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## Determination of how much the preservice teachers use and adopt the online social networks for educational purpose

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### Abstract

Aim of this study is to determine how much the preservice teachers use and adopt the online social networks for educational purposes. In this study, the quantitative research method was used. This study was carried out in spring term of 2016-2017 academic year. The sample group was composed of the students studying in faculties of a private university. 108 preservice teachers participated in this study. The scale of “Usage and Adoption of Online Social Networks for Educational Purposes” was administered to the students. Data was collected through online survey. All this obtained data was analyzed by using SPSS program. In order to analyze the data obtained from the scale of “Usage and Adoption of Online Social Networks for Educational Purposes”, frequency, percentile, average, standard deviation, minimum & maximum values and One Way ANOVA were applied. As a result of the study, it has been seen that the students have a quite high rate of usage and adoption of the online social networks.

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### 1. Introduction

In this day and age, Information & Technologies and Networks are extremely used in various areas such as education, health, bank applications, art etc (Demir & Akbulut, 2017; Licciardello, Mauceri & Marco, 2016; Zor & Tepecik, 2016). Akhondi et al. (2015) emphasized that the dramatic increase in the use and advances in information technology make it possible to learn every time and everywhere. Because of the redundancy of the resources, usage of the preferred technologies by the preservice teachers increases day by day (Butcher, 2010). Advantages of the

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information and communication technologies make it easy for people and the preservice teachers to change over from the information age to the interaction age (Kaya, 2011). Technology in the education field moves the transition process in networks of information & technologies and views of the individuals towards information into a different dimension (Hamuoglu & Yildiz, 2016). The preservice teachers, being in interaction with each other through the networks, have started to give importance to social environments based on collaboration that they can make teamwork and they can set their critical thinking skills into work (Salih & Hamarat, 2016; Tezer, Ozden & Elci, 2016). By the help of updated communication technologies which responds to all these needs of the preservice teachers, the socializing environments among the preservice teachers have been replaced by the Internet. As a reflection of this, people have now started to use Web 2.0 tools for interacting with others, establishing social relationships and maintaining these relationships in their daily lives (Glynn, Huges & Hoffman, 2011).

Online Social Networks, which are known as one of the most important parts of the Web 2.0 and one of the most popular sharing environments, is also one of these environments (Karal & Kokoç, 2010) and the use of online social networks in education has increased dramatically (Bicen & Uzunboylu, 2013). The online social networks showing up by the development and proliferation of the Web 2.0 technologies, according to the research carried out by Özgür in 2013, are considered as record-based Internet communities letting people and students to communicate with each other by using the innovative elements such as exchanging profile-information, sending general or private messages or sharing photos, videos, music through the online networks. In addition, Bradley (2015) stated that mobile devices are also used in language learning by university students. Because smart devices, portable computers, the Internet and mobile technologies have recently become irreplaceable part of the preservice teachers' daily lives, there has emerged a motivation for the researchers to make researches on the usage and efficiency of these new technologies (Cheung & Ark., 2011; Moussi, Sba, Torki & Araibi, 2017; Ozcinar, Ekizoglu & Kanbul, 2016).

From this point of view, determination of the teachers' attitudes towards any issue related to educational field and creation an indirect awareness in teachers during this process affect the preservice teachers that those teachers may meet with during their career (Hark Söylemez & Oral, 2013; Yucel & Ozkan, 2016). In today's world, it is quite important to use the information & communication networks efficiently in educational activities in order to meet learning needs of the preservice teachers studying within the scope of education (Uzunboylu & Selcuk, 2016; Bevans, Donaldson & Al-Bataineh, 2015). In addition, Yazcayir and Selvi (2014) stated that preservice teachers need to receive education on how to use information technologies in education in the technology age. The preservice teachers who are regarded as the future teachers, needs more autonomy, more social dependence and more socio-empirical learning now.

Here introduce the paper, and put a nomenclature if necessary, in a box with the same font size as the rest of the paper. The paragraphs continue from here and are only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 10 pt. Here follows further instructions for authors.

## **2. Research Objective**

In this study, it is aimed to is to define how much the preservice teachers use and adopt the online social networks for educational purposes. In accordance with the general aim, we tried to answer the questions below:

1. Is there any meaningful difference interdepartmentally in thoughts of the preservice teachers about the usage of the online social networks for educational purposes?
2. Is there any meaningful difference interdepartmentally in social activities by the online social networks for the preservice teachers?

## **3. Methods**

In this section, you can find the information about definition of how much the preservice teachers use and adopt the online social networks for educational purpose, findings of the objectives, results and interpretations related to the findings.

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