Pre-service teachers' conceptions on use of social media in social studies education*
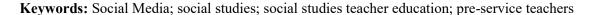
Nihat Gürel Kahveci**
Istanbul University

Abstract
The use of social media is tremendously increasing trend for personal use. At the same time, social media are penetrating to the educational settings as well. Thus purpose of this study is to investigate pre-service social studies teachers' conceptions on use of social media in social studies education; it is possible implications on social studies teacher education, social studies classroom and consequently citizenship education. Data were collected through open- ended interviews with 12 (6 female, 6 male) in a north western Turkish University. Designed as a qualitative study, data were analyzed inductively. Pre-service social studies perceptions regarding use of social media in social studies instruction were analyzed. According to data analysis, participants' perceptions on use of social media differ both positive and negative. While some participants supported use of social media in social media instruction, some of them indicated some drawbacks to use it since possible negative effects on social studies and disadvantages for the students in social studies classrooms. Found negative and positive aspects and their probable implications to the social studies teacher education were discussed.

Keywords: Social Media; social studies; social studies teacher education; pre-service teachers

* Nihat Gürel Kahveci is an assistant professor at the Faculty of Education in Istanbul University

Correspondence: nihatgurel@yahoo.com

Introduction

Use of communication technologies and social media (or network) is a rapidly growing concern among students to support their learning activities even in formal education environments (Conole, Laat, Dillon, and Darby, 2006). Social media affects education, learning, learners as well as daily life, relationships, and other aspects of our contemporary society at large (Siemens, 2008). Siemens also stated, 'The rapid growth of knowledge and information adds increasing complexity to the growth of technology in learning' (Siemens, 2012, p. 7). Social media is one of the important parts mentioned growing technology. Based on the definition, social media is 'a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content' (Kaplan & Haenlein, 2007, p. 61). Taking into consideration the study of Kaplan and Heinlein's (2007) 'The challenges and opportunities of Social Media' in business environment, this study is a further attempt to shed light on social media's challenges and opportunities for educating effective citizens in the course of social studies in a Turkish Case from the pre-service social studies teachers' perspectives. According to a definition of Social studies 'is a curriculum which uses combined information of social sciences and humanities and aims educating effective citizens who can solve problems and make decisions in changing world and country in every respect'(Öztürk, 2007, p. 24). This Turkish version of social studies definition shares many similarities of the definition of National Council of Social Studies in United States (NCSS). Social studies is the 'the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world'(NCSS, 2013).

While the number of Internet users is approximately 360 million in 2000, the number has reached to approximately 7 billion in the World today. In Turkey, total population is about 78 million and approximately 36 million people are using the internet which means 45% of total population. There is another significant statistics on users of Facebook (as one of the most used/important social media website), While 36 million of Internet users a present across Turkey, the number of Facebook users are 32 million that makes #2nd in the ranking of all Facebook statistics by country in Europe (As of September 15, 2013, Internet World Stats, available on website http://www.internetworldstats.com/stats4.htm). Table 1 shows remarkable growth of internet usage in Turkey between the years of 2000–2010.

Table 1. Internet Usage in Turkey (2000 and 2010)

Year	Population	Users	Percent of total population
2000	70,140,900	2,000,000	2.9 %
2010	77,804,122	35,000,000	45.0 %

Resource: (Internet World Stats, 2012)

According to data presently provided by Turkish Ministry of National Education, 98% of primary schools and 100% of high schools across Turkey (out of 41,452 schools) have broadband or high speed internet access. Ministry of Education also provided 900.000 computers to all schools across the country (Ministry of National Education, 2012).

Numbers of internet usage and availability in Turkey and Turkish schools are about to first step to have an idea on access and usage of social media. Similarly another research report on ages of 9-16 children's internet usage, (even though it is forbidden to register and have a social media account under the age of 13) it is concluded that out of 70% participant children uses internet daily and 66% of them uses social networks and spend 72 minutes on an average. However, the research report states

this means that the time on the internet mostly spent while engaging social networks (Report of Research for Children's Social Sharing Networks Usage Habits, 2011). This situation positioned in research report would give an emphasis on social media, its opportunities and challenges in educational settings even though social media or networking has no claim for educational content or in other words as Friesen & Lowe (2011, p. 183) put 'make no educational premises'. On the other hand, as Friesen & Lowe (2011) cite some educators support incorporating social media (such Facebook) in K-12 (Davis, 2010; Munoz &Towner, 2009), may open a new discussion about 'learning' and 'instruction' since their potential of autonomy for the learner and shifting roles for the teachers (Friesen & Lowe, 2011; Siemens, 2008).

Use of social media created a new environment and change the ways on sharing information not just for educational settings for all individual and institutions (Mayfield, 2011). Even though use of social media and networking has become a new trend and one of the most significant communication tools among people, there are few research studies about social media in educational settings. On the other hand, when it comes to social studies there is no specifically conducted research study on students' conceptions on social media use for social studies classrooms and social studies teacher education. Therefore, this study aims to investigate elementary social studies pre-service teachers' conceptions on social media and its potential implications on social studies education and teacher education.

Review of Literature

There has been increasing number of research studies conducted in the area of education related use of Internet such as Internet or computer supported instruction in educational settings, and in the area of social studies education (Owens 1999; Keiper, Harwood, & Larson 2000; Zong 2002; Friedman 2006; Açıkalın 2009). Owens (1999) studied on pre-service social studies teachers' comments on internet investigation assignments in United States. With the aim of learn pre-service teachers use and access Internet about teacher-related purposes, gaining student ideas to improve instruction in social studies method course for pre-service teachers and developing responsiveness materials and resources available in the internet. It is important to note that majority of the students participated to the study stated some their negative experiences (73%) on using Internet investigation for their assignments. Indicated negative aspects are: 'time needed to access information, the time needed to obtain printouts that could be used for documentation, and the difficulty in finding sites that could be used to fulfil the requirements for a successful search'(Owens, 1999, p. 136). On the other hand, approximately two-thirds of the participants stated positive aspects of completing the assignment. Keiper, Harwood and Larson (2000) conducted a study on infusing computer technology into social studies education. The study findings organized under the headings as obstacles and benefits of computers in social studies classroom. According to their study, 88% of the pre-service teachers reported benefits of instruction computer and internet usage as 'data collection'. The study also found that 31% of the participants stated 'improved computer skills' as other benefit. Quality of images and sounds provided to students also found as other benefits of computer in social studies classroom (22%). Another benefit mentioned in the study is 'Instructional variety' which 29 % of participant responded as. However, study found some obstacles or disadvantages use of computer/ internet in social studies classroom. The study stated obstacles: accessibility (66%), differing ability levels (35%), dependability (21%), need for supervision of the students (22%) especially from inappropriate websites. In detail, the study summarized their participants' apprehension that the Internet can be challenging for student research as stated 'students could be targets for predators, or actively seek inappropriate material and students will become distracted by the myriad of websites and off task behaviours will result' (Keiper, Harwood & Larson, 2000, p. 577).

With opening a new phase, Zong (2002) cited effective use of computer mediated communication' s potential to change both education in general and teacher education social studies education in particular. His research suggests that 'computer mediated communication holds potential in building pre-service teachers' understanding and appreciation of diverse points of view' among

nations and motivating them to teach this perspective consciousness in their future classrooms'(Zong, 2002, p. 589).

Friedman (2006) emphasizes Internet's role for affecting social studies and democracy, especially democratic participation by means of developing insights for electoral process. He states Internet use of K-12 students can develop an understanding to goal of becoming effective citizens by citing from the aims of social studies stated by the National Council of Social Studies (NCSS). Friedman also adds Internet may serve to educate good citizens by means of development of skills, knowledge and participation. Besides these, Internet may function as a place for digital primary sources and lesson plans.

Studying the beliefs of pre-service social studies teachers, Açıkalın (2009) signifies use of Internet were supported by the participants of the study (n=37). Found mainly positive aspects are: found information and visuals, time saving and easiness of accession. They also stated some negative aspects and disadvantages of Internet in the social studies classroom such as unreliability internet sources and dependence of ready information that may cause to hinder their research skills.

We took a general look use of Internet and computer media communication studies related social studies education until now. While we consider usage percentages given above use of Internet turns mainly use of social media or networking, it becomes important to look potential and implications of social media in educational settings, social studies education in particular.

In his recent study, Zaidieh (2012) studied social networking in education. He stated that he examined limited research of social media in the area of education. While Zaidieh express his opinions on social media sites as positive and useful tools if educators have the ability to control to fit 'requirements of knowledge and science'. He concludes there are some advantages and disadvantages in the use of social media in education. He states as social media's advantages; flexibility, repeatable, convenience, accessibility; disadvantages or challenges are; privacy, miscommunication and time consumption (Zaidieh, 2012, p. 20).

As briefly mentioned above, this study seeks to highlight specifically pre-service teachers' thoughts on social media rather than Internet Usage. In this study, social media refers primarily social networking sites, participatory social media or social sharing websites (Goulding, 2011) as pre-service teachers constructed or defined their conception on 'social media'. In other words, social media has come to mean Facebook, Twitter, YouTube, and Blogs in this study. Rishel (2011) includes wikis, discussion forums, e-government websites that can be considered as additional forms of social media. Stein & Prewett (2009) explain media effects on social studies education. They simply put that 'media provide compelling fiction and nonfiction narratives about people, places and events'(Stein & Prewett , 2009, p. 132) which is main social studies topics of interest originated from disciplines of social sciences. They indicate 'media also help shape attitudes and opinions about history, government and politics' (p. 132) which is likewise central components of social studies as social sciences. While considered as one of the social studies disciplines, on the topic of Teaching History, Barton and Levstik (2004) stated importance of the tools understanding or give meaning of the past. They describes these tools can be used for accessing historical content. They clearly put 'Physical instruments such as a hammer, a teakettle, or a needle and thread are the kinds of traditional tools that first come to mind, but electronic technology in the form of hardware, software, and telecommunications devices also provides an obvious means by which we achieve our goals at work or in the home'(Levstik, 2004, p. 10). Goulding (2011) adds upon their research findings as making inference: '-for better or worse- social media is shaping the way we understand the past' (Goulding, 2011, p. 14).

There are some studies to research students' experiences with Facebook to look whether educational purposes or not. For example, Hew & Cheung (2012) conducted a study with 83 students (ages ranged from 15-23) to see motives around use of Facebook, who they are communicating with via Facebook and how they manage their privacy. They found that participant students reported they

use Facebook mainly for entertainment purposes, in other words they use it non-educational purposes. Similarly, in another review study on students' and teachers' use of Facebook, Hew (2011) found that Facebook as yet has very little use of educational purposes. Oppositions on use of Facebook mainly concerns possible harmful apprehensions such security and privacy issues (Hew & Cheung, 2012).

Another research study is on college students' use of Facebook for educational purposes conducted by Selwyn (2009). He examined content of the students' posts on Facebook during 18 months. He found that out of 612 students and 68.169 postings, there were just 2496 academic or education related postings which equal 4% out of all postings that mean students do not use Facebook for educational purposes. He also stated 'The rising use of Facebook certainly raises 'important questions about how universities will articulate their teaching relationships with internal student cohorts' in the near future' (Selwyn, 2009, 172).

On the other hand, Munoz and Tower (2009) argue Facebook and other social networking sites may offer numerous pedagogical benefits for both students and teachers. These are 'bulletin boards, instant messaging, email, and the ability to post videos and pictures. Most notably, anyone can post information and collaborate within the system. Recently, facebook has opened up development of downloadable applications which can further supplement the educational functions of Facebook' (Munoz &Tower, 2009, p. 4).

Bosch (2009) conducted a study on using online networking for teaching and learning (especially use of Facebook) with 50 college students and five lecturers from a university in South Africa. She concluded her study findings as Facebook has potential applications for teaching and learning, Moreover, she stated there is technological and economic advantages in use of Facebook in South African academic settings.

Another implication of literature review is lack of related studies in Turkish context on social media usage in education. A few studies exist to examine use of social media in education. Bicen and Cavus (2010) examined usage habits of 52 college of education undergraduate students by means of using a survey method. They showed students' preferences of use social networking sites in their daily lives, not for educational use while they suggest necessity of research studies in use of social media for educational purposes. Another study signifies importance of social media in education (Özmen et al. 2011). While Özmen et al. (2011) suggests of importance social media usage in education in their literature review study, they also emphasize necessity of research studies on use of social media in education for the Turkish context. Çelik (2011) found that social media affected written language negatively by means of creating new language use in Turkey. He also suggested more academic studies' necessity to understand social media use in Turkey. Toğay et al. (2012) conducted a study on use of social networks in tertiary vocational school with 60 students' ages between 18-25. They stated that they supported education in an effective manner of social networking use. While in the study they failing to explain how did they engaged social networking as learning or teaching tool in education, on the other hand they just stated they use it as a supporting platform to their education. At the end of their application, they surveyed students about their thoughts on use of social media. Students stated that social media tools were beneficial to use in education and it increased their success in courses. Mostly used social media tools were Facebook and Youtube. Another important finding of the study is the purpose of using social media was indicated by participant students at most communication with friends and instructors.

Review of literature also suggests there is a lack of research studies on social media clearly explains the need for other studies on social media in education and its potential for specific educational settings (Chen & Bryer 2012; Goulding, 2011). Present studies on social media are mainly the other areas of education mostly in the context of higher education and general use of social media which is not the area of social education (Chen & Bryer, 2012; Zaidieh, 2012; Jiang & Tang, 2010; Ractham & Firpo, 2011).

Social Studies Education in Turkey

In Turkey, social studies curricula are designed as interdisciplinary basis of social sciences consequently social studies curricula includes history, geography, civics, sociology, economy, psychology, anthropology, philosophy, law and political science. (Ministry of National Education, Board of Education and Training, 2012a) As stated above, social studies is defined as 'is a curriculum which uses combined information of social sciences and humanities and aims educating effective citizens who can solve problems and make decisions in changing world and country in every respect'(Öztürk, 2007, p. 24). Social studies curriculum also indicates that three historical social studies traditions in practice which are citizenship transmission, social studies as reflective thinking and social studies as social sciences identified by Barr, Barth, and Shermis (1977) social studies as were given importance in the Turkish social studies curriculum. Social studies is clearly defined in the curriculum as 'Social studies is a course for elementary schools with the aim of helping to realize of social entity for individuals, reflect the topics of social sciences such history, geography, economy, sociology, anthropology, psychology, philosophy, political science, law and the topics of civics, including learning areas integrated under units or themes. Social studies is a course which examines human beings' interaction with social and physical environment in the context of history, today and future'(Ministry of National Education, Board of Education and Training, 2012b). Social studies courses are taught both elementary and middle schools (which is called as life studies which antecedents from the name social studies for 1st, 2nd and 3rd elementary grades) from first to seventh grades in Turkey. It should be note that pre-service teachers participated of this study will be able to be social studies teachers for the 4st to 7th grades after graduation.

Purpose of the study and research questions

This study aims to explore pre-service social studies teachers' perceptions on use of social media in social studies. As noted above mentioning literature on social media use on education and lack of the existing research in the social studies context (Goulding, 2011) , this study aims make contribution to the literature by means of revealing pre-service social studies teachers' thoughts on use of social media in social studies instruction. Thus, the study seeks to highlight following questions: What are social studies pre-service teachers' conceptions on shifting trends in education especially social studies education in the age of technology, social media and its contingent power for constructing and shaping social events? and How social media usage may (or will) shift the role of social studies education , citizenship education, teachers, and social studies teacher education?

Methodology

Since the study aims to explore and present pre-service teachers' conceptions on use of social media in social studies education, qualitative research design was appropriate for the eliciting of the pre-service teachers' thoughts, ideas, feelings and appointments on use of social media in their daily life and in educational settings, social studies instruction in particular. While it is important to note Denzin and Lincoln (2002) suggested for qualitative research 'It does not belong to a single discipline. Nor does qualitative research have a distinct set of methods or practices that are entirely its own' (p. 7). Considering the aforementioned study's purpose, the study may fall under the category 'basic interpretive qualitative study' as stated Merriam (2002) 'you seek to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved, or a combination of these' (p. 6). Merriam (2002) explains that 'descriptive account of the findings is presented and discussed; using references to the literature that framed the study in the first place' (p. 7). In the study, use of excerpts from the interviews illustrated in descriptive manner to provide individual meaning, depth and details as Patton (2002) suggested: 'qualitative data consist of quotations, observations and the excerpts from documents' (p. 47).

Settings and Participants

Data were collected during Spring 2012 semester at a large north-western university in Turkey. Participants were selected voluntarily basis among 50 4th grade (senior) social studies teacher education departments' students. They were informed about the research and signed consent forms which notify agreement to participate of the study. The selection was made among senior students since they completed most of the required courses included the course of instructional technology, social studies methods courses and instructional applications in schools that thought to be important for students to have an idea and knowledge use of varieties of instructional technology, social studies methods courses and teaching implementation. Participants were 6 male 6 female pre-service teachers which has taken central exam and made preference after the exam to be social studies teacher across Turkey. As can be seen in the Table 2 the average age of the pre-service teachers was 22. 16 ranged the ages between 21 and 28 years. Other information about the participants and their usage of social media was given in Table 2.

Table 2. Participants of the study and their usage preferences of Internet-Social Media

Student	Gender (Male/ Female)	Age	Use of Internet Hours/ day	Usage ofInternet	Use of Social Media Hours/day	Social Media preferences	Usage of Social media
1	M	20	10	Communication-Social media	9	Facebok Twitter	Social Sharing, entertainment
2	M	22	8	Communication-Social media	5	Facebook, Youtube	Making Friends, Getting knowledge
3	F	21	4	Communication-Social media	2	Facebook, Twitter	Social Sharing, Communication
4	F	22	5	Communication-Social media-Official transactions	1	Facebook, Dictionary	Be up to date, being informed on around
5	M	28	3	Entertainment, Communication	2	Facebook, Twitter	Be up to date, Communication
6	F	21	1	Communication	1	Facebook, Youtube	Entertainment, Communication
7	F	21	4	Communication, Social Sharing	4	Facebook	Communication
8	F	22	4	Communication, Social Sharing, search things about courses	2	Facebook	Chat with my friends, sharing information what' s happening around
9	F	21	once a week	Official transactions	No use	No use	No use

10	M	24	2	Entertainment, Communication, Social sharing	1	Facebook	Entertainment, Communication, Social sharing
11	M	22	3	Entertainment, Communication, Social sharing	3	Facebook, Skype, Messenger	Communication, Entertainment, Knowledge acquisition
12	M	22	1	Communication, official transactions	Once in a month	Facebook	Talking to my friends and parents

Data Collection

At the beginning, participants were given a form includes some demographic information such as age, time (frequency) and how they use Internet and especially social media. Second and main source of data was semi structured interview questions.

For generating data open-ended interview questions asked ideas on usage of social media in social studies education. Interview questions were structured based upon a pilot interview (conducted 5 pre-service teachers), suggestions of two social studies experts and previous studies from the literature. All interview questions firstly structured as Turkish and interviews were held in Turkish in which participant preferred to be held. Participants were informed that all interviews were digitally recorded with the purpose of research use and would not be shared anyone who is not associated with the research study as indicated in consent form. In the interview process students were encouraged express themselves freely what they think about the question asked as best as they would. The mentioned second section was composed of four open-ended questions: 1) What do you think about use of social media in social studies instruction? 2) What do you think about how (use of) social media will effect to daily life and social studies in future 3) what advantages and disadvantages do you think will be while incorporating social media in your classroom? ; and 4) what do you think about effect of social media in citizenship education?

Data Analysis

Digitally recorded interviews were transcribed verbatim. Steps proposed by Creswell (2012) were applied to analyze the data transcribed. First, having sense of whole, transcriptions were read carefully, then data were divided into segments of information, segments of information tagged with codes, similar and overlapped codes were reduced to small number of themes as emerged. Open-ended questions served as framework in creation categories, this framework was also served as the study's explanatory nature. Field notes and memos were also used by the researcher to highlight important points of codes needed to be examined. Participants of the study were asked to participate follow-up interviews for clarification some unclear points during the interviews and sharing interview transcripts. To build trustworthiness of the findings, field notes and memos were triangulated. Member checking was another process sharing findings and interviews with participants. Peer-debriefing sessions were also useful and built trustworthiness of the study to have an idea during coding and reducing codes to the themes. These steps of data analysis were explained by Creswell (2007, 2012) as inductive analysis, also Patton, (2002) and Bogdan & Biglen (1998) indicated.

Limitations of the study

The study was designed in order to examine a small number of pre-service social studies teachers' thoughts on social media use. Considering the small sample of pre service social studies teachers, this may be seen as a limitation of the study since large number of participants would have allowed more evidence. On the other hand, like in most qualitative studies, generally, results of the studies aim to highlight a particular situation or a small number of participants' views on phenomena

studied without intention of generalization of the results but learn from them (Patton, 2002). In further studies, increasing number of participants from diverse settings would enable to draw conclusion to gain more insights on the phenomena. This study is aims to highlight the insights of small sample on social media use in social studies education.

Findings

Use of Social Media in Social Studies Education

Most of the students mentioned that they may use social media in social studies education; some of them stated social media can be included to the social studies as of their instructional activities even they stated some drawbacks on use of it. One pre-service teacher contended:

> social media might be well work socialization, getting to know my students better and maybe each other… my students may share many of things when I keep leading communication and may be used for first step for communication and active participation for the social studies course. (Participant no. 1, Male)

Besides some participants shared some specific ideas that how to use social media in social studies:

> For example, I found a story about what we study in class, but I would not enough time or I could not reach my students, if my students users of twitter or face book I can tweet it or share it in the Face book. Lately we can discuss it in the classroom. I can provide information to my students like that…. it is already used informally most of the teachers and students especially in communication. (Participant no. 4, Female)

While similar thoughts were revived by pre-service teachers some participants indicated possible collaboration among social studies teachers, developing some social studies projects, learning some other social studies approaches by communication provided by social media such as Face Book and Twitter.

> We can build some social studies groups among teachers, and we visit some other cities where their school present. We can broadcast our studies via Facebook. (Participant no. 5, Male)

Reaching information with an easy and quick way is another specification mentioned many of participants. On the other hand, accuracy of the information reached for the social studies content stated as controversial in many aspects.

It is interesting to note that many of the participant prospective social studies teachers recognized that social states does not get enough attention that it deserved both among students and community. Even though this point was shared by many of the participants, one pre-service teacher offered something for make social studies more attractive through social media:

> I know that today -even it is not allowed- 6-7 years old children can use…easily use Internet especially social media. That is why Face Book, twitter and You Tube can be an arena that plenty of social studies teachers, experts may exist. We can broadcast videos on YouTube related social studies and this can beat the record for watching. I read and sometimes witness that social studies is not an intriguing topic among students but, if social studies does not attract students, we have to be present somewhere they can be attracted. By means of social media social studies might be attractive. (Participant no. 10, Male)

Examinations of students' answers to the interview questions on use of social media reveals that since pre service teachers were not clear how to use social media as an instructional tool; it makes them giving vague answers on use of it. Mostly, in all conversations pre-service teachers mentions social media's possible negative impacts without specifying possible use of it in social studies.

> By means of social media students can reach information…but the true information? I am not sure. This is a topic needs to be discussed. The most important effect to the social studies reaching information, but it is a questionable topic. (Participant no. 9, Female)

Other important concern is participant pre-service teachers' ideas on place of social studies in education. As an interesting point, while the social media brought to the words first in negative manner, second negative point is place of social studies. According to some participants, social studies is a course lose its importance by years and students perceive the course as unimportant. The social media use for social studies can be an opportunity for social studies by means of being where students' attractions and engagement present.

While examination of excerpts from the data analyzed it can be argued that participant students could not specify how to use social media in social studies in a specific manner. For example, most of the participants highlighted most common uses as seen in the literature: sharing some videos before course and discussing it during the course, sharing some ideas via use of social networking sites with the purpose of using them communication, and building up a webpage about course on Facebook. All of these answers may indicate students' ambiguity to use social media use as learning or teaching tool in social studies.

Thoughts on social media effects on social studies in the future

Most teachers reported that social media developed new kind of communication and this type of communication is completely different than in traditional manner. Most of the pre-service teachers stated that when Internet and social media make our life easier since sharing information and access of information are being easier, on the other hand it makes the life more complicated. One participant said:

> technology is getting our lives more complicated; one of the aims of social studies is to offer a solution to this entanglement. That's why I believe social studies' burden will be harder in the future. In the future, social media may find itself place in social studies education but it depends how you want to use it. My observation is that people around me use it for nothing and waste their valuable time. (Participant no. 1, Male)

In the pre-service social studies teachers' view, social media will affect social studies somehow. In other words, social media effect on social media is inevitable. For instance, a participant pre-service teacher cited:

> …of course social media will affect social studies education…actually…I afraid that students will not go to schools. For example, if a teacher wants to take his/her class to a museum visit, students may not want to go since it can be visited by virtual trips or share comments and pictures about it via social media. This situation may alienate students from the social studies in the future. (Participant no.4, Female)

One of the participants of the study expressed her fears for the future:

> before thinking future, today gives as enough signs for future while quick look at use of social media…people started use computers with computer games now they use mainly social media, even small children do same thing. They are not going out to make sport; playing soccer or meeting their friends…in the future there is no communication and contact in real life situation since social media. (Participant no. 7, Female)

According to her, no need to discuss future since she believes that social media is something not useful for educational setting as used todays' students. School children could not live their childhood because of misuse of technology and social media. Social media whether directly or indirectly causes creating a conjectural childhood that is not approved as a traditional manner of childhood like making sport playing actual games etc. Apparently, the participant may carry some conservative approach of use of technology in specific social media. On the other hand, the participant' s view very clear of social media's contingent power in the future even she does not confirm it. This might be a discussion topic that some participants' drawbacks being apparent in a sense, while making connection their use of social media. There have been possibilities that because of their social media usage routines were not educational priority, replacement of social media for their students would not be easy. Differential identities used in social media would be another drawback use of social media since they stated their discomfort about social media identities was not consistent.

While considering social studies courses aims and objectives in Turkey, social studies aims to educate effective citizens having both universal and national values. One pre-service teacher stated that as people we become distant from being natural identities. She adds social media has one of the big shares to create this social change. She states:

> Social media offers people use their time ineffectively and create artificial identities. People busy on social media with pack of nonsense…Technology make of our life easier but restrict for some aspects. We should not forget that we are human that is why we have to be natural. (Participant no. 8, Female)

As can be seen excerpt from the interview, there is a distinction in mind between social studies instruction and social media. Actual use of social media block other kind of uses of social media in a sense, therefore a participant declares social media use makes people busy doing nothing useful with their artificial identities. This situation may remind us a strong separation should be made on misuse of social media would have been built a bias to use social media both in educational setting and daily life.

The question use of social media in the future revealed some other ideas from participants'' point of views. Pre-service teachers' statements with consistent other participants' different views reflect anxious disposition about the future:

> While we think future… in 22th and 23rd centuries there will be more simulation programs. You know… simulation programs reflect something such three dimensional like live. Students may learn better these kinds of simulation programs, I think it will be better for social studies; students will learn social studies with visuals better with simulations. (Participant no. 2, Male)

The statements may remind us two possible implications from participant views. First, future is the remote future as perceived by the participant. Even though the question asks use of social media in social studies in the future, participant directed the answer to the remote future. Second, social media use for social studies could find a place in his agenda of teaching.

Positive and negative impacts of social media on social studies education

Negative Impacts. Analyzed data revealed such information that pre-service teachers thoughts' focus mainly users of the social media may think that they are getting socialize by means of it but, this is new kind of socialization that they cannot identify clearly yet. They assume they have lots of friends, but quality of this socialization or friendship does not reflect that in occur in real life situations. That is, new communication and relationship understanding type were created by means of social media. For example, participants' explanations were very striking:

We could communicate other people in social media, but while we encountered them in person we are amazed. My some friends may communicate and waste their time in social media. Some of our friends prefer to use social media to communicate with his friends whom together all day long. (Participant no. 12, Male)

If social media disrupts our daily life instead of put in order, we can say that it affects social studies course. The things social studies courses teach to students would be hindered by social media such communication or knowing people in traditional manner and respect them… I believe this is the harmful effect of social media to social studies. (Participant no. 1, Male)

When I observe the people around me, I see there is something people desire to imitate someone, we do not get useful part of this technology…some people adapted themselves to social media I see that they such they cannot live without Facebook or twitter. (Participant no. 12, Male)

Most of the pre-service social studies teachers stated that social media causes distraction and students spend their valuable time for nothing. While students use social media for educational purposes they can share and reach lots of information. On the other hand participant pre-service teachers stated that since their main inclination to use social media for entertainment and out of school subject, it might cause lack of motivation for social studies courses similarly among others.

Social media may help people in a limited way… most of the time it drives people to be unsuccessful. Some students use social media sitting in front of computer for a long time. They do not read a book, or talk a friend of him/her…they waste their hours like this. This situation is not normal for me. This makes people asocial. I strongly advise students to check out books from libraries, or buying books that they like. I witness most of the school children does not study and make their homework since they spend their time in front of computer to use social media. (Participant no. 8, Female)

Sometimes I use social media to get informed on social studies some videos YouTube, Facebook, reading some literary things… but after a while, I found myself doing something different. (Participant no. 1, Male)

As another concern that pre-service social studies teachers stated 'harmful websites' via sharing social media. At this point, participants were conservative for their future students. Their general views on social media focus mainly necessity to develop an awareness to use social media wisely since social media may attracts students to harmful websites we need to develop an understanding for how to use internet and social media to self-control and prevention of misuse.

Social Studies' role of giving students research skills was one of another issue according to pre-service social studies teachers which needs to be considered. To most of them, social media may turn a platform that they can reach 'ready information' for social studies courses. While this might be both positive and negative aspect of social media, they stated this situation may bring to standstill social studies courses' aims. Since social studies makes students critical thinkers by means of questioning social phenomena exists around them.

Similar to most of the others one participant stated:

Social media provides students 'ready information' by means of shared videos, discussions and files. This may be evaluated both positive and negative aspects but I believe that this specification of social media remove students from research skills and reading books which we aim to get students this as a routine especially by means of social studies courses. (Participant no. 6, Female)

> Social media does not serve the purposes of social studies for now. When we think sharing information among friend it seems OK. I think such use of social media may be useful when it is used with a guide such parent or a teacher. If they research something in the Internet there is no problem, I perceive social media as distraction. (Participant no. 7, Female page 27)

Positive Impacts. Participants of the study indicated that besides its negative impacts, there are some positive ways in use of social media in social studies education. It can be clearly stated that while students' responses mainly focuses negative impacts of social media to social studies education, positive impacts also reflected. At this point, it should be note that some pre-services statements overlapped both negative and positive ways of social media in social studies education.

> A social studies teacher may find a story related the course, or a video created by a teacher or suitable for course objectives, I believe it can be useful sharing this kind of information. Keep students ready for virtual discussions in the classrooms, this may give opportunity more expression of students' comments. (Participant no.4, Female)

> Students may able to find opportunity by means of discussion on social studies topics via social media and unlimited communication. (Participant no. 2, Male)

> If social media can achieve people to express themselves better especially our students in social studies courses, of course this may be a positive way of social media. (Participant no 3, Female)

> If we achieve such awareness for use of social media without distraction, we could use it for sharing information in social studies courses. (Participant no.4, Female)

> We can build some social studies groups among teachers, and we visit some other cities where their school present. We can broadcast our studies via Facebook. (Participant no.5, Male)

> Social media can be both harmful or beneficial in the social studies…it depends how to use it (Participant no.1, Male)

As cited some examples above, most of the participants contend that social media may be beneficial when the user has got awareness how to use or how one want to use it. As participant no. 1 stated social media both positive and negative, it resonates that social media some possible use of social media should be considered both side of effects. Moreover, an examination of positive views of participants, the most of the answers can be seen as conditional. It may important to signify, participant pre-service teachers' experiences use of social media (As seen Table 2) mostly reflects non- educational purposes, and loaded with negative observations with their surroundings. This situation might be the reason for their drawbacks and may remind necessity for consideration of some concepts such social media awareness or social media literacy.

Thoughts on Citizenship Education

While considering aims and scope of social studies education in Turkey, citizenship education, in another word educating effective citizens become one of the significant part of social studies instruction in schools. Answers of this research question were analysed and two categories emerged from the responses. One of them represents positive aspects on use of social media in social studies. Second of them represents negative points of views on use of it. Some selected positive aspects are:

As a teacher, I can build face book page given information about social studies in particular citizenship education. It may be used also sharing current news being critical and making comments in discussion related our course topics. (Participant no. 2, Male)

I believe we can educate good or effective citizens. Even if they do not share their views on social political, historical events, they can learn by means of reading discussion on Facebook. I have learned lots of things from Facebook discussions. I did not know much about political events, by means of these discussions on Facebook; I have learned lots of things…I can say now I am aware lots of political events. In sum, social media can be beneficial for citizenship education. Students can become conscious about citizenship knowledge, values, rights and responsibilities. (Participant no. 3, Female)

Facebook can give us opportunity sharing news and sharing citizenship information with the connection to the current events. (Participant no. 2, Male)

I think social media helps to educate good citizens. For example, some statesmen use Facebook and twitter. I follow their explanation and their pictures…I enjoy to follow current events like this. When they talk to the press, it seems distant and restrained to me. But explanations on twitter and Facebook seem to me more genuine. This is great approach make connection for a statesman or a politician with citizens. We can get answers for our questions. I believe it helps social studies to educate good citizens. (Participant no. 5, Male)

These responses indicate that from one point of view social media are useful in social studies education with regard to citizenship education. According to participant no.2, Facebook can give an opportunity shaping pages desired information and these web sites can be used for the purpose of citizenship education. While sharing stay one of the important main features on social network sites, he adds being critical and for some events in citizenship education. Interestingly, while participant no. 3 found social media are useful to learn currents social and political events; her preference is stated as passive reader from discussions without sharing her ideas. Participant no. 5 pointed out sharing is the key value when the topic is citizenship education. According to the participants' responses, social media can be used as a beneficial tool especially these websites enable students sharing on course related topics. On the other hand, pre-service social studies teachers cited negative aspects on use of social media in citizenship education:

I think social media make students more isolated instead of making social, moreover, it cause for creation of imaginary identities. Nobody in social media as is, people in social media image themselves whom want to be… I believe instead of educating citizens, social studies should aim to give universal values to the students. (Participant no. 10, Male)

Social studies education aims to develop effective citizens but social media creates artificial and virtual identities. I do not think these two notions fit. (Participant 8, Female)

Sharing ideas in social media may cause uniforming ideas among students in citizenship education. A person who opened up a discussion can lead an idea and collect lots of followers. From this point, we should teach our students questioning skills and to be dignified what is good or bad to be effective citizens. (Participant 7, Female)

Our students can see an environment which enables free expression and thought by means of social media. But they see lots of different ideas; as a result they can be affected in reverse direction what social studies education offers them. (Participant 9, Female)

Two of the pre-service social studies teachers underlined that people in social media do not exist in their real identities. Their reason of presence in social media is to exist as people who want it to be. They believe that we can educate citizens in real life situations. Interestingly, one of

them offered that social studies does not aim to educate effective citizen. It is just important to teach students to give them universal values.

In brief, both positive and negative ways were expressed by the participants in examined data. They stated some drawbacks to use in their course even they use it their daily life. Along with participants' other considerations mentioned above, their citations can be evaluated as conservative for their students' usage especially in social studies education context.

Discussion and Conclusion

Pre-service social studies teachers informed negative and positive aspects use of social media and its –possible- use in social studies education. It should be noted that from the data, described thoughts of using social media is varied since most of the participants indicated both negative and positive aspects. Findings of the study shares many similarities with the previous research indicated in literature review section.

Participants stated drawbacks of social media most of them since it is prolific among students, they mentioned necessity of use social media networks as tool of learning and instruction, given that the participants, decreasing level of social studies importance and students interest among other courses may found a way getting students interests, the necessity of sharing may cause of need of know more about the topics of social studies can be mentioned as possible affirmative effects of social media.

Participants signified prominence and contingent power of using social media is inevitable, their explanations mainly focused on incorporation of social media in social studies educational context's dependency how a teacher use and how it is aimed to use it in social studies. Another point highlighted there is a significance how student user want to use social media and to what extend want to use it social media in education, in particular social studies. This finding shares similarity what Callaghan and Bower (2012) concluded. They highlighted the importance of role of the teacher in students learning experience while use of social networking sites.

Importance of teachers' use can be stated as one of the important finding of the study. While considering teacher as a key component of social studies today and in the future, teacher use of social media to serve social studies aims gaining importance. Thoughts of pre-service social studies teachers highlight us on teachers' use of social media. If social media can be used under monitor of teacher, it can open discussion and freedom of expression that can serve aims of social studies via discussions and course-aimed sharing activities. On the other hand, even in course-oriented usage, student awareness on use it necessary since while students use social media, there are many distractions and uncontrolled areas that is unrelated educational purposes and services. It is clear that pre-service teachers does not support social media use like they witnessed their surroundings as for the purposes of entertainment, chatting, getting connected even they use social media for similar purposes.

Other important finding of the study, as stated social media is time consuming and students waste their invaluable time in front of computer, laptop or their smart cell phones etc. This finding is similar with previous studies. For instance, on the Report of Research for Children's Social Sharing Networks Usage Habits in Turkey (2011) researchers found that 60% of children (ages 9-16) reported social media affect their study-homework time negatively. This similar finding also show school children usage habits has similarities as pre-service teachers on use of non-educational purposes. Pre-service teachers' ideas on students' use of social media today mainly are non-educational purposes. (See Table 2)

Other important point stated as distraction or time consuming similar as Zaidieh's (2012) statements. Correspondingly, Friesen and Lowe (2012) stated social media in particular Facebook or Twitter mainly aims more commercial purposes than educational. On the other hand, the authors add that social media' influence on models of online learning. But in this study, no specific use elaborated

by the participants for educational settings, social studies lesson plans, except sharing information, creating web pages, and broadcasting videos by means of social networking sites. At this point, considerations for media literacy courses in creating awareness on use of social media in social studies education may be significant.

This study illuminates that from social studies teachers' perspectives what are the motives that students flow social media. As participants indicated students find opportunities to generate a preferred profile for themselves as Callaghan and Bower (2012) explained and also Boyd and Ellison (2008) puts even though created person not necessarily associated with the person in reality. Moreover, it should be noted that this study also found that this kind of creation may get it roots the user students' desire who want to be that corresponded in many directions in social media. This finding is also important to present the modes of communication in social media with the limitation from the participants' perspectives in the contexts of the study.

While considering as an educational tool in social studies as Stein and Prewett (2009) discussed as Gerbner (1999), and Postman, (1985) stated media help shape children's' knowledge and ideas about world, history, politics (Stein & Prewett, 2009, p. 132). At his point, social media may gain importance using in social studies education. But on the other hand, it should be in consideration as Callaghan and Bower elucidated, potential exploitation of online environments may prevent efficacious use of social media as a tool as highlighted in this study. (Callaghan and Bower, 2012)

In sum, juxtaposition of social media and social studies brings out some hesitations from the study's participants point of views since the study clearly finds out most of the pre-service teachers use social media in their personal lives with the purpose of social connection or communication and entertainment/ leisure. Their responses on use of social media in social studies reflects similar points that can support learning and teaching activities as part of communication and entertainment that can be called as informal learning. An examination of participants' views on social media uses both for social studies education and leisure purposes might fit what Mao study (2014) findings in a high school setting. Mao (2014) suggests that 'most learning social media fall under the category of informal, incidental, and socialized learning, which is part of the changed concepts of learning' (p. 221).

Findings of the study indicate that social networking usages mostly depend on designing for meaningful learning plans and activities with together quality teacher-students interaction (Mao, 2014). Therefore, use of social media in education, social studies education in particular, brings out new considerations for careful design and usage possibilities, students' and teachers' orientations and pedagogical concerns.

Even though some negative aspects stated by the participants, it is evident that social media will increasingly influence on education, social studies instruction in particular. In the short run, while social studies teachers were prepared to enter teaching expertise, it seems teachers preparations may become important in terms of effectively evaluate positive and negative aspects of social media. Thoughts mentioned by the participants also elucidate their views on children's learning habits. According to them, most of the participant stated, social media is a platform where our students mostly present, if school, education, in particular social studies want to be existent; they should be present there too. Even though pre-service teachers strongly believe social studies tries to educate effective citizens and those citizens should be educated in their real identities not in social media, in the near future social studies may need to cater to changes in educational settings. On the other hand, I believe, of course, necessity of empirical researches and case studies from educational settings to say that social media whether provides educational opportunities for education in particular social studies education.

The issues raised by means of this study may provoke new questions for further research studies and discussion. Social studies teachers may review their aspects of use of social media by means of learning from small number of participants' conceptions. In accordance with purpose of this

qualitative study, policymakers and teachers and teacher candidates may learn some aspects with no intention of generalizing findings but learning from study's context.

In conclusion, results of research propose that social media thus far can be called as very limited use or non-educational use with the limits from the participants' perspectives in the contexts of the study. For pre-service teachers, social media is something different from (social studies) educational use. On the other hand, in some circumstances, such as awareness of users (knowing media literacy, time management, privacy, etc.) awareness and guidance of social studies teachers with collaboration of parents, social media may have potential to be used in social studies education. Considering the increasing presence of social media among students, possible new interactions with learners may lead new approaches and insights for social studies teacher education and social studies education in schools. Thus, I believe this study may beneficial for educational researchers in different contexts. I also believe that further research studies will also help to look possible implications and aspects of new understanding of 'being social' and using social media in educational settings.

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