The Future of Education 2015

The Use of Social Media In Education: A Review Of Recent Research

- Feridun **ÖZÇAKIR** - Okan University
- Mehmet Fatih **ERKOÇ** - Yıldız Technical University
- Şahine **ÖZÇAKIR** - Haydarpaşa Industrial Vocational High School

İstanbul/TURKEY

Objectives

In this study, we conducted a systematic search of the literature, on **social media** use for educational purposes, and examined peer-reviewed studies published in the English language dating from January 2005 to March 2015.

Contents

Social Media
(Social Networks)

Social Media and
Education

Methodology of This
Study

Results

Conclusion

The last ten years, Social Media have become a vital part of our daily lives.

Scholars have been conducting researches on the effective use of **Social Network Sites** in many disciplines ranging

➢ from

law, economics, sociology, and psychology

➢ to

information technology, management, marketing, and computer mediated communication.

Social media as
"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 and Haenlain, 2010)

Social media as

"web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system"
(Boyd and Ellison , 2007)

Social media = sharing + discussion

Sharing ideas and discussing them allows students to transfer their knowledge and builds a strong foundation for communicating ideas.

Recent researches on the use of social media for academic purposes indicate that there are a variety of ways including sharing of resources, **collaborative learning**, **inquiry-based learning** and **reflective learning**.

A systematic search of the literature, on social media use for educational purposes.

Date: January 2005 to March 2015.

Methods

Using the top 15 journals of education and educational research category.

Journal Citation Reports®

WELCOME   ? HELP

2013 JCR Social Science Edition

Journal Summary List

Journal Title Changes

Journals from: subject categories EDUCATION & EDUCATIONAL RESEARCH   VIEW CATEGORY SUMMARY LIST

Sorted by: Impact Factor ▾   SORT AGAIN

Journals 1 - 20 (of 219) |◄ ◄◄ ◄[1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10] ► ►► ►| Page 1 of 11

MARK ALL   UPDATE MARKED LIST

Ranking is based on your journal and sort selections.

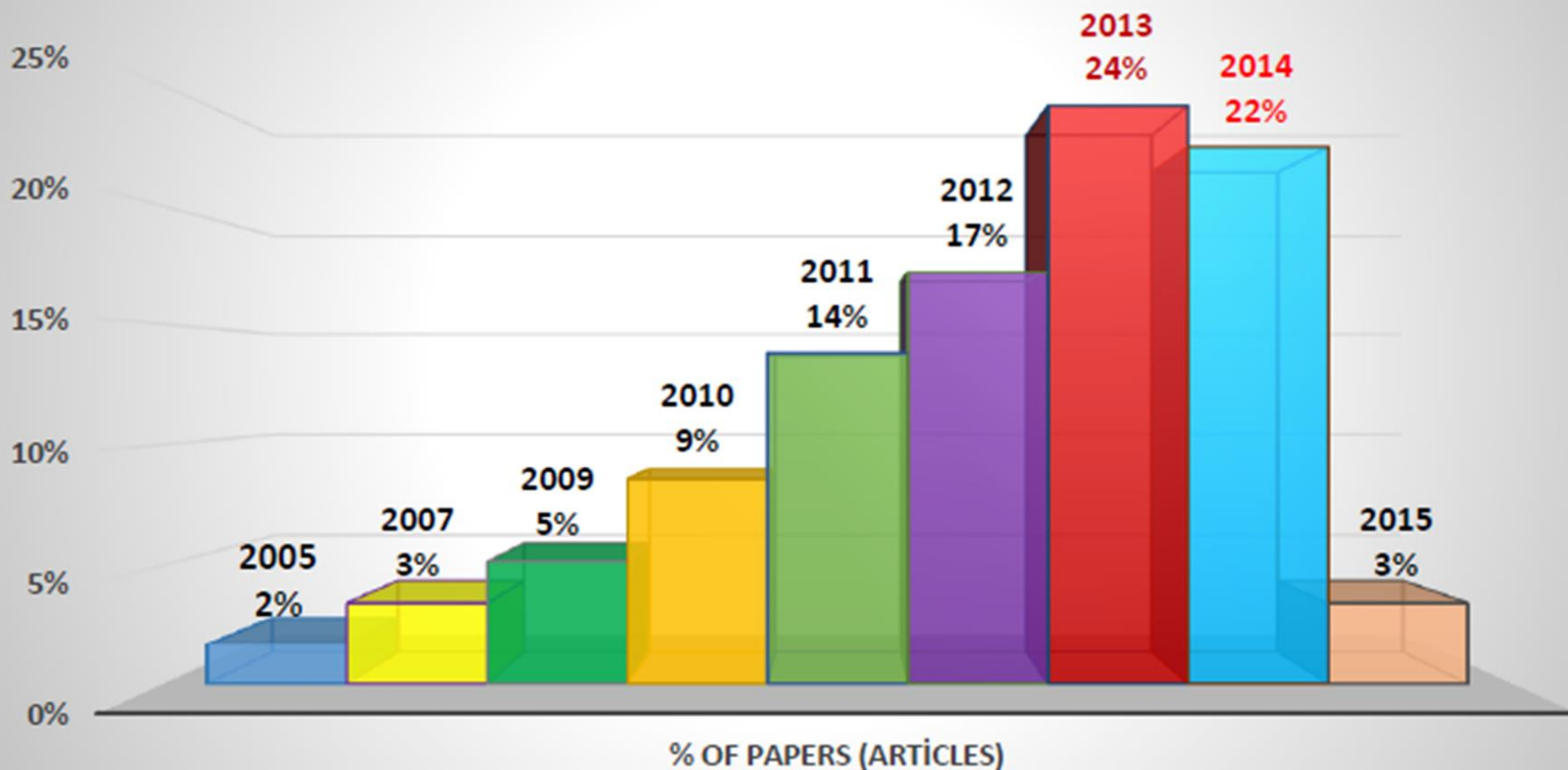| Mark	Rank	Abbreviated Journal Title (linked to journal information)	ISSN	JCR Data						Eigenfactor® Metrics	
				Total Cites	Impact Factor	5-Year Impact Factor	Immediacy Index	Articles	Cited Half-life	Eigenfactor® Score	Article Influence® Score
☐	1	REV EDUC RES	0034-6543	4139	5.000	6.261	0.250	16	>10.0	0.00680	3.429
☐	2	EDUC PSYCHOL-US	0046-1520	2620	4.844	4.161	1.529	17	>10.0	0.00326	2.102
☐	3	J RES EDUC EFF	1934-5747	161	3.154		0.067	15	3.0	0.00159	
☐	4	EDUC RES REV-NETH	1747-938X	329	3.107	4.069	1.286	28	3.4	0.00165	1.374
☐	5	LEARN INSTR	0959-4752	2501	3.079	4.071	1.000	52	7.3	0.00626	1.670
☐	6	J RES SCI TEACH	0022-4308	4200	3.020	3.782	0.560	50	>10.0	0.00804	1.879
☐	7	EDUC RESEARCHER	0013-189X	2966	2.963	3.914	0.214	42	>10.0	0.00615	2.277
☐	8	SCI EDUC	0036-8326	3245	2.921	3.623	0.250	36	9.9	0.00623	1.676
☐	9	J LEARN SCI	1050-8406	1291	2.862	3.260	1.529	17	9.9	0.00214	1.758
☐	10	J ENG EDUC	1069-4730	1304	2.717	2.801	0.318	22	8.3	0.00171	0.704
☐	11	ADV HEALTH SCI EDUC	1382-4996	1191	2.705	2.976	0.394	66	4.7	0.00478	1.149
☐	12	COMPUT EDUC	0360-1315	5212	2.630	3.242	0.394	287	4.3	0.01656	0.840
☐	13	STUD SCI EDUC	0305-7267	376	2.417	3.118	0.000	6	>10.0	0.00078	1.375
☐	14	SCI STUD READ	1088-8438	1089	2.367	3.019	0.520	25	7.8	0.00223	1.241
☐	15	AM EDUC RES J	0002-8312	2844	2.275	3.618	0.372	43	>10.0	0.00666	2.245

Content analysis criteria
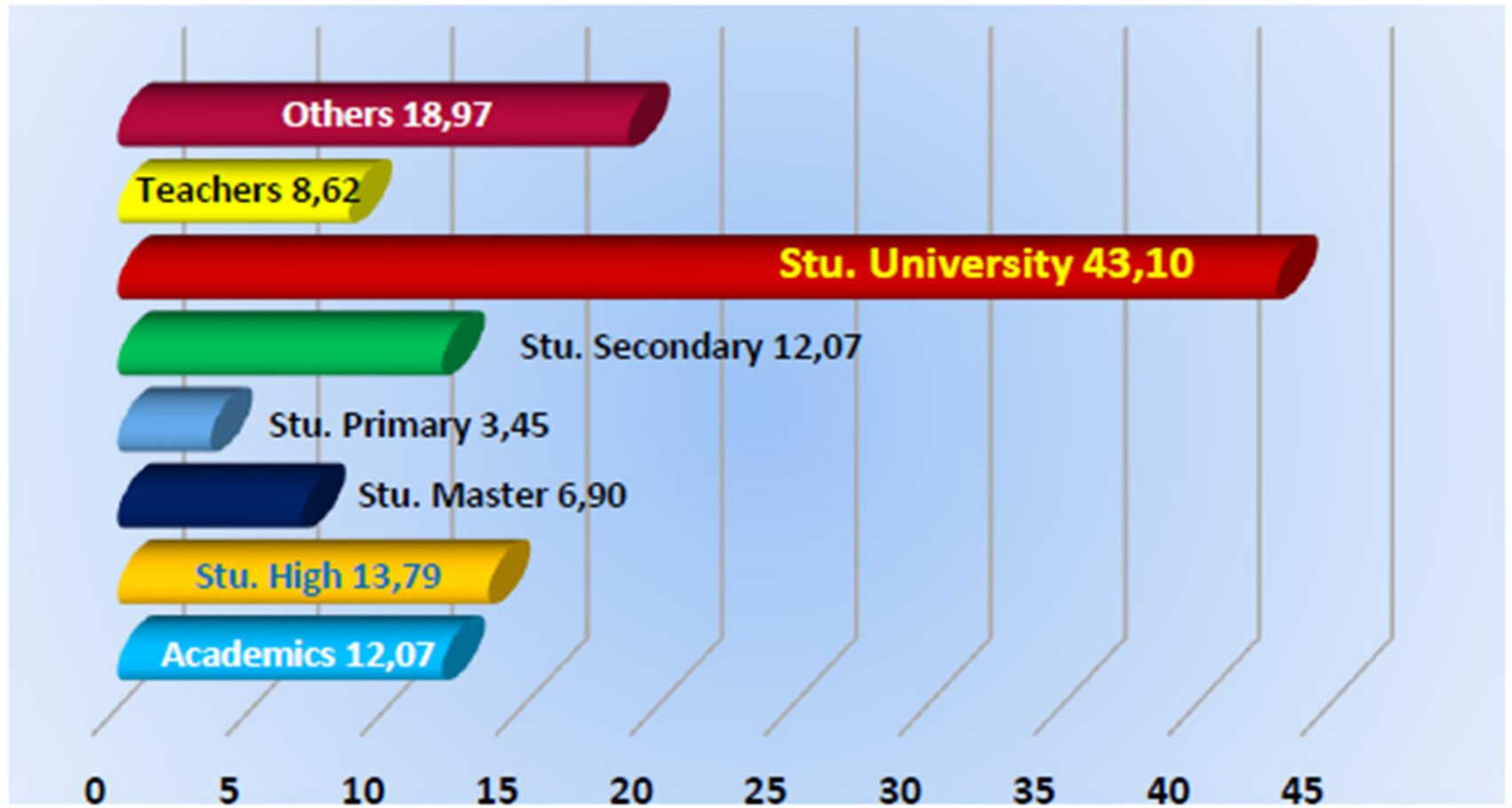
Analyzes of the scope of the study consist of

➢ Sample groups,

➢ Publication years,

➢ Environments,

➢ Used technology,

➢ Model of studies,

➢ Paradigm methods,

➢ Field of studies,

➢ Data collection tools,

➢ Preferred of used statistical analysis techniques,

➢ Article's countries,

➢ Number of article's author,

➢ Preferred social media environment,
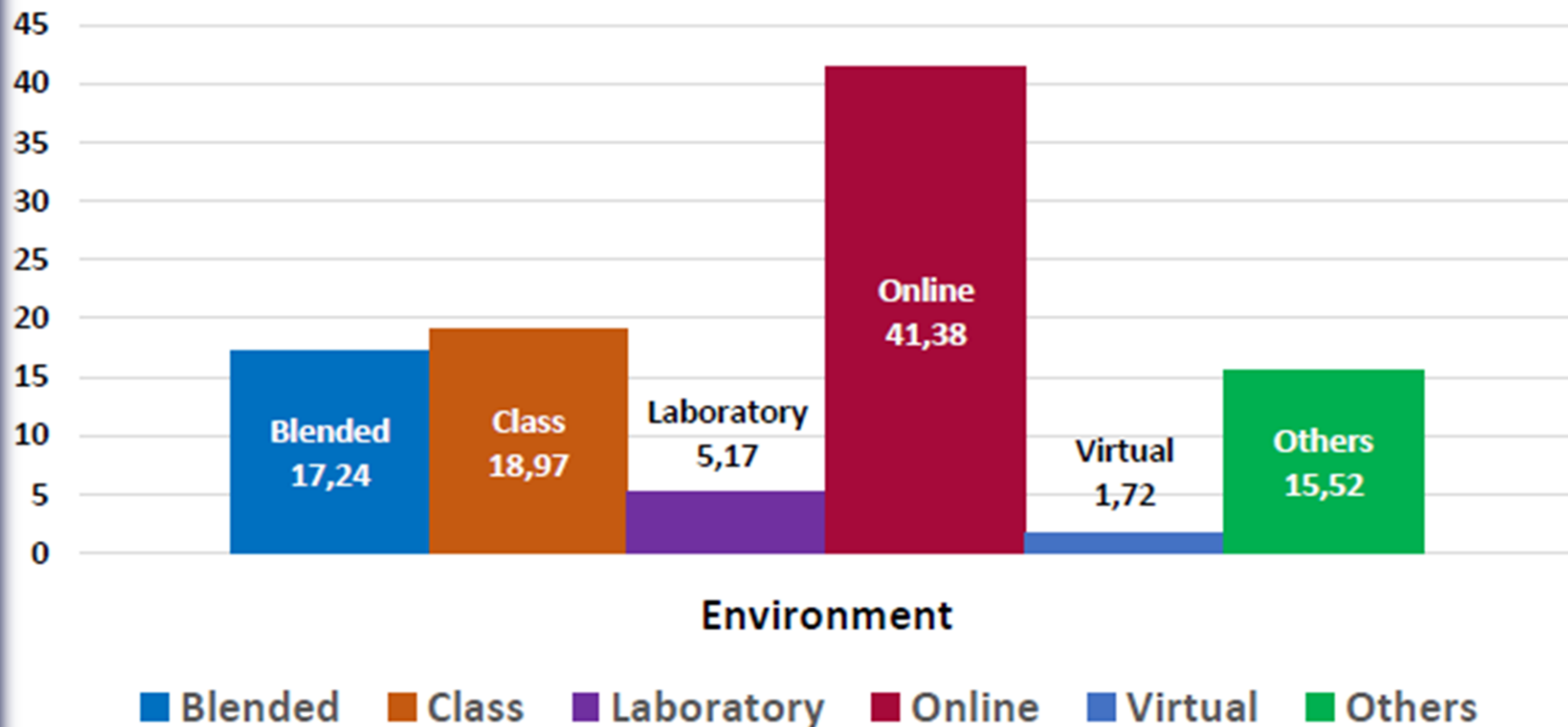
➢ Number of used references.

Methods

% of Papers According to Publication Years

Papers according to Sample Groups (%)

Results

- Others 18,97
- Teachers 8,62
- Stu. University 43,10
- Stu. Secondary 12,07
- Stu. Primary 3,45
- Stu. Master 6,90
- Stu. High 13,79
- Academics 12,07

(Horizontal axis: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45)

Papers according to Study Environments (%)

- Blended 17,24
- Class 18,97
- Laboratory 5,17
- Online 41,38
- Virtual 1,72
- Others 15,52

Environment

Legend: ■ Blended ■ Class ■ Laboratory ■ Online ■ Virtual ■ Others

MODEL OF THE STUDIES (%)
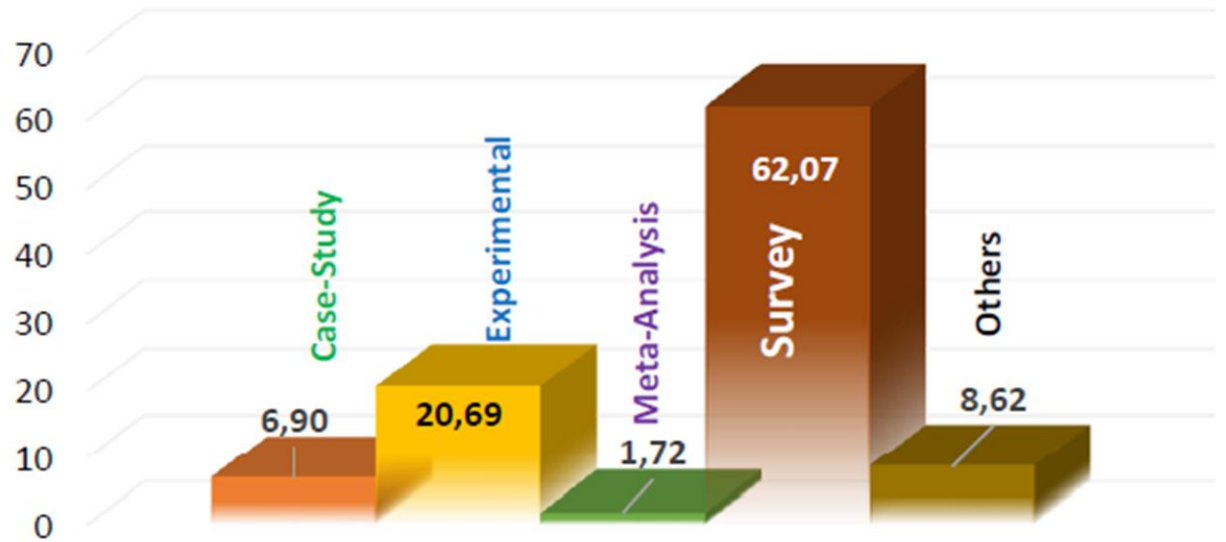
Papers according to Paradigm Model of The Studies (%)

Quantative - Qualitative 12%

Qualitative 24%

Quantative 64%

- Qualitative
- Quantative
- Quantative - Qualitative

Preferred Social Media Environment (%)

Facebook 31,03 · Flickr 1,72 · Google Apps. 3,45 · Skype 3,45 · Social media 24,14 · Twitter or Blogs 5,17 · Web 2.0 6,90 · Wikis 3,45 · Youtube 5,17 · Others 44,83

Results
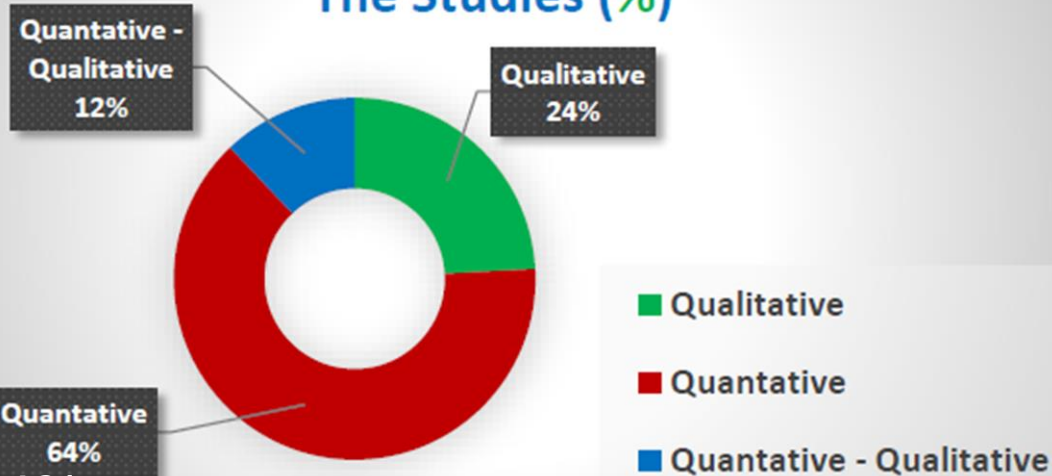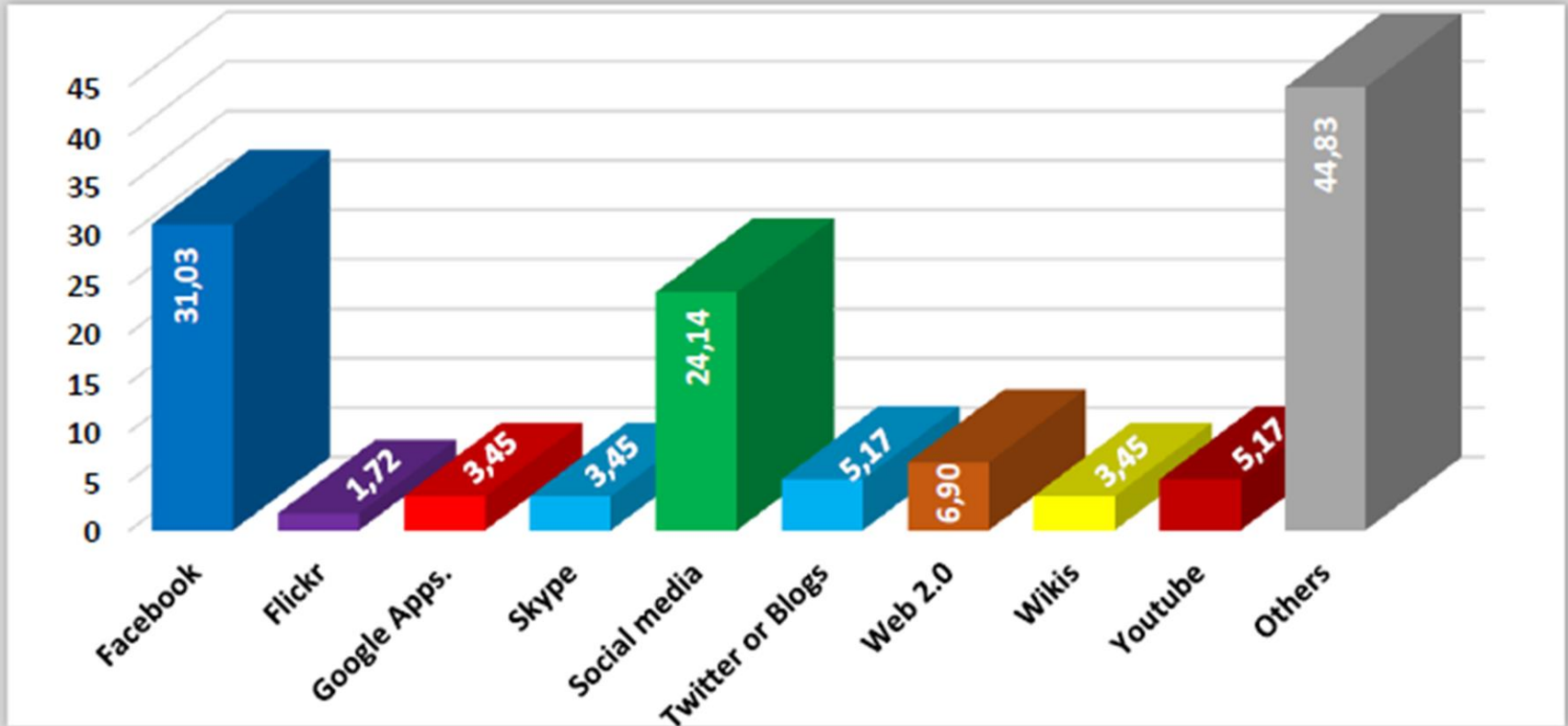
DATA COLLECTING TOOLS USED IN PAPERS (%)

Others 13,79
Survey 22,41
Focus Group 27,59
Interview 18,97
Questionnaire 43,10
Literature Review 8,62
Observation 12,07

Results
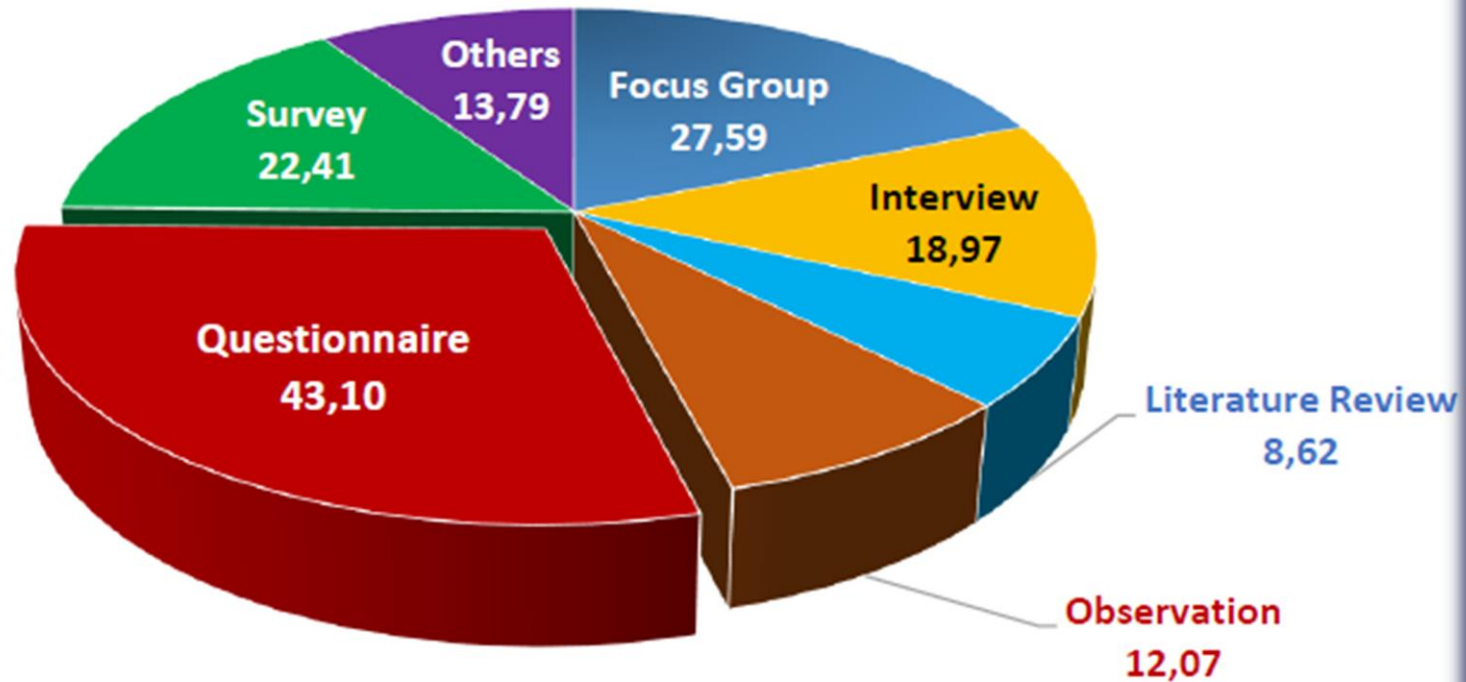
Papers according to Analysis Techniques of The Papers

Results

Analysis Techniques	% of Papers
ANOVA (ANalysis Of Variance)	8,62
Chi-square	1,72
Digital evaluation instrument	1,72
Frequency	18,97
Mann Whitney U tests	1,72
Mean	56,90
Multiple correlationcoefficient	1,72
Multiple regression analysis	6,90
Multivariate linear analysis	1,72
Partial Least Square (PLS)	1,72
Pearson Correlation test	8,62
Percentage	29,31
Post-hoc	1,72
Standard Deviation	41,38
T-test	15,52
Variance Analysis	1,72
Others	34,48

Results

PAPERS ACCORDING TO NUMBER OF AUTHORS(%)

- 1 — 19%
- 2 — 27%
- 3 — 22%
- 4 — 19%
- 5 — 9%
- 6 — 2%
- 7 — 2%

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7
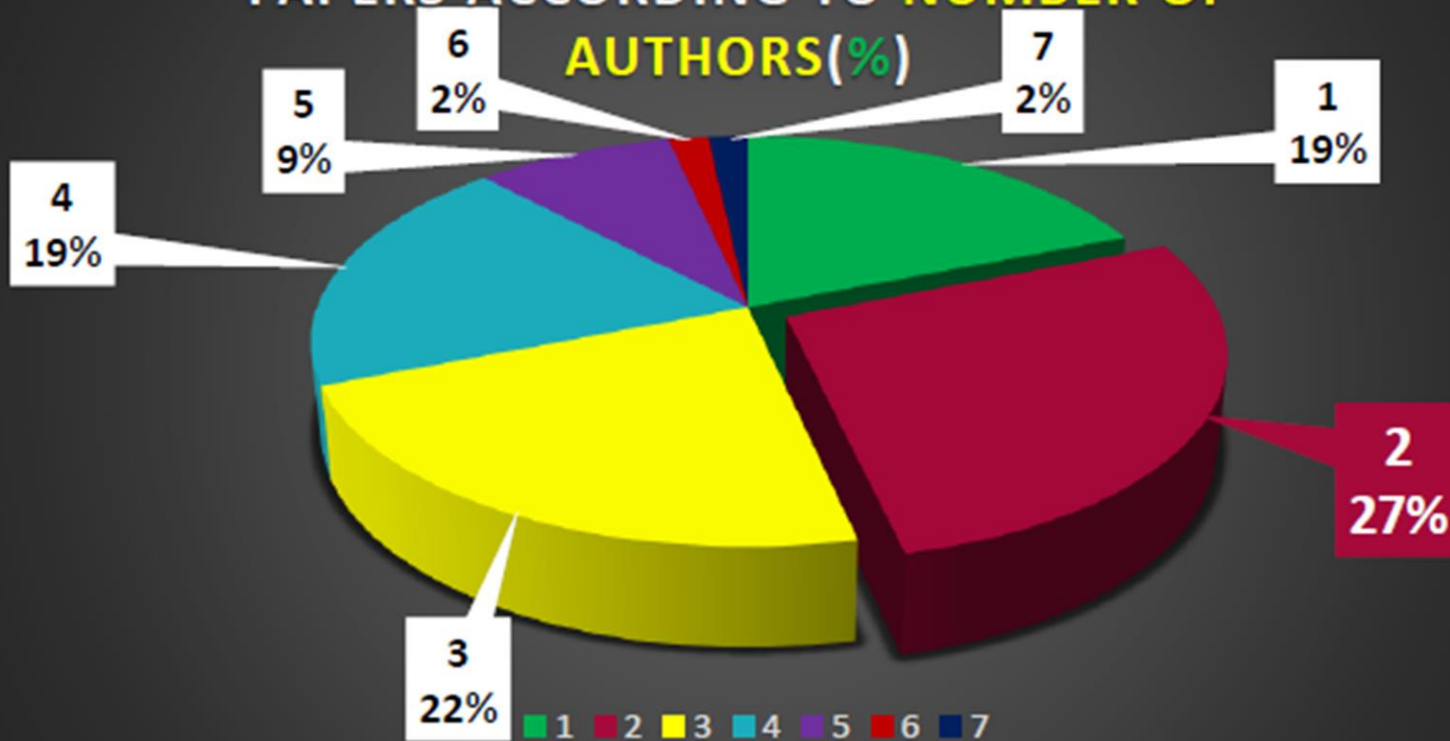
Number of References	% of Papers
0 - 30	8,62
31 - 60	55,17
61 - 90	25,86
91 >	10,34

Education will be the most affected field from **social media**.
To ensure positive results from this effect, more improving researches should be done in education.

Thank you
for listening..

Feridun Özçakır

Mehmet Fatih Erkoç

Şahine Özçakır

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