizde adınız var mıdır?			
Facebook profilinizde soyadınız var mıdır?			
Facebook profilinizde tam olarak doğum tarihiniz var mıdır?			
Facebook profilinizde ev adresiniz var mıdır?			
Facebook profilinizde eposta adresiniz var mıdır?			
Facebook profilinizde dininizi gösteren bilgi var mıdır?			
Facebook profilinizde cep telefon numaranız var mıdır?			
Aktif olarak Facebook gruplarını kullanır mısınız?			
Herhangi bir Facebook grubunun yöneticisi misiniz?			
Facebook arkadaş listenizde hiç tanışmadığınız ya da yüz yüze konuşmadığınız kişiler var mıdır?			
Hiç unutmak istediğiniz bir kişiden Facebook arkadaşlık daveti aldınız mı?			
Facebook'a üye olmak için herhangi bir baskı hissettiniz mi?			
Facebook'da yer alan herhangi bir resminize yorum yapıldığında kendinizi özel hisseder misiniz?			

	Evet	Hayır	Bilmiyorum
Facebook içerisinde herhangi bir sistem hatası ile karşılaştınız mı?			
Facebook'a üye olurken Facebook'un "Gizlilik İlkeleri" belgesini okudunuz mu?			
Facebook'a üye olurken Facebook'un "Hizmet Şartları" belgesini okudunuz mu?			

Lütfen, aşağıda sizlere verilen ölçütler üzerinden Facebook'un web sitesini sütunlardaki öğeler açısından değerlendiriniz.

	Zayıf	İdare Eder	İyi	Mükemmel	Fikrim Yok
Sunum (zemin rengi, yazı tipi ve boyutu, görünüşü...)					
İçerik (değeri, alakası, güncelliği, yeterliliği...)					
Arama yapılabilme					
Sayfalar arasında geçiş yapabilme (site haritası, sayfaların belirli bir mantığa göre sıralanması,)					
Hız (bir sayfaya erişim için geçen zamanın kısa olması)					
Etkileşim (web sitesinin kullanıcı isteğine uygun olarak düzenlenebilmesi)					

Facebook'u neden kullanıyorsunuz? Size uyan tüm seçenekleri işaretleyebilirsiniz.

- Facebook'da olma modasını takip etme
- Yeni insanlarla tanışma
- Çevrimiçi (online) tanıştığım insanlarla iletişimi devam ettirme
- Arkadaşlarımla iletişimi devam ettirme
- Uzakta yaşayan akraba ya da arkadaşlarla iletişimi devam ettirme
- Yüz yüze görüşme fırsatım olmayan insanlarla iletişimi devam ettirme
- Tanıdığım insanlarla bilgi alışverişi yapabilme
- Aynı ilgi alanlarına sahip insanları bulabilme
- İnsanlar hakkındaki merakımı giderebilme
- İletişiminin koptuğu insanlarla tekrar iletişim kurabilme
- Tanımadığım insanların profillerine bakabilme
- Arkadaş listem içerisinde gezinebilme
- Arkadaşlık isteği (friend request) alabilme
- Fikirlerimi ve görüşlerimi paylaşabilme
- Sosyal olaylar hakkında bilgi alabilme
- Sosyal olaylar organize etme ya da sosyal olaylara katılabilmem
- Flört
- Ürettiğim videoları yayımlama
- Yüklenen videoları izleme
- Diğer insanların çektiği fotoğraflara bakma
- Kendi çektiğim fotoğrafları yayımlama
- Fotoğrafları etiketleme (tagging)
- Fotoğraflarda etiketlenme
- Diğer arkadaşlarla sohbet etme (chat)
- Arkadaşlarımla duvarına (wall) mesaj yazma
- Tüm arkadaşlarıma aynı anda grup mesajı gönderme
- Bir arkadaşına özel mesaj gönderme
- Arkadaşlarıma dürtme (poking)
- Arkadaşlarıma yorum yollayabilme
- İşle ilgili görevleri sürdürebilmem
- Haber kaynağını (News Feed) okuma

- Facebook gruplarına üye olma
- Kişilerin Facebook durumlarına (statülerine-ne düşünüyorsun) bakma
- Oyun oynama
- Gelişmiş arama özelliğiyle belli özelliklere sahip insanları arama
- Facebook içerisindeki uygulamaları kontrol etme
- Gerçek dünyadan kaçma
- Kendimi rahatlatma
- Daha az yalnız hissetme
- Bir gruba ait olduğumu hissetme
- İnsanların benim gerçekten kim olduğumu bilmelerine yardım etme
- Önemli hissetme
- İnsanlardan saygı görme
- Sıkıldığımda zaman harcama
- Kendimi eğlendirme
- Gerçek dünyada yapamayacağım şeyleri deneme

Aşağıdaki sorulara katılıp katılmadığınızı 1 ile 5 arasında puan vererek işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
İnsanlara Facebook üyesi olduğumu söylemekten gurur duyuyorum.					
Facebook günlük yaptığım işler arasında yerini aldı.					
Facebook'a bir süreliğine giriş yapmazsam kendimi bir acayip hissedirim.					
Eğer Facebook kapatılırsa üzülürüm.					
Facebook benim bir bağımlılığım.					
Facebook benim isteklerime cevap vermede çok yavaş.					
Facebook'un içeriği kendi isteğime göre kolayca düzenleyebilirim.					
Facebook'un kullanıcılarının isteklerini önemsedini düşünüyorum.					
Gelecekte de Facebook kullanmayı düşünüyorum.					
Bir arkadaş isteği aldığımda ya da kabul ettiğimde, karşı tarafın cinsiyeti benim için önemlidir.					
Facebook'un yeni özelliklerini kullanmak kolaydır.					
Facebook ekranındaki bilgileri rahatça okuyabiliyorum.					
Facebook üzerindeki bilgilerimin farklı amaçlar için kullanılabileninden endişe duyuyorum.					
Facebook'un güvenlik sorunları benim için bir endişe kaynağıdır.					
Facebook üzerinden gelen satışmalar ve saldırılardan korkuyorum.					
Facebook üzerinde daha sonradan başımı ağrıtabilecek bir geçmiş bırakmaktan (örneğin bir iş başvurusu yaparken) korkuyorum.					

Facebook kullanmaya başladığımdan bu yana gerçek hayatta daha çok arkadaşım oldu.					
Bana ulaşabilmek Facebook üzerinden daha kolaydır.					
Genel olarak Facebook kolay kullanılabilir bir web sitesidir.					
Facebook profillerini dolaşırken, çekici ya da ilginç resimleri olan insanları bulmaya çalışırım.					

C.3. SURVEY ON UTILIZATION OF FACEBOOK.COM IN EDUCATION

Dear Participant,

I am writing to invite you to participate in the second step of a scientific research study. I am currently a Ph.D. student at Middle East Technical University, Ankara, Turkey. I am studying on use of Facebook for learning-teaching activities. My purpose is to identify the potentialities of Facebook for instructional purposes. Therefore, I kindly ask you to answer the questions in the questionnaire. Please remember that people are always in the learning process. Thank you for your time and effort in helping me complete this study.

- The process should take approximately 5-6 minutes.
- The information from the questionnaire will be entered into a computer database for analysis. Any names will be removed from the questionnaire and replaced with ID numbers. The results will be reported for the group as a whole so that no individual can be identified unless consent is received.
- If you have any questions or problems as a result of participating in this study, you may contact hasan_tinmaz@hotmail.com
- Your participation is entirely voluntary. Refusal to participate involves no penalty or loss of benefits and you may discontinue participation at any time.

Please answer the following questions as honestly and openly as you can. Your responses are entirely anonymous and your participation is greatly appreciated.

I have read the information provided in this Informed Consent Document, and I acknowledge that by checking “yes,” I voluntarily consent to participate in this research.

Yes No

Demographics

In which country do you live?

How old are you (please write in numbers)?

What is your gender?

- Female
- Male

What is your occupation/job?

Have you ever participated in any learning activity on Internet (such as online courses, seminars or training)?

- Yes
- No

Please rate your knowledge of using Facebook:

- Poor
- Fair
- Good
- Very good
- Excellent

Please answer the following questions by stating your level of agreement (from strongly agree to strongly disagree). While answering, please consider the potentialities of Facebook in teaching-learning activities.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Facebook can be a good learning tool.					
2. Facebook can be a good teaching tool.					
3. The “Wall” application in Facebook can facilitate learning for learners.					
4. The “News Feed” application in Facebook can facilitate learning for learners.					
5. The “Photos” application in Facebook can facilitate learning for learners.					
6. The “Videos” application in Facebook can facilitate learning for learners.					
7. The “Links” application in Facebook can facilitate learning for learners.					
8. The “Online Friends” chatting application in Facebook can facilitate learning for learners.					
9. Facebook should be integrated in tertiary school (university) teaching-learning.					
10. Facebook should be integrated in non-formal teaching-learning.					
11. Using Facebook can make learning more enjoyable.					
12. Facebook can serve as a learning tool by allowing learners to share their personal experiences.					
13. I would like to contribute to the discussions on Facebook.					
14. Using Facebook to participate in group discussion would be very exciting to me.					
15. I have no fear of using Facebook to communicate with other people.					
16. I feel confident in my ability to clearly express ideas using Facebook.					
17. In using Facebook to share my ideas, I’m afraid my ideas would be used without my permission.					
18. It would be difficult to complete a course on Facebook.					
19. I could prefer taking a course on Facebook than in a traditional classroom.					
20. I would be able to put more effort into a course on Facebook rather those in traditional classroom courses.					
21. I would like to participate in a course on Facebook.					

C.4. FACEBOOK.COM EĞİTİMDE KULLANIMI ANKETİ

Değerli Katılımcı,

Bu mesajı yürütmekte olduğum bilimsel çalışmanın ikinci adımı olarak yollamaktayım. Ben Orta Doğu Teknik Üniversitesinde, Bilgisayar ve Öğretim Teknolojileri Eğitimi bölümünde doktora öğrencisiyim. Facebook.com adlı sosyal ağ web sitesinin eğitim-öğretim faaliyetlerinde kullanımı adına sahip olduğum potansiyeli araştırmaktayım. Bu nedenle, sizlerden anket içerisindeki sorulara cevap vermenizi rica etmekteyim. Bireyler olarak sürekli bir öğrenme süreci içerisinde olduğumuzu hatırlayarak bu sorulara cevap verirseniz çok daha başarılı sonuçlara ulaşabileceğimizi düşünüyorum. Bu çalışmaya katkı için ayırdığınız süreye ve çabaya minnettarım.

- Eğer bu çalışmaya katılmaya karar verdiyseniz, bazı sorulara cevap vermeniz istenecektir. Bu süreç 5-6 dakikanızı alacaktır.
- Anketinizdeki tüm cevaplar bir bilgisayar veritabanında analiz için toplanacaktır. Anketlerde herhangi bir isim kullanılmayacaktır. Sonuçlar, bireysel olarak değil, grup olarak raporlanacaktır.
- Eğer herhangi bir soru ya da sorunla karşılaşırsanız, hasan_tinmaz@hotmail.com adresinden benimle iletişime geçebilirsiniz.
- Katılımınız tamamen gönüllü olacaktır. Katılmama kararınız sizi herhangi bir şekilde olumsuz olarak etkilemeyecektir. Çalışmaya katılmamayı seçtiğiniz anda anketi doldurmayı bırakabilirsiniz.

Lütfen aşağıdaki soruları dürüst ve açık bir şekilde cevaplayınız. Cevaplarınız tamamen isimsiz olarak alınacaktır. Şimdiden teşekkür ederim.

“Bilgilendirme Formundaki” yazılanları tamamen okudum ve “evet” seçeneğine tıklayarak bu çalışmaya gönüllü olarak katıldığımı beyan ediyorum.

- Evet
- Hayır

Demografik Bilgiler

Lütfen yaşınızı rakam olarak giriniz:

Cinsiyetiniz?

- Kadın
- Erkek

Lütfen mesleğinizi yazınız (örnek: öğrenci, akademisyen):

Daha önce İnternet üzerinde herhangi bir öğrenme faaliyetine (çevrimiçi (online) ders, seminer, eğitim, vs...) katıldınız mı?

- Evet
- Hayır

Facebook kullanım düzeyiniz:

- Zayıf
- Yetersiz
- İyi
- Çok İyi
- Mükemmel

Aşağıdaki sorulara katılıp katılmadığınızı 1 ile 5 arasında puan vererek işaretleyiniz. Sorulara cevap verirken Facebook'un eğitim-öğretim potansiyelini göz önünde bulundurunuz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim Yok	Katılıyorum	Kesinlikle Katılıyorum
Facebook iyi bir öğrenme aracı olabilir.					
Facebook iyi bir öğretme aracı olabilir.					
Facebook içerisindeki "Duvar – Wall" özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook içerisindeki "Haber Kaynağı – News Feed" özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook içerisindeki "Fotoğraflar" özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook içerisindeki "Videolar" özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook içerisindeki "Bağlantılar-Links" özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook içerisindeki "Çevrimiçi Arkadaşlar-Online Friends" sohbet özelliği öğrencilerin öğrenmesini destekleyebilir.					
Facebook, yüksek öğretim (üniversite) düzeyindeki eğitim-öğretim faaliyetleri içerisinde kullanılmalıdır.					
Facebook, okul dışındaki öğrenmeler (seminerler, kurslar, vs...) düzeyindeki eğitim-öğretim faaliyetleri içerisinde kullanılmalıdır.					
Facebook kullanımı, öğrenmeyi daha eğlenceli hale getirebilir.					
Facebook, öğrencilerin deneyimlerini paylaşmaları yolu ile bir öğrenme aracı olabilir.					
Facebook üzerindeki tartışmalara katkı sağlamayı severim.					
Facebook kullanarak grup tartışmalarına katılmak benim için heyecan vericidir.					
Facebook kullanarak insanlarla iletişime geçmekten korkmam.					
Facebook kullanarak fikirlerimi ifade edebilme yeteneğime güveniyorum.					
Fikirlerimi paylaşmak için Facebook kullanımı konusunda fikirlerimin benim iznim olmadan kullanılabileceği noktasında korkum var.					
Facebook üzerinde bir dersi tamamlamak zor olacaktır.					
Sınıf içerisinde bir ders almaktansa Facebook üzerinde bir ders almayı tercih ederim.					
Eğer ders Facebook üzerinde olursa, o derse sınıf içerisindeki bir dersten daha çok çaba harçayabilirim.					
Facebook üzerinde bir ders almak isterim.					

C.5. INTERVIEW SCHEDULE

Interviewee:
Date/Hour:
<p>Merhaba, Ben Hasan TINMAZ, Orta Doğu Teknik Üniversitesi, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümünde doktora öğrencisiyim. Öncelikle, görüşmeyi kabul ettiğiniz için teşekkür ederim. Ben bir sosyal ağ olarak Facebook.com web sitesinin eğitimde kullanılabilmesi adına bir doktora tezi çalışması yürütmekteyim. Bu görüşmemizde sizin Facebook.com kullanımı ile ilgili yaşantı ve tecrübelerinizden faydalanmak istiyorum. Kişisel bilgileriniz ve cevaplarınız kesinlikle gizli tutulacak, sadece bu araştırma için kullanılacak ve araştırma sonunda toplu halde sunulacaktır. Kayıtlarda isimler yerine size verilen kodlar kullanılacaktır. Talep edilirse, görüşme kayıtları sizlerle paylaşılacak ve onlardan dönüt alınacaktır. Araştırma sonuçlandığında size bilgi verilecektir. Bu görüşmemiz, tahmini olarak bir saat sürecektir ve istediğiniz zaman görüşmeyi bitirme hakkınız bulunmaktadır. Bütün bu açıklamalardan sonra verdiğiniz bilgilerin araştırmamda kullanılmasına izin verir misiniz? Görüşmeyi kaydetmemde bir sakınca var mı? O halde ilk soruyla başlayalım.</p>
<p>Hello, I am Hasan TINMAZ, a Ph.D. student in Middle East Technical University, Computer Education and Instructional Technology department. First of all, thank you very much for accepting this interview. I am conducting a Ph.D. dissertation study on utilization of Facebook.com as a social network web site. In this interview, I want to learn about your personal and professional use of Facebook.com. Your personal information and answers will be kept totally confidential and your answers will only be used for that study. In the records, the codes will be used rather than the names. The results of the interviews will be given totally. If requested, interview records will be shared by you and asked for your feedback. You will be informed when the study is completed. This interview will take nearly one hour and whenever you want, you can stop this interview. After all this information, do you let me use your interview records in my dissertation study? Do you mind if I record that interview? Ok, then let me start with first question.</p>

INTERVIEW QUESTIONS	
Question	Comment
<p>Which university are you working for?</p> <ul style="list-style-type: none"> ➤ In which department? For how many years? ➤ What is your title? ➤ What particular courses have you taught in your department? ➤ How long have you been teaching? ➤ Do you use online teaching for your courses? ➤ Have you ever participated an online course as a learner? 	
<p>Do you familiar with the term “social networking or social networking web sites”?</p> <ul style="list-style-type: none"> ➤ In a sentence or two, how would you define social networking? ➤ In a sentence or two, what do you think is the purpose of online social networking sites? 	
<p>Are you a member of any online social networking sites?</p> <ul style="list-style-type: none"> ➤ What do you think about Youtube? 	

INTERVIEW QUESTIONS	
Question	Comment
<ul style="list-style-type: none"> ➤ When did you first join Facebook? ➤ Who or what guided you to sign on Facebook? ➤ Did you feel any pressure from anyone on joining Facebook? ➤ What was your first impression about Facebook? 	
<p>Do you consider Facebook a significant part of your life?</p> <ul style="list-style-type: none"> ➤ How often do you visit Facebook? on an average day? ➤ How much time do you spend on Facebook? ➤ How often do you update your profile in Facebook? ➤ What changed in your life after Facebook entered into your everyday life? ➤ What is the most enjoyable thing(s) in Facebook? ➤ What do you ignore on Facebook? ➤ Do you feel out of touch when you haven't logged onto Facebook for a while? ➤ Do you feel you're part of the Facebook community? ➤ Would you be sorry if Facebook shut down? 	
<p>Why do you use Facebook?</p> <ul style="list-style-type: none"> ➤ Do you like News Feed? ➤ Do you think that "News Feed" trigger the gossips? ➤ Do you use online chatting in Facebook? ➤ Do you use Wall feature in Facebook? ➤ Do you use Groups in Facebook? ➤ Do you use Events in Facebook? ➤ Do you use different applications in Facebook? ➤ Do you use Status in Facebook? 	
<p>What kind of information do you display to the others?</p> <ul style="list-style-type: none"> ➤ Do you display your relationship status on Facebook? ➤ Do you display your political views on Facebook? ➤ Do you display address or contact information? ➤ Do you adjust who can view your contact information? ➤ Do you adjust who can see your pictures? ➤ Do you actively remove tags of yourself from pictures? 	
<p>What are some groups you've chosen to be in and why?</p> <ul style="list-style-type: none"> ➤ Is the "invitation sender" important for accepting or for ignoring the invitation? ➤ Do you visit group home pages or use group features? ➤ Have you ever started a group? Why or why not? 	
<p>How do you feel about the visual design of Facebook?</p> <ul style="list-style-type: none"> ➤ How do you feel about the way Facebook look and perform? ➤ Which aspects would you change, in order to improve the Facebook? ➤ If you could add one new feature to Facebook what would it be? 	
<p>How appropriate do you perceive the use of Facebook for an instructor?</p> <ul style="list-style-type: none"> ➤ Do you have students in your friend list? 	

INTERVIEW QUESTIONS	
Question	Comment
<ul style="list-style-type: none"> ➤ What do you think about instructors viewing current or former students' profiles? ➤ What do you think about students viewing their instructors' profiles? 	
<p>Do you feel that Facebook have any beneficial uses for the instruction?</p> <ul style="list-style-type: none"> ➤ Why or why not? ➤ For which grades? ➤ Does Facebook have a chance to make learning more enjoyable? ➤ Do you agree that Facebook can help building a learning community? ➤ Can Facebook create a bond among the classmates or instructors? 	
<p>If you had an opportunity, do you want to offer a course on Facebook?</p> <ul style="list-style-type: none"> ➤ Why or why not? ➤ How do you think that an instructor can offer a course on Facebook? ➤ What do you think about Facebook as a supplementary material? ➤ What will be the possible barriers of using Facebook in instruction? For teachers? For students? 	
<p>What do you think is the future of online social networking? - Or Facebook?</p>	

IS THERE ANYTHING THAT YOU WANT TO ADD?

C.6. PRE-TEST INVENTORY

Dear participant,

For offering a better course, it is vital to know about your existing knowledge, skills and abilities on our topic. Please answer the following questions and if you have any question, contact to me from; hasan_tinmaz@hotmail.com. Please keep in mind that there is no right or wrong answer for this survey. Moreover, all the information provided will be kept confidentially.

My age is...:

I lastly graduated from ...:

Elementary School

Secondary School

High

School

University

Master Degree

Ph.D.

Degree

Now I am working as a ... :

I have a personal computer at home:

Yes

No

I have a personal computer at work (if you are working):

Yes

No

I am not working

My computer at home has Internet connection: Yes

No

My computer at work has Internet connection: Yes

No

My mobile phone has Internet connection feature: Yes No

(If yes, do you use Internet on your mobile phone: Yes No)

As for the “project development” topic, I have participated seminar, course, training or etc.:

No

Yes

(If yes, the number of seminar, course, training or etc. is ...:)

My level of English is...:

	Very Well	Good	Basic
Writing			
Reading			
Speaking			
Listening			

My knowledge on using the following programs are...:

	Very Well	Good	Not Enough	None
Web Site Surfing				
Email				
Chat Programs (MSN, Skype, or etc...)				
Word Processor (e.g. MS Word)				
Spreadsheet (e.g. MS Excel)				
Presentation (e.g. MS PowerPoint)				

Please read the each sentence below and decide your level of agreement. Please check only one from “strongly agree” to “strongly disagree”.

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
I like developing projects in general.					
I like participating a youth project in general.					
I like working in a group in general.					
I will organize a project in the future.					
I will participate a youth project in the future.					

Direction: Here you will see a list of concepts from our training topics. These concepts are the terms we will cover in our training. That is why it is significant to realize how much you know about them. Please read each concept and check the extent to which you know it. To make it easier, you can copy this sign from here (√) and paste it to each line. Please don't worry if the table enlarges to the other page.

	Very Well	Good	Not Enough	No Idea
“Youth in Action” Programme				
“Youth in Action” Project				
“Youth in Action” Project Types				
Active Citizenship				
Activity programme				
Advance Planning Visit				
Budgeting of a Project				
Cultural Diversity				
Dissemination				
EFTA Countries				
European Citizenship				
European Union				
EVS - European Voluntary Service				
Follow-Up				
Funding of a Project				
Group Leader				
Host Organisation				
How to Do “SWOT Analysis”				
How to Prepare “Activity programme”				
How to Write a “Youth in Action” Project				
Impact				
Inclusion				
Informal Group of Young People				
Intercultural Learning				
Methodology				
Multiplying Effect				
National Agency				
Neighbouring Partner Countries				
Non-formal Learning				
Participant				
Partner Countries				
Partnership				
Programme Countries				
Project Call for Proposals				
Project Cycle Management				
Project Development				
Promoter				
Social Cohesion				
Solidarity				
Sustainability				
SWOT Analysis				
Tolerance				
Visibility				
Young People with Fewer Opportunities				

C.7. POST-TEST INVENTORY

Dear learner,

For offering a better course, it is vital to realize what changed about your knowledge, skills and abilities on our topic. Please answer the following questions and if you have any question, contact to me from; hasan_tinmaz@hotmail.com. Please keep in mind that there is no right or wrong answer for this survey. Moreover, all the information provided will be kept confidentially.

My level of English is...:

	Very Well	Good	Basic
Writing			
Reading			
Speaking			
Listening			

My knowledge on using following programs are...:

	Very Well	Good	Not Enough	None
Web Site Surfing				
Email				
Chat Programs (MSN, Skype, or etc...)				
Word Processor (e.g. MS Word)				
Spreadsheet (e.g. MS Excel)				
Presentation (e.g. MS PowerPoint)				

Please read the each sentence below and decide your level of agreement. Please check only one from “strongly agree” to “strongly disagree”.

I think,	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
I liked developing projects in general.					
I liked participating a youth project in general.					
I liked working in a group in general.					
I will organize a project in the future.					
I will participate a youth project in the future.					

Direction: Here you will see a list of concepts from our training topics. These concepts are the terms we covered in our training. That is why it is significant to realize how much you knew about them. Please read each concept and check the extent to which you know it.

	Very Well	Good	Not Enough	No Idea
“Youth in Action” Programme				
“Youth in Action” Project				
“Youth in Action” Project Types				
Active Citizenship				
Activity programme				
Advance Planning Visit				
Budgeting of a Project				
Cultural Diversity				
Dissemination				
EFTA Countries				
European Citizenship				
European Union				
EVS - European Voluntary Service				
Follow-Up				
Funding of a Project				
Group Leader				
Host Organisation				
How to Do “SWOT Analysis”				
How to Prepare “Activity programme”				
How to Write a “Youth in Action” Project				
Impact				
Inclusion				
Informal Group of Young People				
Intercultural Learning				
Methodology				
Multiplying Effect				
National Agency				
Neighbouring Partner Countries				
Non-formal Learning				
Participant				
Partner Countries				
Partnership				
Programme Countries				
Project Call for Proposals				
Project Cycle Management				
Project Development				
Promoter				
Social Cohesion				
Solidarity				
Sustainability				
SWOT Analysis				
Tolerance				
Visibility				
Young People with Fewer Opportunities				

C.8. SURVEY ON “EVALUATION OF ONLINE COURSE ON FACEBOOK”

Dear learners,

This survey is designed to pay attention on your comments and elaborations about the course on "Youth In Action (YiA) Programmes" which you have completed on Facebook for six weeks. I am interested in your feedback in order to continue offering quality courses and to provide information for the scientific literature.

I appreciate your filling out this survey and sending it by clicking on the Submit button at the end of the form. Most of the questions only require you to click on an answer, but there are rooms for your comments. Be assured that this information is confidential and will not be revealed to any outside parties. Please answer the following questions as honestly and openly as you can.

I have read the information provided in this Informed Consent Document, and I acknowledge that by checking “yes,” I voluntarily consent to participate in this research.

___ Yes ___ No

1. On average how many hours a week did you spend on the course: ___

2. Have you added other course learners into your Facebook list:

Yes (all other learners)

Yes (some of the learners)

Yes (only very few learners)

No (none of the learners)

3. Overall, how do you rate this course (from 1 (very bad) to 5 (very good)) : ___

Please comment on your rating:

4. Overall how do you rate the course materials (from 1 (very bad) to 5 (very good)):

Please comment on your rating:

5. Overall how do your rate the idea of offering course on Facebook (from 1 (very bad) to 5 (very good)):

Please comment on your rating:

Please answer the following questions by stating your level of agreement (Strongly Disagree - Disagree - Neither Agree Nor Disagree - Agree - Strongly Agree). While answering, please consider your experiences on Facebook in relation to teaching-learning activities.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1 []	I was aware of the course prerequisites.			
2 []	I had the prerequisite knowledge and skills, including computer skills, for the course.			
3 []	I was well informed about the objectives of the course.			
4 []	The content was appropriate to meet the course objectives.			
5 []	There were enough activities to give sufficient practice.			
6 []	The online material was presented in a clear logical manner.			
7 []	The course included a variety of media such as graphics, animations, audio or video files, links to other helpful websites.			
8 []	The difficulty level of the course was appropriate.			
9 []	I accomplished the objectives of this course.			
10 []	I learnt something of value for use in my profession from this course.			
11 []	I learnt something of value for use in my personal from this course.			
12 []	I learnt different ideas and points of view from this course.			
13 []	This course challenged my current personal perspectives.			
14 []	This course challenged my current professional perspectives.			
15 []	I will be able to use what I learned in this course.			
16 []	I would recommend this course to others.			
17 []	I invested enough time and energy in the course to meet course requirements.			
18 []	I participated actively and contributed thoughtfully to the class.			
19 []	The instructor responded to questions clearly and constructively.			
20 []	The instructor made him/herself available in-person or online.			
21 []	The instructor encouraged online participation and questions.			
22 []	The instructor demonstrated broad, accurate and current knowledge of the material.			
23 []	The instructor fostered an encouraging learning atmosphere.			
24 []	The instructor provided timely feedback.			
25 []	The Facebook format was a good way for me to learn this content.			
26 []	The Wall part of the Facebook course was beneficial.			
27 []	The Info part of the Facebook course was informative.			
28 []	The Discussions in the Facebook course contributed to my learning.			
29 []	The Photos in the Facebook course contributed to my learning.			
30 []	The Video in the Facebook course contributed to my learning.			
31 []	The Chat in the Facebook course contributed to my learning.			
32 []	The Message Sending in the Facebook course contributed to my learning.			
33 []	I have communicated with learners from the course outside of the course Facebook group (Example: via e-mail, phone, chat, in person).			
34 []	The class size (number of people in the group) of the course was appropriate.			
35 []	The duration (six weeks) of the course was appropriate.			

Next questions now are in regards to your course experience. For all of these remaining questions, think of your experience completing the course on Facebook.

What were the best aspects of the Facebook course?

What were the weakest aspects of the Facebook course?

Which activities were most beneficial aspects of the Facebook course?

What could be done to improve this Facebook course?

If you had an opportunity, do you want to take a course on Facebook again? (Why or why not)

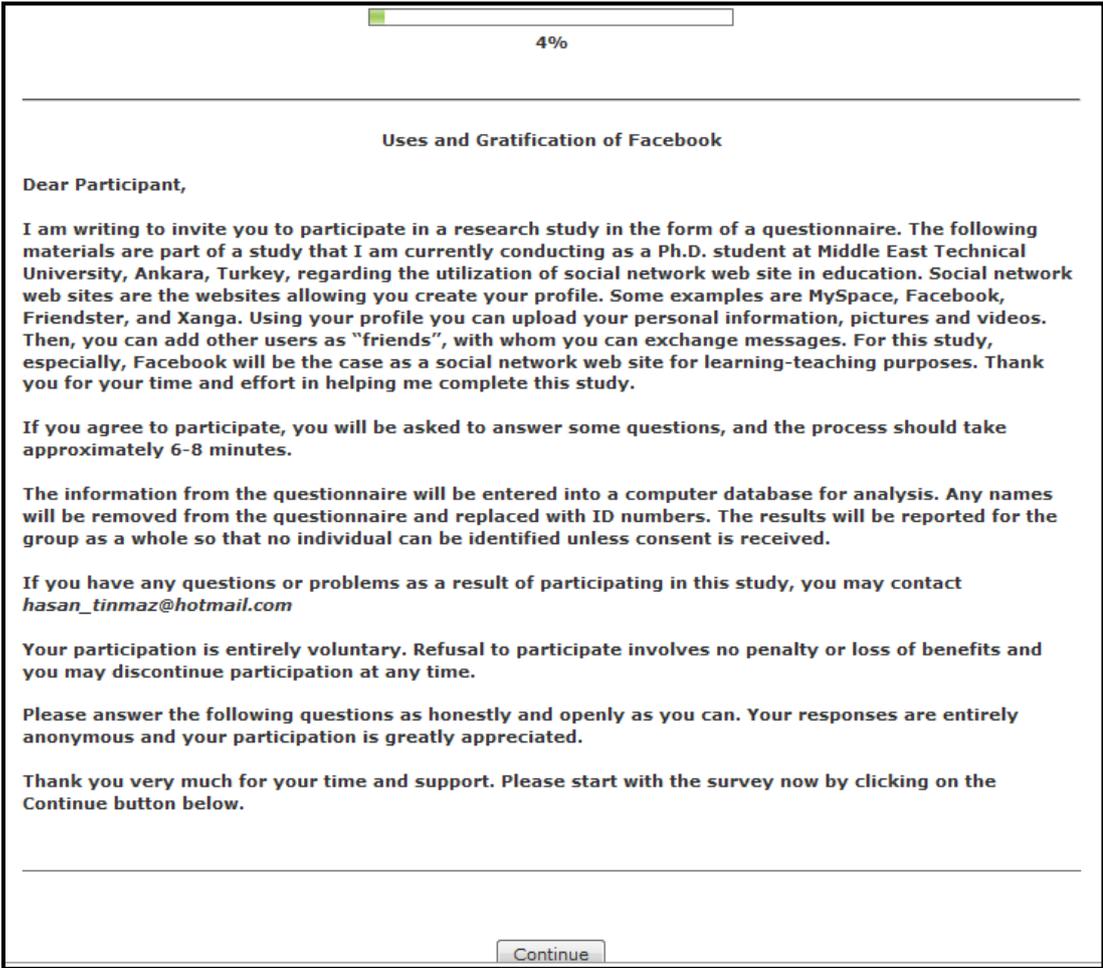
What do you think about Facebook as a supplementary material in education?

APPENDIX D

SCREENSHOTS FROM ONLINE VERSIONS OF FINAL INSTRUMENTS

This appendix includes screenshots from online surveys. The researcher preferred to include most important pages due to paging constraints. Every figure has an explanation above itself.

D.1. USES AND GRATIFICATION SURVEY ABOUT FACEBOOK.COM



The screenshot shows a survey introduction page. At the top, there is a progress bar indicating 4% completion. The title of the survey is "Uses and Gratification of Facebook". The text is as follows:

Dear Participant,

I am writing to invite you to participate in a research study in the form of a questionnaire. The following materials are part of a study that I am currently conducting as a Ph.D. student at Middle East Technical University, Ankara, Turkey, regarding the utilization of social network web site in education. Social network web sites are the websites allowing you create your profile. Some examples are MySpace, Facebook, Friendster, and Xanga. Using your profile you can upload your personal information, pictures and videos. Then, you can add other users as "friends", with whom you can exchange messages. For this study, especially, Facebook will be the case as a social network web site for learning-teaching purposes. Thank you for your time and effort in helping me complete this study.

If you agree to participate, you will be asked to answer some questions, and the process should take approximately 6-8 minutes.

The information from the questionnaire will be entered into a computer database for analysis. Any names will be removed from the questionnaire and replaced with ID numbers. The results will be reported for the group as a whole so that no individual can be identified unless consent is received.

If you have any questions or problems as a result of participating in this study, you may contact hasan_tinmaz@hotmail.com

Your participation is entirely voluntary. Refusal to participate involves no penalty or loss of benefits and you may discontinue participation at any time.

Please answer the following questions as honestly and openly as you can. Your responses are entirely anonymous and your participation is greatly appreciated.

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

At the bottom of the page, there is a "Continue" button.

Figure 9. Introduction for survey

[« Back](#) [Exit Survey »](#)

Questions marked with a * are required

8%

I have read the information provided in this Informed Consent Document, and I acknowledge that by checking "yes," I voluntarily consent to participate in this research. *

Yes

No

POWERED BY **QuestionPro**

Figure 10. Informed consent page

DEMOGRAPHICS

Which country do you live? *

How old are you (please write in numbers)? *

What is your gender? *

Female

Male

What is your occupation/job? *

What is your highest educational level (what you are currently attending also counts)? *

Doctoral

Master

Undergraduate

High School

Secondary School

Elementary School

Figure 11. Demographics questions

[← Back](#)
[Exit Survey »](#)

Questions marked with a * are required

 100%

Please answer the following questions by stating your level of agreement (from strongly agree to strongly disagree).

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
I am proud to tell people I'm on Facebook *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook has become a part of my daily routine *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel strange when I haven't logged onto Facebook for a while *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be sorry if Facebook shut down *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook is an addiction for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook is very slow in responding to my requests *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can very quickly customize the content on Facebook to fit my needs. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that Facebook wants to listen to its users. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to regularly use Facebook in the future. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I add or accept a friendship, the gender is important for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to use the new features of Facebook. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information on the Facebook interface is easy to read. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Misuse of my information on Facebook is a concern for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security problems about Facebook are an anxiety for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cyberbullying or cyberstalking coming from Facebook is a worry for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving a history on Facebook that could cause me problems (such as when applying for a job) is a concern for me. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more real-life friends since I use Facebook. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more accessible on Facebook than other tools of communication. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I find that Facebook is easy to use. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When browsing through profiles, I investigate profiles of people with attractive or interesting pictures. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)

Figure 12. Likert scale questions

The Survey is over.
You can CLOSE the page.
Thanks for your participation.
Hasan TINMAZ

This survey was created using QuestionPro Survey Software.

[Try It Free >>](#)

POWERED BY **QuestionPro**

Figure 13. Closure page of survey

D.2. FACEBOOK.COM KULLANIM VE DOYUM ANKETİ

4%

FACEBOOK KULLANIM MEMNUNİYETİ ANKETİ

Değerli Katılımcı,
Bu mesajı anket formundaki bir bilimsel çalışmaya davet etmek amacıyla yazıyorum. Burada bulunan tüm maddeler Orta Doğu Teknik Üniversitesinde yürütmekte olduğum doktora çalışmamın bir bölümüdür. Doktora çalışma konum sosyal ağ web sitelerinin eğitimde kullanımıdır. Sosyal ağ web siteleri sizlerin kişisel profillerinizi oluşturmanıza izin veren sitelerdir. Bilinen örnekleri arasında MySpace, Facebook, Friendster ve Xanga siteleri gelir. Profilinizi kullanarak kendinize ait bilgileri, resimleri ve videoları yükleyebilirsiniz. Ayrıca iletişim kurabileceğiniz kişilerden oluşan bir arkadaş listesi de oluşturabilmeniz mümkündür. Bu çalışma, özellikle Facebook.com'un bir sosyal ağ web sitesi olarak öğrenme-öğretme süreçlerinde kullanılmasına yöneliktir. Bu çalışmaya katkı için ayırdığınız süreye ve çabaya minnettarım.

Eğer bu çalışmaya katılmaya karar verdiyseniz, bazı sorulara cevap vermeniz istenecektir. Bu süreç 6-8 dakikanızı alacaktır.

Anketinizdeki tüm cevaplar bir bilgisayar veritabanında analiz için toplanacaktır. Anketlerde herhangi bir isim kullanılmayacaktır. Sonuçlar, bireysel olarak değil, grup olarak raporlanacaktır.

Eğer herhangi bir soru ya da sorunla karşılaşırsanız, hasan_tinmaz@hotmail.com adresinden benimle iletişime geçebilirsiniz.

Katılımınız tamamen gönüllü olacaktır. Katılmama kararınız sizi herhangi bir şekilde olumsuz olarak etkilemeyecektir. Çalışmaya katılmamayı seçtiğiniz anda anketi doldurmayı bırakabilirsiniz.

Lütfen aşağıdaki soruları dürüst ve açık bir şekilde cevaplayınız. Cevaplarınız tamamen anonim olarak alınacaktır. Şimdiden teşekkür ederim.

Ankete devam etmek için lütfen alttaki DEVAM düğmesine basınız.

DEVAM

POWERED BY QuestionPro

Figure 14. Introduction for survey

* işaretli soruları cevaplamak zorundasınız

50%

Aşağıda verilen sosyal ağ sitelerinden hangisini ya da hangilerinin kullandığınızı Size uyan tüm seçenekleri işaretleyebilirsiniz. *

Facebook LinkedIn
 Youtube Twitter
 Windows Live Spaces Hi5
 MySpace Orkut
 Yahoo! 360
 Diğer [Lütfen adını yazınız]

Lütfen Facebook'un genel GÖRÜNÜŞÜ hakkındaki fikrinizi aşağıdaki durumlardan birini seçerek belirtin: *

Çok Zayıf
 Zayıf
 Normal
 İyi
 Çok İyi

Figure 15. Demographic questions on social networking web sites

* işaretli soruları cevaplamak zorundasınız

86%

Aşağıda verilen Facebook hakkındaki sorulara Evet, Hayır ve Bilmiyorum düğmelerinden birini işaretleyerek cevap veriniz.

	Evet	Hayır	Bilmiyorum
Facebook profilinizde telefon numaranız var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde adınız var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde soyadınız var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde tam olarak doğum tarihiniz var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde ev adresiniz var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde eposta adresiniz var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde dininizi gösteren bilgi var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook profilinizde cep telefon numaranız var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aktif olarak Facebook gruplarını kullanır mısınız? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Herhangi bir Facebook grubunun yöneticisi misiniz? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook arkadaş listenizde hiç tanışmadığınız ya da yüz yüze konuşmadığınız kişiler var mıdır? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiç unutmak istediğiniz bir kişiden Facebook arkadaşlık daveti aldınız mı? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook'a üye olmak için herhangi bir baskı hissettiniz mi? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook'da yer alan herhangi bir resminize yorum yapıldığında kendinizi özel hisseder misiniz? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook içerisinde herhangi bir sistem hatası ile karşılaştınız mı? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook'a üye olurken Facebook'un "Gizlilik İlkeleri" belgesini okudunuz mu? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook'a üye olurken Facebook'un "Hizmet Şartları" belgesini okudunuz mu? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEVAM

POWERED BY QuestionPro

Figure 16. Questions on Facebook profile

* işaretli soruları cevaplamak zorundasınız

90%

Lütfen, aşağıda sizlere verilen ölçütler üzerinden Facebook'un web sitesini sütunlardaki öğeler açısından değerlendiriniz.

	Zayıf	İdare Eder	İyi	Mükemmel	Fikrim Yok
Sunum (zemin rengi, yazı tipi ve boyutu, görünüşü...) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İçerik (değeri, alakası, güncelliği, yeterliliği...) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arama yapılabilme *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sayfalar arasında geçiş yapabilme (site haritası, sayfaların belirli bir mantığa göre sıralanması) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hız (bir sayfaya erişim için geçen zamanın kısa olması) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etkileşim (web sitesinin kullanıcı isteğine uygun olarak düzenlenebilmesi) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEVAM

POWERED BY QuestionPro

Figure 17. Questions on visual appearance of Facebook

D.3. SURVEY ON UTILIZATION OF FACEBOOK.COM IN EDUCATION / FACEBOOK.COM EĞİTİMDE KULLANIMI ANKETİ

10%

FACEBOOK IN EDUCATION

Dear Learner,
Before we go into the details of the course, I kindly ask you to answer the questions in the questionnaire. Please remember that we are always in the learning process. Thank you for your time and effort in helping me complete this study.

- The process should take approximately 05-10 minutes. The information from the questionnaire will be entered into a computer database for analysis. Any names will be kept so confidential.
- If you have any questions or problems as a result of participating in this study, you may contact hasan_tinmaz@hotmail.com
- Your participation is entirely voluntary. Refusal to participate involves no penalty or loss of benefits and you may discontinue participation at any time.

Please answer the following questions as honestly and openly as you can. Your participation is greatly appreciated.

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

Continue

POWERED BY QuestionPro

Figure 18. Introduction for survey

20%

I have read the information provided in this Informed Consent Document, and I acknowledge that by checking "yes," I voluntarily consent to participate in this research.

Yes

No

Continue

Figure 19. Informed consent for survey

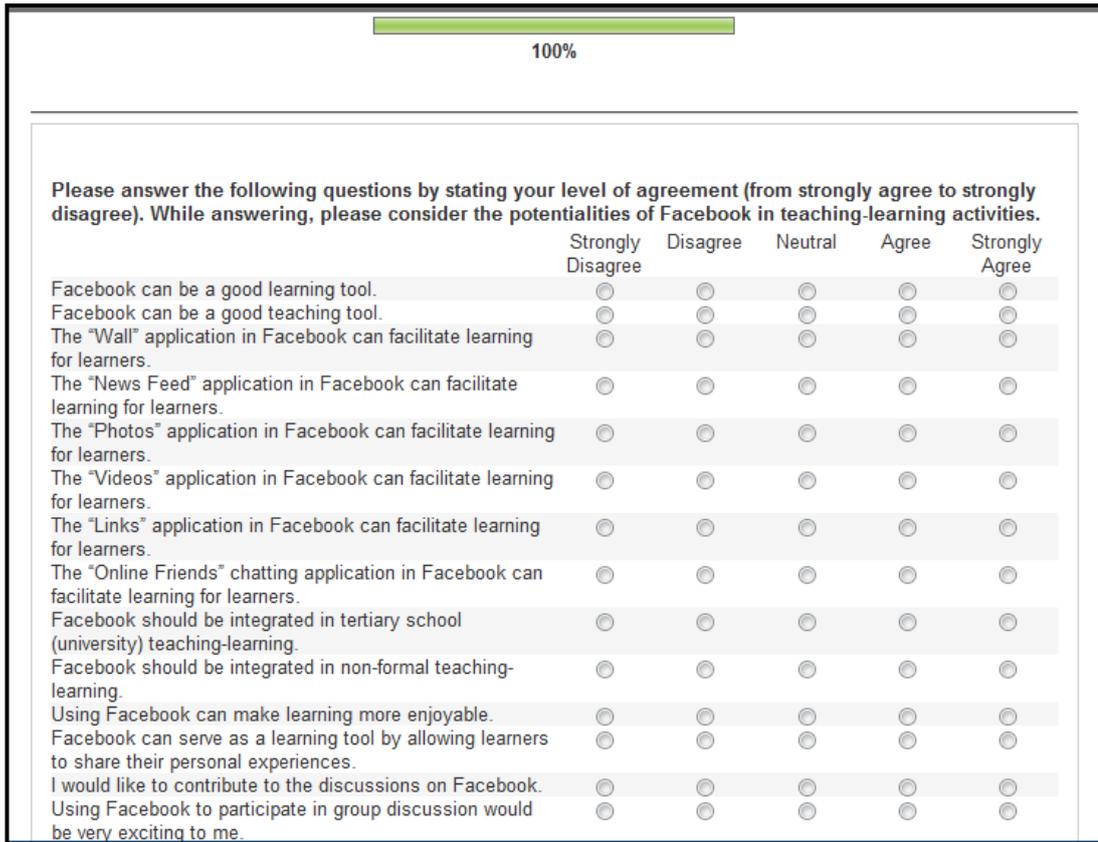


Figure 20. Survey questions on a Likert scale

D.4. PRE-TEST INVENTORY

5%

BEFORE WE START

Dear Participant,

For offering a better training course, it is vital to know about your existing knowledge, skills and abilities on our topic. Please answer the following questions and if you have any question, contact to me from hasan_tinmaz@hotmail.com. Please keep in mind that there is no right or wrong answer on for this survey. Moreover, all the information provided will be kept confidentially.

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

Figure 21. Introduction for survey

94%

The number of seminar, course, training or etc. I HAVE PARTICIPATED is :

My level of English is:

	Very Well	Good	Basic
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My knowledge on using the following programs are:

	Very Well	Good	Not Enough	None
Web Site Surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chat Programs (MSN, Skype, or etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word Processor (e.g. MS Word)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheet (e.g. MS Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation (e.g. MS PowerPoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POWERED BY **QuestionPro**

Figure 22. Basic introductory questions

Please read the each sentence below and decide your level of agreement. Please check only one from "strongly agree" to "strongly disagree".

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
I like developing projects in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like participating a youth project in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like working in a group in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will organize a project in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will participate a youth project in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 23. Questions on project development

100%

Direction: Here you will see a list of concepts from our training topics. These concepts are the terms we will cover in our training. That is why it is significant to realize how much you know about them. Please read each concept and check the extent to which you know it.

	Very Well	Good	Not Enough	No Idea
"Youth in Action" Programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Youth in Action" Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Youth in Action" Project Types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advance Planning Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting of a Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissemination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EFTA Countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EVS - European Voluntary Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-Up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding of a Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Host Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Do "SWOT Analysis"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Prepare "Activity programme"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Write a "Youth in Action" Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Group of Young People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POWERED BY **QuestionPro**

Figure 24. Terminology questions

The Survey is over.
You can CLOSE the page.
Thanks for your participation.
Hasan TINMAZ

ONLINE SURVEYS POWERED BY
QuestionPro

Figure 25. Final page of survey

D.5. POST-TEST INVENTORY



16%

AFTER WE FINISH

Dear learner,

For offering a better course, it is vital to realize what changed about your knowledge, skills and abilities on our topic. Please answer the following questions and if you have any question, contact to me from; hasan_tinmaz@hotmail.com. Please keep in mind that there is no right or wrong answer for this survey. Moreover, all the information provided will be kept confidentially.

Figure 26. Introduction for survey



83%

My knowledge on using the following programs are:

	Very Well	Good	Not Enough	None
Web Site Surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chat Programs (MSN, Skype, or etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word Processor (e.g. MS Word)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreadsheet (e.g. MS Excel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation (e.g. MS PowerPoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please read the each sentence below and decide your level of agreement. Please check only one from "strongly agree" to "strongly disagree".

	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
I like developing projects in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like participating a youth project in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like working in a group in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will organize a project in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will participate a youth project in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 27. Initial question on survey

100%

Direction: Here you will see a list of concepts from our training topics. These concepts are the terms we covered in our training. That is why it is significant to realize how much you knew about them. Please read each concept and check the extent to which you know it.

	Very Well	Good	Not Enough	No Idea
"Youth in Action" Programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Youth in Action" Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Youth in Action" Project Types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activity programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advance Planning Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting of a Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissemination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EFTA Countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EVS - European Voluntary Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-Up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding of a Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Host Organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Do "SWOT Analysis"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Prepare "Activity programme"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Write a "Youth in Action" Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Group of Young People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiplying Effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighbouring Partner Countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-formal Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner Countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Call for Proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

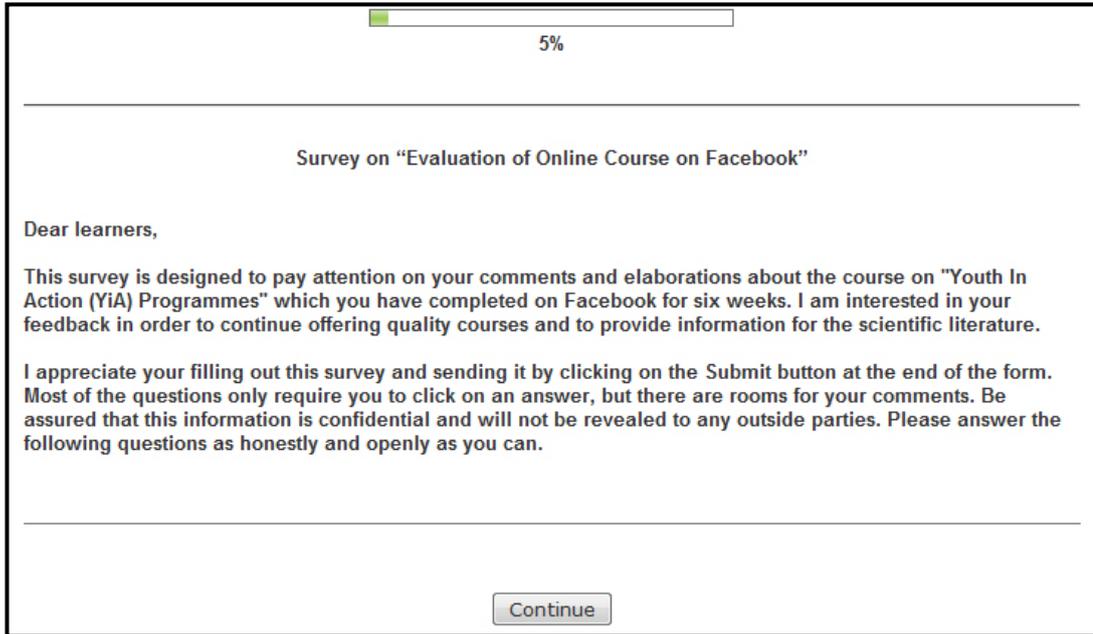
POWERED BY **QuestionPro**

Figure 28. Terminology questions

Project Cycle Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Cohesion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solidarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SWOT Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young People with Fewer Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 29. Second page for terminology questions

D.6. SURVEY ON “EVALUATION OF ONLINE COURSE ON FACEBOOK”



5%

Survey on “Evaluation of Online Course on Facebook”

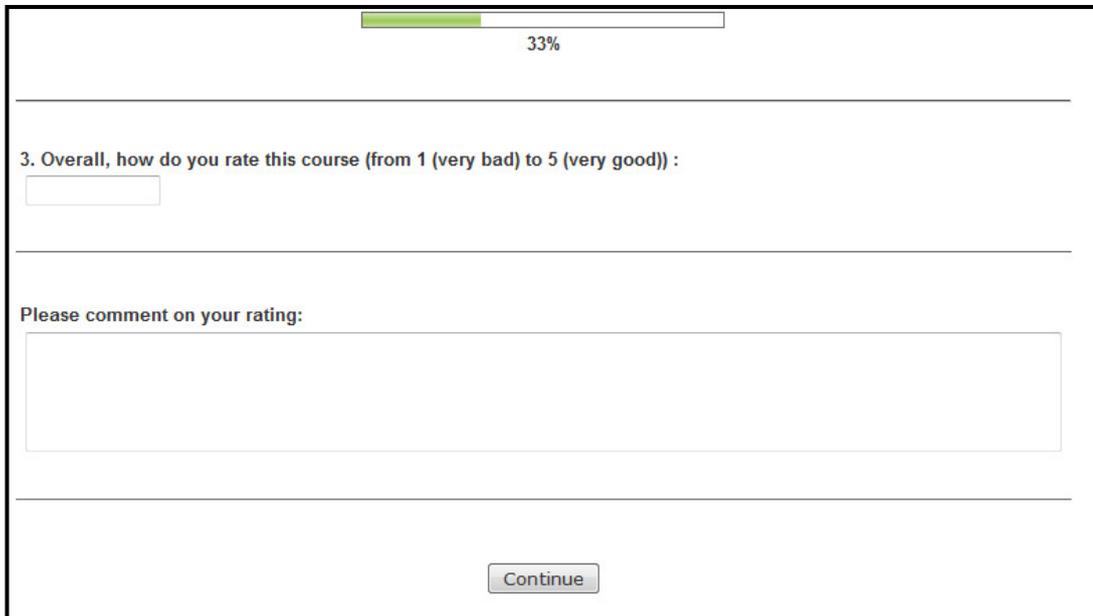
Dear learners,

This survey is designed to pay attention on your comments and elaborations about the course on “Youth In Action (YiA) Programmes” which you have completed on Facebook for six weeks. I am interested in your feedback in order to continue offering quality courses and to provide information for the scientific literature.

I appreciate your filling out this survey and sending it by clicking on the Submit button at the end of the form. Most of the questions only require you to click on an answer, but there are rooms for your comments. Be assured that this information is confidential and will not be revealed to any outside parties. Please answer the following questions as honestly and openly as you can.

Continue

Figure 30. Introduction for survey



33%

3. Overall, how do you rate this course (from 1 (very bad) to 5 (very good)) :

Please comment on your rating:

Continue

Figure 31. Open-ended question

44%

4. Overall how do you rate the course materials (from 1 (very bad) to 5 (very good)):

Please comment on your rating:

Figure 32. Open-ended question

55%

5. Overall how do you rate the idea of offering course on Facebook (from 1 (very bad) to 5 (very good)):

Please comment on your rating:

Figure 33. Open-ended question

61%

Please answer the following questions by stating your level of agreement (Strongly Disagree - Disagree - Neither Agree Nor Disagree - Agree - Strongly Agree). While answering, please consider your experiences on Facebook in relation to teaching-learning activities.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1.I was aware of the course prerequisites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.I had the prerequisite knowledge and skills, including computer skills, for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.I was well informed about the objectives of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.The content was appropriate to meet the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.There were enough activities to give sufficient practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.The online material was presented in a clear logical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.The course included a variety of media such as graphics, animations, audio or video files, links to other helpful websites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.The difficulty level of the course was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.I accomplished the objectives of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.I learnt something of value for use in my profession from this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.I learnt something of value for use in my personal from this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.I learnt different ideas and points of view from this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.This course challenged my current personal perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.This course challenged my current professional perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.I will be able to use what I learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.I would recommend this course to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.I invested enough time and energy in the course to meet course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.I participated actively and contributed thoughtfully to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POWERED BY QuestionPro

Figure 34. Likert scale questions

72%

These next questions now are in regards to your course experience. For all of these remaining questions, think of your experience completing the course on Facebook.

What were the best aspects of the Facebook course?

[Continue](#)

Figure 35. Open-ended question

APPENDIX E

THE FINDINGS FROM PILOT STUDY FOR INSTRUMENTATION

1. Pilot Study of ‘Uses and Gratification Survey about Facebook.com’

Table E.1 demonstrates that there was a gender balance among the participants. Moreover, most of the participants revealed as undergraduate level of education. Furthermore, nearly all of the participants (n=249) had a computer with Internet connection and half of the participants perceived themselves as “somewhat of an expert” (n=140) (Table E.2).

Table E.1. Gender versus education level of the participants

	Doctoral	Graduate	Undergraduate	High School	Secondary School	Elementary School	Total
Female	17	28	72	30	2	0	149
Male	21	33	62	20	3	1	140
Total	38	61	134	50	5	1	289

Table E.2. Having a personal computer versus expertise on using computers for the participants

	Expert	Somewhat of an expert	Neutral	Somewhat of a novice	Novice	Total
Yes (with Internet connection)	53	133	59	3	1	249
Yes (but without Internet connection)	3	6	6	0	0	15
No	0	1	18	5	1	25
Total	56	140	83	8	2	289

The participants were asked to enlist the social networking web sites they used to use (Table E.3). From the table, after Facebook, Youtube was the most favourite social networking web site among the participants. Additionally, forty three participants filled the blank with their other social network web site (Table E.4). Among those

“other” social network web sites, it is observed that participants noted country-wise web sites (such as iwiw.hu or box.az) and chatting tools (such as Skype).

Table E.3. List of the participants' social networks

Social Network	n	Social Network	n
Facebook	283	Yahoo360	30
Youtube	194	Linkedin	26
Windows Live Spaces	86	Bebo	1
Myspace	48	Friendster	1
Other	43	Xanga	0

Table E.4. List of the participants' other social networks

Other Social Network	n	Other Social Network	n	Other Social Network	n
Iwiw.hu	3	Odnoklasniki.ru	2	Be'shutf	1
Orkut	3	Vkontakte.ru	2	Box.az	1
Twitter	3	Hi5	2	Ning	1
Hoccam	3	Hotmail	2	Friendfeed	1
Livemocha	3	Skype	2	Xing	1
Msn	3	Gmail	1	Icq	1
Netlog	2	Gamyun	1	Spinchat	1
Draugiem.lv	2	Meinvz.net	1	Ekşi sözlük	1
Studivz.de	2	Unililer	1	Google	1

Besides, the participants (n=289) were asked to state their occupation (Table E.5). Five of the participants misunderstood the question and answered the questions in a different way, such as city. Additionally, similar occupations were labelled under the same heading, such as research assistants and professors gathered under “academic”. Among the participants, half of the participants were students. Thirty two participants were represented by only one occupation in Table E.6.

Table E.5. Occupations for the participants

Occupation	n	Occupation	n
Student	183	Clerk	4
Academic	36	Analyst	2
Teacher	21	Physician	2
Dentist	4	Other	32

Table E.6. Other occupations for the participants

Account manager/consultant	Instructional Designer
Accountant	Investment consultant
Architect	Lawyer
Art director	Network engineer
Auditor	Officer in bank
Behavioural diagnostics of kids and family	Photographer
Biologist	Plant Administrator
Businessman	Police sergeant
CEO	PR/ Marketing
Child development expert	Private sector
Director	Programmer
Doctor	Shop officer
Engineer	Social Worker
Head of unit in public administration	Sociologist
HR Development Specialist	Specialist
Institutional Researcher	Youth worker

In the next question, the participants were asked to indicate their general idea about how Facebook appears (visual design, color and so on...) (Table E.7). From the five options, half of the participants were gathered around “satisfactory” option.

Table E.7. The participants' answer on how Facebook looks

Options	n
Very poor	4
Poor	25
Neutral	117
Satisfactory	114
Very satisfactory	29
Total	289

From Table E.8, nearly all of the participants accessed Facebook from their homes and nearly half of the participants access from their schools.

Table E.8. The participants' answers on where they access Facebook

Access Place	n	Access Place	n
Home	234	Dormitory	62
School	112	Mobile	5
Work	96	Iphone	1
Internet Café	72	Friend's computer	1

In the following two questions, the participants were asked to state their number of friends and number of pictures in their Facebook accounts (Table E.9). From the table, the participants varied on their friends and pictures from the lowest to the highest options.

Table E.9. Number of pictures versus number of friends in the participants' Facebook accounts

		Number of Pictures									Total
		10 or less	11-50	51-100	101-150	151-200	201-250	251-300	301-400	> 400	
Number of Friends	10 or less	16	0	0	0	0	0	0	0	0	16
	11-50	20	15	3	0	0	0	0	0	0	38
	51-100	24	17	6	0	1	0	0	0	0	48
	101-150	13	23	8	3	0	1	1	0	0	49
	151-200	11	21	7	3	3	1	0	2	2	50
	201-250	2	10	5	4	2	0	0	1	1	25
	251-300	0	4	7	3	4	1	2	0	1	22
	301-400	2	1	5	2	0	3	2	0	1	16
	> 400	1	1	1	3	4	2	1	3	8	24
Total		89	92	42	18	14	8	6	6	13	288

Furthermore, the participants answered how often they change their profiles (Table E.10). A quarter of the participants noted that they change their profiles on a monthly base manner. When the participants were asked how often they access to their Facebook accounts, half of the participants selected “several times a day” option (Table E.11).

Table E.10. The participants' responses on how often they change their profiles

Options	n
Never	28
Once a year	44
Monthly	86
Weekly	51
Several times per week	37
Daily	42
Total	288
Missing	1

Table E.11. The participants' responses on how often they access their profiles

Options	n
Several times a day	119
About once a day	55
3 to 5 days a week	43
1 to 2 days a week	41
Every few weeks	13
Less often	9
Don't know	8
Total	288
Missing	1

In the next step, the participants chose among eight options in relation to how many groups they actively participate in their Facebook accounts (Table E.12). Nearly half of the participants stated that they keenly take part in “1 to 10” Facebook groups.

Table E.12. Number of groups the participants join

Options	n	%
None	25	8,7
1-5	102	35,3
6-10	48	16,6
11-20	42	14,5
21-30	33	11,4
31-40	9	3,1
41-50	6	2,1
More than 50	23	8,0
Total	288	99,7
Missing	1	0,3

About the general security and privacy issues on Facebook, the participants were asked two questions; (i) whether their Facebook profile could be seen by anyone, and (ii) whether their Facebook profile has fake information (Table E.13). Nearly half of the participants’ profiles could be seen by “only friends”, whereas nearly all of the participants noted that they don’t have any fake information in their profiles.

Table E.13. The participants' profile visibility and degree of fake information

Profile Visibility			Profile Fake Information		
Options	n	%	Options	n	%
Everyone	72	24,9	All	20	6,9
My Networks and Friends	54	18,7	Most	10	3,5
Friends of Friends	4	1,4	Some	14	4,8
Only Friends	136	47,1	Very little	18	6,2
Customizable	9	3,1	None	220	76,1
Don't Know	13	4,5	Don't know	6	2,1
Total	288	99,7	Total	288	99,7
Missing	1	0,3	Missing	1	0,3

Afterwards, the participants were given seventeen questions regarding to their personal profile information and their preliminary usage (Table E.14). It was depicted that the participants do not provide information where other people can directly reach them, such as phone number and home address. On the other hand, email address mostly appear in their profiles. Nearly half of the participants have friends where they never met or spoken to.

Table E.14. Questions on profile information

	Yes	No	Don't Know
Does your Facebook profile include your phone number?	29	249	9
Does your Facebook profile include your first name?	277	9	1
Does your Facebook profile include your last name?	268	18	1
Does your Facebook profile include your full date of birth?	225	55	7
Does your Facebook profile include your home address?	16	260	11
Does your Facebook profile include your email address?	214	65	8
Does your Facebook profile include your religion?	91	177	19
Do you use Facebook from your Mobile Phone?	30	254	3
Do you actively use Facebook groups to send or check group related messages?	115	154	18
Are you an administrator of any Facebook group?	80	203	4
Do you have people in your Facebook friend-list that you have never actually met or spoken to?	144	138	5
Have you received any Facebook request for contact from people you would prefer to forget?	135	135	17
Did you feel a pressure to join Facebook?	38	241	8
Do you feel special when you have a picture comment in Facebook?	136	129	22
Did you encounter any system error in Facebook?	160	101	26
Have you ever read Facebook's Term s of Service in full?	89	184	14
Have you ever read Facebook's Privacy Policy in full?	69	199	19

Additionally, the participants are provided with six features in relation to usability issues where the participants selected among options from “poor” to “excellent” (Table E.15). From the table, nearly half of the participants perceive Facebook as a usable tool with “Good” features.

Table E.15. The usability issues on Facebook

	Poor	Fair	Good	Excellent	No Opinion
Presentation (background color, font style and size, layout...)	11	59	178	32	7
Content (value, relevancy, currency, sufficiency...)	13	74	146	47	7
Search capability	16	62	146	59	4
Navigability (clear site map, logical sequencing of pages,)	30	81	131	36	9
Speed (short response time for access to a page)	43	95	107	39	3
Interactivity (ability to customize the web site)	41	84	108	34	20

In the other part, the participants were offered to choose among forty six reasons about why they use Facebook (Table E.16). These reasons are gathered from the literature review and listed without any priority. On the other hand, Table E.16 was listed from the highest rank to the lowest. From the table, it is noticeable that the participants used to use Facebook for keeping in touch or reconnecting with other people. Moreover, the participants use Facebook to amuse themselves with its tools, e.g. videos. On the contrary, the participants rarely use Facebook for flirting or gaming purposes.

Table E.16. The reasons why the participants chose using Facebook

Reason	n
Keeping in touch with my friends	260
Keeping in touch with friend or relatives who live far away	240
Keeping in touch with people I don't have time to see in person	222
Reconnecting with people you've lost contact with	199
Giving or receiving information with people I know	192
Spending time when bored	182
Watching uploaded videos	159
Looking at photos others have taken	156
Entertaining myself	147
Posting pictures that I have taken	139
Learning about social events	138
Send private messages to a friend	132
Posting comments to my friends	132
Chatting with other friends	116
Keeping in touch with people I've met online	114
Posting messages to a friend's page or wall	113
Sharing my ideas and opinions	108
Organizing or joining events	95
Fulfilling my curiosity about people	93
Relaxing myself	93
Meeting with new people	92
Browsing your friends' friends	92
Being tagged in photos	89
Tagging photos	86
Seeing what people have put as their status	84
Finding other people who have the same interests	77
Joining groups	74
Sending a bulletin or group message to all of your friends	73
Following the trend of being in Facebook	69
Reading the news feed	59
Receiving a friend request	55
Playing games	54
Posting videos that I have created	52
Letting people really know who I am	52
Checking applications within Facebook	46
Using advanced search to look for specific types of people	45
Feeling less lonely	43
Poking my friends	41
Maintaining job-related activities	41
Looking at the profiles of people I don't know	38
Flirting	28
Gaining respect from people	25
Feeling important	24
Escaping from the real world	23
Experiencing things I cannot in the real world	22
Feeling like I belong to a group	20

Subsequent to reason oriented question, the participants were asked to read twenty sentences in relation to Facebook and state their agreement level from “strongly agree” to “strongly disagree”. Mean scores and standard deviations of the items are tabulated below (Table E.17). From the mean scores, it is observed that the participants (n=266) agree with the statement emphasizing the addictive nature of Facebook. On the

other hand, from Table E.17, it seems that the participants do not take security into consideration ($M=2,58$) as they should be.

Table E.17. Mean scores and standard deviations on Facebook related questions

Items	M.	S.D.
1. I am proud to tell people I'm on Facebook	3,39	1,11
2. Facebook has become a part of my daily routine.	2,71	1,31
3. I feel strange when I haven't logged onto Facebook for a while.	3,40	1,27
4. I would be sorry if Facebook shut down.	2,75	1,30
5. Facebook is an addiction for me.	3,75	1,16
6. Facebook is very slow in responding to my requests.	3,24	0,90
7. I can very quickly customize the content on Facebook to fit my needs.	2,83	0,95
8. I feel that Facebook wants to listen to its users.	2,85	0,99
9. I intend to regularly use Facebook in the future.	2,31	0,93
10. When I add or accept a friendship, the gender is important for me.	3,53	1,24
11. It is easy to use the new features of Facebook.	2,58	0,97
12. The information on the Facebook interface is easy to read.	2,19	0,90
13. Misuse of my information on Facebook is a concern for me.	2,35	1,12
14. Security problems about Facebook are an anxiety for me.	2,58	1,18
15. Cyberbullying or cyberstalking coming from Facebook is a worry for me.	3,24	1,16
16. Leaving a history on Facebook that could cause me problems (such as when applying for a job) is a concern for me.	3,22	1,10
17. I have more real-life friends since I use Facebook.	3,70	1,14
18. I am more accessible on Facebook than other tools of communication.	2,84	1,11
19. Overall I find that Facebook is easy to use.	2,05	0,77
20. When browsing through profiles, I investigate profiles of people with attractive or interesting pictures.	3,46	1,29

2. Pilot Study of 'Survey on Utilization of Facebook.com in Education'

Moreover, the participants ($n=239$) were asked to write their current occupation (Table E.18). Most of the participants are students which is a demanded condition for a survey focusing on instructional issues related with Facebook.

Table E.18. Occupations for the participants

Occupation	n	%	Occupation	n	%	Occupation	n	%	Occupation	n	%
Student	215	90,0	Engineer	1	0,4	Project developer	1	0,4	Journalist	1	0,4
Academic	6	2,5	Historian	1	0,4	Director	1	0,4	Civil servant	1	0,4
Youth Worker	5	2,1	Program assistant	1	0,4	Publicity chair	1	0,4	Art historian	1	0,4
Teacher	1	0,4	Unemployed	1	0,4	IT group manager	1	0,4	Social worker	1	0,4

Furthermore, the participants answered the questions on whether or not they participated an online activity (for instance; training, seminar, course and so forth) and to what extent they perceive themselves knowledgeable about Facebook (Table E.19). From the table, it seems that nearly half of the participants had experience on online activities. Additionally, more than half of the participants perceived themselves as knowledgeable on utilizing Facebook.

Table E.19. Participation to online activities versus the participants' knowledge of using Facebook

		Knowledge of using Facebook					Total
		Poor	Fair	Good	Very Good	Excellent	
Participation to online activity	Yes	6	6	54	23	16	105
	No	12	15	76	18	13	134
Total		18	21	130	41	29	239

The participants were given thirty-five sentences on utilization of Facebook for learning and teaching processes which revealed from the literature review. The participants asked to state their agreement level on a five point Likert scale from “strongly agree” to “strongly disagree”. Table E.20 summarizes the items and their mean scores with standard deviations. From the table, it seems that all items have mean scores under 3.0 and a standard deviation of 1.0.

Table E.20. Mean scores and standard deviations on Facebook in education questions

Item	M.	S.D.
1. A student can be a friend in Facebook with a teacher.	2,15	1,23
2. The use of Facebook for a teacher is appropriate.	2,11	1,24
3. Facebook can be a good learning tool.	2,57	1,12
4. Facebook can be a good teaching tool.	2,60	1,11
5. The “ Wall ” application in Facebook can facilitate learning for learners.	2,65	1,01
6. The “ News Feed ” application in Facebook can facilitate learning for learners.	2,50	1,11
7. The “ Photos ” application in Facebook can facilitate learning for learners.	2,57	1,16
8. The “ Videos ” application in Facebook can facilitate learning for learners.	2,44	1,22
9. The “ Links ” application in Facebook can facilitate learning for learners.	2,52	1,20
10. The “ Online Friends ” chatting application in Facebook can facilitate learning for learners.	2,74	1,14
11. Facebook should be integrated in tertiary school (university) teaching-learning.	2,52	1,12
12. Facebook should be integrated in non-formal teaching-learning.	2,63	1,15
13. Facebook can be a learning tool because there is shared information between members in it.	2,33	1,29
14. Facebook can show a learner how people think from different aspects and perspective.	2,34	1,22
15. Facebook can help learners deepen their understanding about one topic or various ones.	2,43	1,12
16. Facebook can help learners broaden their communication skills.	2,32	1,23

Table E.20. Continued

Item	M.	S.D.
17. Using Facebook can make learning more enjoyable.	2,34	1,24
18. Facebook can help build a learning community.	2,39	1,26
19. Facebook can give learners an opportunity to keep in contact with their instructor.	2,30	1,24
20. Facebook can offer an opportunity to contact classmates.	2,23	1,32
21. Facebook can assist classmates in getting to know each other better.	2,47	1,37
22. I could prefer taking a course on Facebook than in a traditional classroom.	3,07	1,37
23. I would be able to put more effort into a course on Facebook rather those in traditional classroom courses.	2,97	1,37
24. I would like to contribute to the discussions on Facebook.	2,44	1,17
25. Using Facebook to participate in group discussion would be very exciting to me.	2,61	1,24
26. I have no fear of using Facebook to communicate with other people.	2,43	1,30
27. I feel confident in my ability to clearly express ideas using Facebook.	2,27	1,16
28. In using Facebook to share my ideas, I'm afraid my ideas would be used without my permission.	2,73	1,25
29. It would be difficult to complete a course on Facebook.	2,61	1,12
30. I can benefit from a learning course on Facebook.	2,67	1,19
31. Students can be motivated to meet other students on Facebook.	2,59	1,25
32. Through Facebook, learners can share knowledge, resources and experience with other learners.	2,36	1,23
33. Facebook can serve as a learning tool by allowing learners to share their personal experiences.	2,46	1,21
34. Facebook can create an environment where learners can ask their peers for advice and any questions or problems they may have.	2,34	1,27
35. I would like to participate in a course on Facebook.	2,85	1,30

APPENDIX F

THE COURSE PROGRAMME

This appendix demonstrates the six-week long course programme where each week was divided into two sections. The course content was designed by field experts and the researcher.

Week	Topics from Monday to Thursday	Topics from Friday to Sunday
1	Pre-surveying of the participants Introduction of the course with syllabus Introduction of Facebook tools Getting to know each other: <ul style="list-style-type: none"> ▪ Activity 1. This is who I am ▪ Activity 2. Country Connection Game 	What is Youth in Action? Objectives & Priorities Understanding the Non-Formal Education Actions: <ul style="list-style-type: none"> ▪ Action 1 - Youth for Europe ▪ Action 2 - European Voluntary Service ▪ Action 3 - Youth in the World ▪ Action 4 - Youth Support Systems ▪ Action 5 - Support for European Co-operation in the Youth field
2	What is a project? What is project development? What is a project cycle management? The quality measures of youth projects.	SWOT Analysis in project development <ul style="list-style-type: none"> ▪ Strengths, ▪ Weaknesses, ▪ Opportunities, ▪ Threats
3	Formation of the groups Brainstorming on new project topics Comments on the presented project topics.	How to prepare a project call How to prepare a project programme More on Action 3.1: <ul style="list-style-type: none"> ▪ Youth Exchanges - 3.1.1. ▪ Training and Networking – 3.1.2.
4	For Action 3.1: <ul style="list-style-type: none"> ▪ Part I. Project identification and summary ▪ Part II. Applicant ▪ Part III. Partner promoter(s) ▪ Part IV. Participants in the project 	Part V. Project description <ul style="list-style-type: none"> ▪ Objectives and priorities ▪ Project design ▪ Partnership, theme and activities ▪ Protection and safety ▪ Advance Planning Visit ▪ Project's content and methodology

5	Part V. Project description <ul style="list-style-type: none"> ▪ Intercultural dimension ▪ European dimension ▪ Impact, multiplying effect and follow-up ▪ Visibility ▪ Dissemination and exploitation of results ▪ Inclusion of young people with fewer opportunities 	Part VI. Budget - Grant request Part VII. Bank details Part VIII. Signature of the legal representative Part IX. Declaration on honour Check list – last issues before application.
6	Finalization of the projects Final reports How to complete a YiA Final Reports	Evaluation of the projects Evaluation of the course Post-surveying of the participants

APPENDIX G

SCREENSHOTS FROM THE COURSE ON FACEBOOK

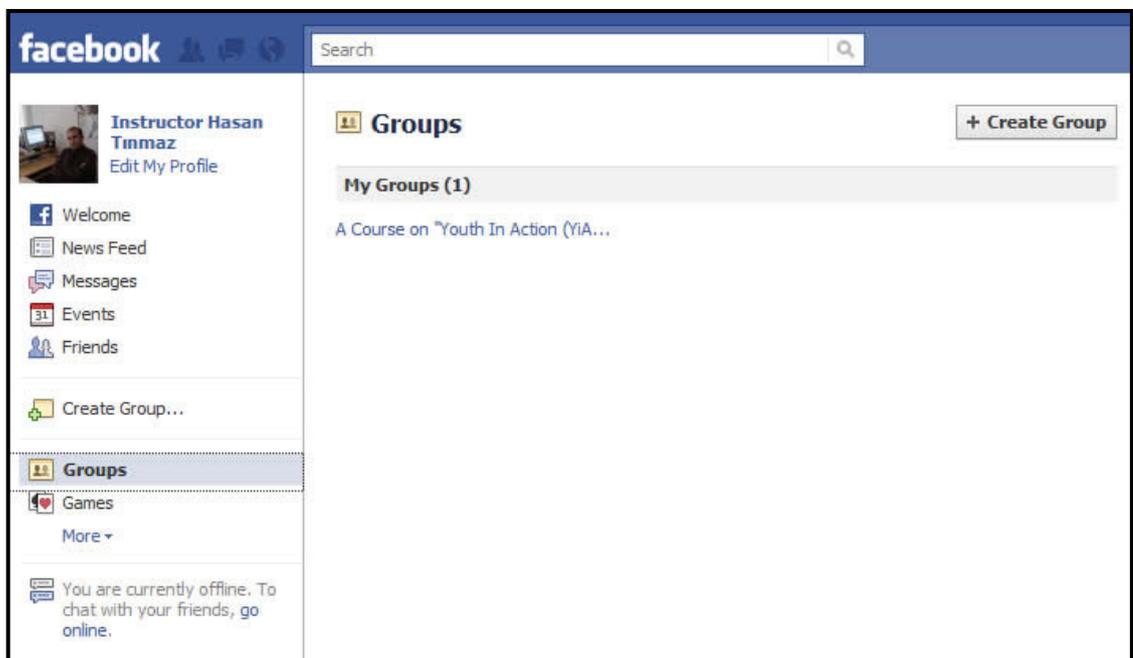


Figure 36. The general entrance of the Facebook Group offering the 'Course'

facebook Home Profile Find Friends Account

A Course on "Youth In Action (YIA) Programmes"

Wall Info Discussions Photos Video Events

Write something...

Attach:

Instructor Hasan Timmaz You will see different kinds of activities related with YIA in Poland. It is a wonderful video. Enjoy :)

A video from Polish National Agency - Part 1
Length: 15:58
Yesterday at 4:48am · Comment · Like · Share · Flag

Instructor Hasan Timmaz You will see different kinds of activities related with YIA in Poland. It is a wonderful video. Enjoy :)

A video from Polish National Agency - Part 2
Length: 7:35
Yesterday at 4:33am · Comment · Like · Share · Flag

Instructor Hasan Timmaz YIA - 3.1.2 - A Training Course: "Overcoming Phobias in Youth Projects Through Outdoor Activities"
A sample 3.1.2 project video [HQ]
Length: 4:37
Yesterday at 3:38am · Comment · Like · Share · Flag

Instructor Hasan Timmaz An introductory video of Action 3. Have Fun
Action 3 - Youth in the World
Length: 0:56
Yesterday at 3:28am · Comment · Like · Share · Flag

Instructor Hasan Timmaz I hope you will learn from and enjoy with that short introductory video of YIA aims and priorities.
Be a part of "Youth In Action (YIA)"
Length: 3:00
Yesterday at 3:13am · Comment · Like · Share · Flag

Instructor Hasan Timmaz This is the syllabus for six-week long course.
A Course on "Youth In Action (YIA) Programmes" Photos
Yesterday at 1:33am · Comment · Like · Share

Instructor Hasan Timmaz
Country Connection Game I thought it would be fun to start a little game. This is called the "Country Connection Game", and the point of the game is to learn about foreign countries and cultures, and what they've got in common with other countries, including your own. There are a lot of differ...
See More
Yesterday at 1:15am · Participate

RECENT ACTIVITY

- A Course on "Youth In Action (YIA) Programmes"** changed their Description.
- Instructor Hasan Timmaz** discussed Country Connection Game on the A Course on "Youth In Action (YIA) Programmes" discussion board.
- Instructor Hasan Timmaz** discussed This is who I am on the A Course on "Youth In Action (YIA) Programmes" discussion board.

Instructor Hasan Timmaz
This is who I am This is the place and time for introducing yourself... Think about the things you would like to say about yourself. The things you could include are: A greeting Who you are and where you are from (Warning: Never give addresses or phone numbers) Where you live / your cou...
See More
Yesterday at 1:07am · Participate

Leave Group Report Group

A Course on "Youth In Action (YIA) Programmes" has no more posts.

"Youth In Action" Programme
Education and Culture DG

Message All Members
Edit Group Settings
Edit Members
Invite People to Join
Create Group Event

This course has been planned a six-week fully online course on youth in action projects. It was designed for a dissertation study.

Information

Category:
Organizations - Non-Profit Organizations

Description:
This group has been developed for instructional purposes where members will participate a fully online course on project development and management under European Union - Youth In Action Programmes. A detailed version of the course syllabus is at Photos section.

Privacy Type:
Secret: No public content. Members can see all content. Not displayed on members' profiles.

Admins

- Instructor Hasan Timmaz (creator)

Officers

Instructor Hasan Timmaz
The Course Facilitator [remove]

Members
1 member See All

Instructor Hasan Timmaz

Photos
1 photo See All

Video
3 of 5 videos See All

A video from Polish National Agency - Part 1
15:58 Added on Sunday

A video from Polish National Agency - Part 2
7:35 Added on Sunday

A sample 3.1.2 project video [HQ]
4:37 Added on Sunday

Create an Ad

Connect With More Friends

Share the Facebook experience with more of your friends. Use our simple invite tools to start connecting.

More Ads

Figure 37. The general outlook of the 'Course' WALL



Figure 38. The 'Info' tab of the 'Course' page

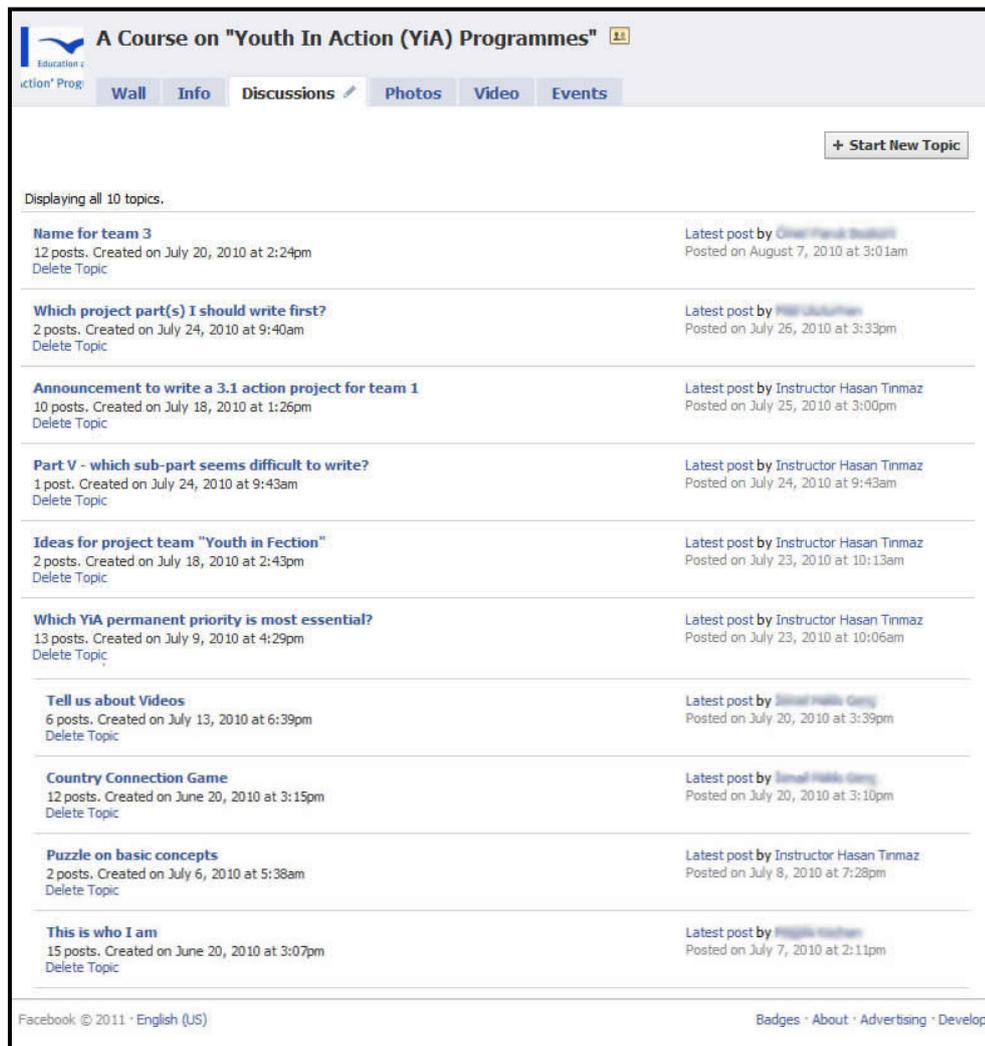


Figure 39. The 'Discussions' tab of the 'Course' page

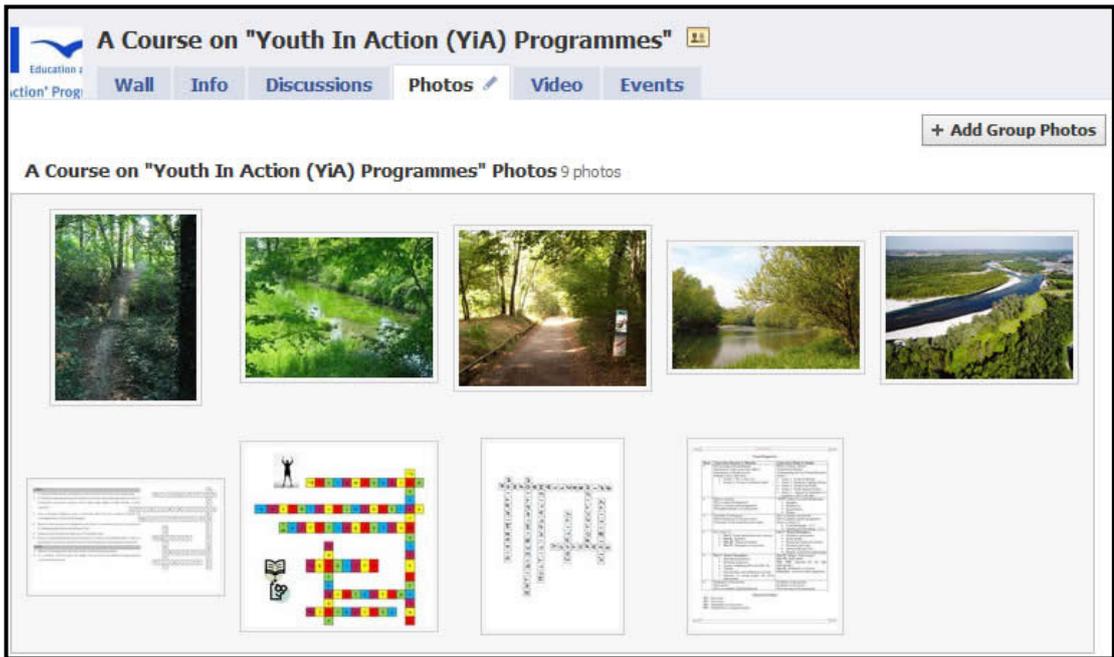


Figure 40. The 'Photos' tab of the 'Course' page



Figure 41. The 'Videos' tab of the 'Course' page



Figure 42. The 'Events' tab of the 'Course' page

Facebook Course Materials - Mozilla Firefox

Doğruya Düzen Görünüm Geçmiş Yer İmleri Araçlar Yardım

http://youthfirst.edu.tr/ogrenci/facebook/index.html

Facebook | A Course on "Youth in A..." | Facebook Course Materials

Syllabus Week 1_a Week 1_b Week 2_a Week 2_b Week 3_a Week 3_b Week 4_a Week 4_b Week 5_a Week 5_b Week 6_a Week 6_b

Course Programme

Week	Topics from Monday to Thursday	Topics from Friday to Sunday
1	Pre-surveying of the participants Introduction of the course with syllabus Introduction of Facebook tools Getting to know each other: Activity 1. This is who I am Activity 2. Country Connection Game	What is Youth in Action? Objectives & Priorities Understanding the Non-Formal Education Actions: Action 1 - Youth for Europe Action 2 - European Voluntary Service Action 3 - Youth in the World Action 4 - Youth Support Systems Action 5 - Support for European Co-operation in the Youth field
2	What is a project? What is project development? What is a project cycle management? The quality measures of youth projects.	SWOT Analysis in project development Strengths, Weaknesses, Opportunities, Threats
3	Formation of the groups Brainstorming on new project topics Comments on the presented project topics.	How to prepare a project call How to prepare a project programme More on Action 3.1: Youth Exchanges - 3.1.1. Training and Networking - 3.1.2.
4	For Action 3.1: Part I. Project identification and summary Part II. Applicant Part III. Partner promoter(s) Part IV. Participants in the project	Part V. Project description Objectives and priorities Project design Partnership, theme and activities Protection and safety Advance Planning Unit Project's content and methodology
5	Part V. Project description Intercultural dimension European dimension Impact, multiplying effect and follow-up	Part VI. Budget - Grant request Part VII. Bank details Part VIII. Signature of the legal representative Part IX. Declaration on honour

Bitti

Figure 43. The 'Syllabus' and 'Lecture Notes' tabs appearing in another page

APPENDIX H

A SHORT MANUAL FOR FACEBOOK GROUP TOOLS

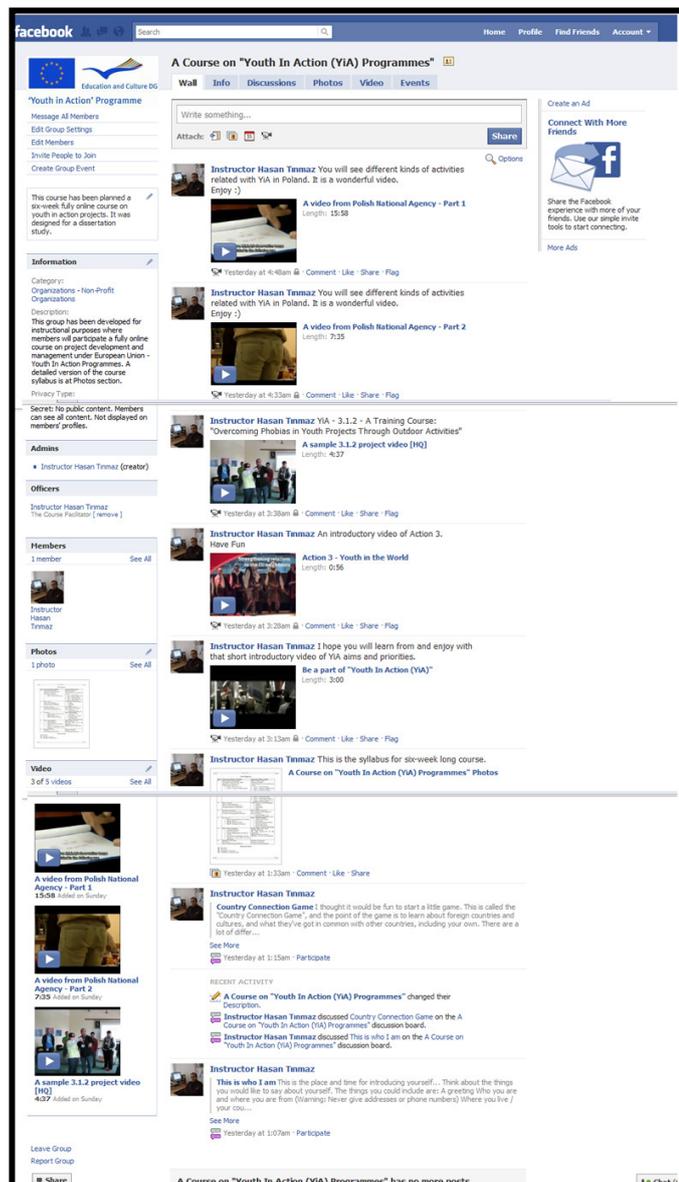


Figure 44. Homepage of Facebook group "A Course on Youth In Action (YiA) Programmes"

In the “**Wall**” tool of the Facebook group, you can see all group actions together (Figure 44). Please check the “**Wall**” quite often.



Figure 45. The Info tool for Facebook group

The “**Info**” tool of the Facebook group (Figure 45), you can see the email address of the course instructor as well as a brief description of the course. Moreover, from the information, you can realize that this online course is for non-profit organizations (or informal youth group) to design new projects within European Union framework. It is a remark that this group is not public where only authorized members can see the content.



Figure 46. The discussion tool of Facebook

The “**Discussions**” tool of the Facebook group (Figure 46), you can find weekly conversations on course topics. For the first week, you can realize two activities; one activity for getting to know each other as a team and the second activity is for a cultural learning game about countries. You can click on any topic you want and you can share your knowledge, reflections, or ideas. Try to join as much discussion as possible.

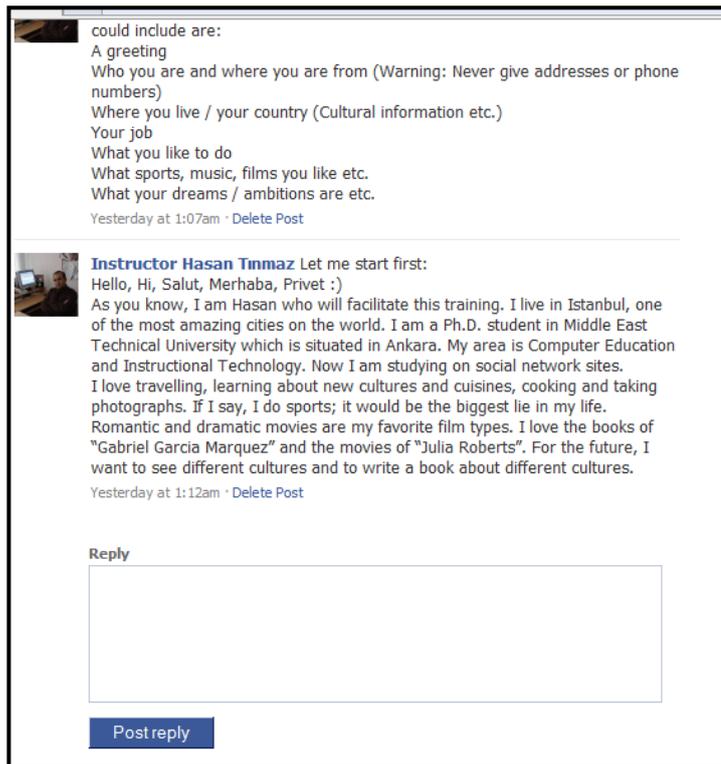


Figure 47. Replying to a discussion

In the discussion you choose, you will only write your answer in the box of “**REPLY**” and then push the button of “**POST REPLY**”. Afterwards, you will find your answer as pasted in the discussion (Figure 47).



Figure 48. The photos tool

The “**Photos**” tool of the Facebook group (Figure 48), you can share, you can visualize and you comment on the photos being shared. As a first photo, you can see the syllabus of the six-week long course.



Figure 49. The video tool

The “**Video**” tool of the Facebook group (Figure 49), you can watch the uploaded videos by the course instructor. You can comment on the videos, for that purpose, just click on the video you want to watch. The streaming of the video depends on your Internet connection speed. For the now on, you can watch five videos on “Youth In Action” Programme. Videos are the helpful tools for your learning.



Figure 50. The event tool

The “**Events**” tool of the Facebook group (Figure 50), you will be informed about “what is new or what will be the next activity” in the entire course. Now, there is no upcoming event.

APPENDIX I

PERMISSION FROM ETHIC COMMITTEE



1956

Orta Doğu Teknik Üniversitesi
Middle East Technical University

Fen Bilimleri Enstitüsü
Graduate School of
Natural and Applied Sciences

06531 Ankara, Türkiye
Phone: +90 (312) 2102292
Fax: +90 (312) 2107959
www.fbe.metu.edu.tr

Sayı: B.30.2.ODT.0.AH.00.00/126 / 108-1408

2 Aralık 2010

Gönderilen: Doç.Dr. Kürşat Çağrıltay
Bilgisayar ve Öğretim Teknolojileri
Eğitimi Bölümü

Gönderen : Prof.Dr. Canan Özgen
IAK Başkan Yardımcısı

İlgi : Etik Onayı

"Bir Öğretim Aracı olarak Sosyal Ağ Web Sitelerinin Kullanımı: Bir Facebook.com Durum Çalışması Örneği" başlıklı projeniz "İnsan Araştırmaları Etik Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

2/12/2010

Prof.Dr. Canan Özgen
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

O.D.T.Ü
FEN BİLİMLERİ ENSTİTÜSÜ
YÖNETİM KURULU KARARI

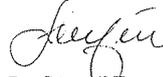
Tarih: 30.09.2010
Sayı: FBE: 2010/ 1

GÖREVLENDİRME VE İZİN

Bilgisayar ve Öğretim Teknolojileri Eğitimi EABD doktora programı öğrencisi Hasan Tınmaz'ın 01 Ekim-30 Aralık 2010 tarihleri arasında "Bir öğretim aracı olarak sosyal ağ web sitelerinin kullanımı: Bir facebook.com durum çalışması örneği" başlıklı araştırmasına ilişkin hazırlanan anketi Çevrimiçi anket sitesi ve İstanbul Kültür Üniversitesinde uygulama yapmak için görevlendirilme başvurusu incelenmiş; ilgili danışman görüşüne dayanarak adı geçen öğrencinin isteği doğrultusunda görevlendirilmesine oybirliği ile karar verilmiştir.



Prof. Dr. Canan Özgen
FBE Müdürü



Prof. Dr. Gürsevî Turan
FBE Müd. Yard.



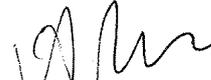
Doç. Dr. Nil Uzun
FBE Müd. Yard.



Prof. Dr. Vedat Toprak
Üye



Prof. Dr. Haluk Sucuoğlu
Üye



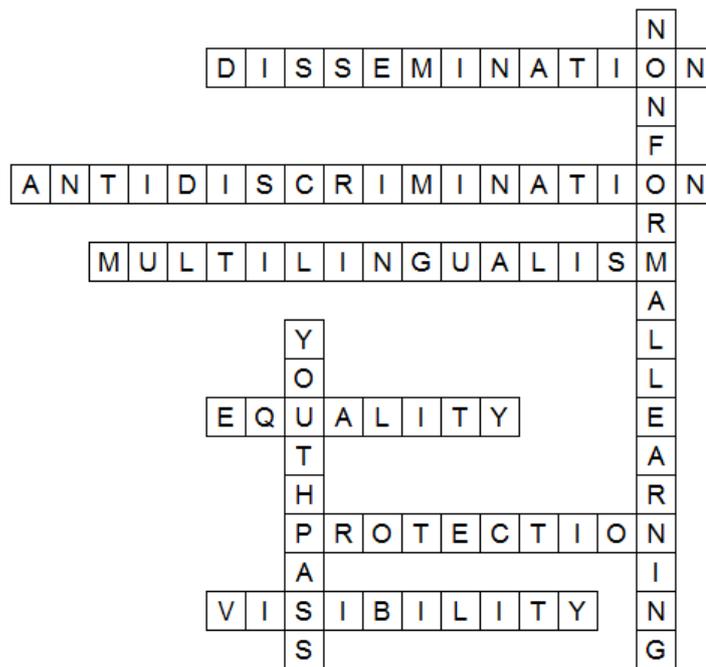
Doç. Dr. Ayşe Berkman
Üye

APPENDIX J

PUZZLE

This activity is about important concepts related with youth in action programme. Please try to match the following word(s) with the explanations on the crossword puzzle below;

Nonformal learning - Youthpass - Visibility - Dissemination - Antidiscrimination - Equality - Protection - Multilingualism



ACROSS

- 2 Is achieved through transfer and adaptation of existing results to the needs of new target groups.
- 3 Is the feature emphasizing that projects should be accessible to all young people without any form of discrimination on grounds of gender, racial or ethnic origin, religion or belief, disability or sexual orientation.

- 4 Aims to objectives; helping to create a society that makes the most of linguistic diversity, and encouraging citizens to learn foreign languages.
- 6 Between women and men was strengthened in the Treaty of Amsterdam and is one of the priorities for developing employment in the European Union.
- 7 Addresses every young person's right not to be subjected to harm.
- 8 Consists in spreading information about the project, its objectives and attended results, as well as in promoting the contribution of the EU Youth in Action Programme to the realisation of the project

DOWN

- 1 Refers to the learning which takes place outside formal educational curriculum.
- 5 Is a certificate, which describes and validates the non-formal and informal learning experience acquired during the project.

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Tinmaz Hasan

Nationality: Turkish

Date and Place of Birth: 01 April 1979, Istanbul

E-mail: hasan_tinmaz@hotmail.com

EDUCATION

- Middle East Technical University – Graduate School of Natural and Applied Sciences - Department of Computer Education and Instructional Technology – Ph. D. Program, 2004 - 2011
- Middle East Technical University – Graduate School of Social Sciences - Department of Educational Sciences – Curriculum and Instruction M. Sc. Program, 2001 – 2004.
 - **Thesis:** An Assessment of Preservice Teachers' Technology Perception In Relation to Their Subject Area.
- Middle East Technical University – Faculty of Education - Department Computer Education and Instructional Technology – Undergraduate Program, 1997 – 2001.

WORK EXPERIENCES:

- Spring Semester, 2010 - ... ; Part-Time Instructor at Istanbul Kultur University, Faculty of Economics and Administrative Sciences, ISTANBUL, TURKEY.
- 1 September 2005 – 1 February 2008; Instructor at Başkent University, Faculty of Education, Computer Education and Instructional Technology Department, ANKARA, TURKEY.
- October, 2004 – 31 August 2005; Research Assistant at Başkent University, Faculty of Education, Computer Education and Instructional Technology Department, ANKARA, TURKEY.

- November, 2001 – August 2004; Instructor at Süleyman Demirel University, Burdur Faculty of Education, Computer Education and Instructional Technology Department, BURDUR, TURKEY.

PUBLICATIONS

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