

(6888) How College Of Education Faculty Members Use Facebook: A Case From Turkey**Nese SEVİM**

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Although technology had become a part of our life for a long time ago (White & Manton, 2011; Halac & Cabuk, 2013), it invaded more space in a relation with the advancements in mobile technology such as increasing processor capacity, and mobile connection speed (Bonk, 2009; White & Manton, 2011). It is stated that, currently there are 4.61 billion mobile phone users around the world and it is expected to reach five billion by the end of 2019 (Statista, 2016).

In a similar manner with the advancements in mobile technology and connectivity, social networks, like other technologies, have become a part of our daily life and have started to influence our lives. Social networks are the systems that allow users or members to share their personal information, photographs, videos, news, etc. with their friends or people they allowed on the network. Furthermore, members could communicate with each other synchronously or asynchronously (Pempek, Yermolayeva, & Calvert, 2009; Boyd & Ellison, 2007; Lin & Lu, 2011; Hew, 2011). Although there are number of different social networks, Facebook, designed by two Harvard University students in order to increase interactivity among students, is the most popular one (Boyd & Ellison, 2007). Today, there are 2.13 billion social network users all around the world (Statista, 2016). Furthermore, according to Socialbakers (2016) there were average 1.04 billion daily active users on Facebook in December 2015, and 934 million of them were connected over mobile devices.

The extensive usage of Facebook in a day took the attention of the researchers so they have sought how it could be used for education. When the literature was examined it was seen that there are number of studies conducted to investigate the educational use of Facebook in K12 and in higher education (Kilis, Rapp & Gulbahar, 2014). Although there are number of studies conducted in different countries, number of studies conducted with College of Education faculty members in Turkey is limited. Furthermore, cultural difference between countries is an important issue should be taken into consideration during such studies (Jackson & Wang, 2013). This study shed light on the Facebook usage habits of faculty members in College of Education about Facebook and their opinions about using it in educational settings.

This descriptive study was conducted to investigate the personal and educational use of Facebook among College of Education faculty members in Turkey. In this manner, a questionnaire was developed by the researchers, and was sent to five experts in order to be controlled in terms of validity and reliability. All the experts have a Ph.D. degree on either instructional technology, or educational psychology; currently working as a faculty member in a College of education, and actively using Facebook as a part of their both undergraduate and graduate courses. The questionnaire was re-designed based on the suggestions of the experts. The questionnaire was re-sent to experts after fixing the problematic questions, and got approval. The online questionnaire was created by using Google Docs. The final version of the questionnaire was consisted total of 59 questions that 19 of them were asked to gather demographic data, 27 of them were 5-point likert-scale and 13 of them were yes/no questions asked to understand their Facebook using habits. The questionnaire was distributed to faculty members over Facebook in accordance with the aim of the study. At the end of the derived time, 46 faculty members (21 female, 25 male) filled the questionnaire. Data of the study were analyzed by using IBM SPSS Statistics 21 program.

The preliminary analysis results showed that majority of faculty members (n=39) have been using Facebook at least for five years and half of them (n=24) has more than 400 friends on Facebook. Furthermore, nearly half of the faculty members (n=25) used Facebook in order to communicate with their students and to share their course materials with them; furthermore, they create course groups for this purpose. Besides it was also found that faculty members had concerns related about communicating with their students via Facebook. Nearly half of them (n=25) believed that communicating via Facebook would damage their professional relationship with their students and they (n=26) did not want that their students communicate them via Facebook.

Anahtar Kelimeler : College of Education, Faculty Members, Facebook, Educational Use