

Purposes of Students at Bureau Management and Executive Assistantship Program for Using Web 2.0 Technologies: The Case of Luleburgaz Vocational School of Higher Education (LMYO)

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Abstract: Thanks to the rapidly developing technologies, internet has entered to an indispensable part of our lives. Web 2.0 technologies, being one of the most advanced tools of the internet, offers a wide range of usage features to the users of all ages. The goal of this study is, to determine the Web 2.0 technologies usage goals of the students studying Bureau Management and Executive Assistantship program at the Luleburgaz Vocational Collage of the Kırklareli University and to determine if there is a discrepancy according to their socio-demographic factors. The data is obtained by a survey which is created by Ata and which contains the statements to determine the goals of the students while using Web 2.0 technologies. The data obtained are analysed using the statistical methods and further interpreted with the tables. As a result of the research, the significant discrepancy is established between the Web 2.0 technologies usage goals of the students and their gender, age, class and internet usage time.

Keywords: *Web 2.0 technologies, vocational college, bureau management and executive assistantship program*

I. INTRODUCTION

Fast improvements in information and communication technologies in recent years have led the Internet to be used extensively. As a term, Web is synonymous with the term Internet, has appeared after the rise of Internet. Web 1.0 was a starting era which the web sites did not have the dynamic features and the web sites were designed by certain people/ institutions and they included static pages. On the other hand, Web 2.0 was first mentioned in a conference in 2004 by O'Reilly Media, and it has been defined as a system in which the Internet users create jointly and by sharing. Web 2.0 era is a dynamic time for users, because with the help of it, they have become active, content providers, moreover they form communities, share and cooperate, write comments, suggest and share their ideas. Web 2.0, based on users' active participation and enabling content development in this way, is composed of simple interfaces which can be used by everybody that has the knowledge of basic computer use. (Alazcıoğlu, 2016; Işık, 2013; Kutup, 2010; Battal, 2009; Aslan, 2007; D'souza, 2006). Web 2.0 technologies that are widely used and is the subject of this study are web diaries (Blogs), Wikis (Wikipedia, etc...), video sharing web sites (Youtube, etc...), instant messaging (Skype, etc...) and social networks (Facebook, Twitter, etc...). Web diaries (Blogs), one of these technologies, are consistently renewed web sites where users share their personal information, opinions, the writing and comments are mostly listed in reverse chronological line, the editor can comment on according to his/her preference and the interaction is enabled. Wiki applications (Wikipedia, etc...) are web platforms which can freely expand and where information is stored and where users collaboratively form content on certain subjects easily and in a fast way, organize these contents and publish them. Video sharing websites (Youtube, etc...) are the places where its members can upload video content through the Internet. Instant messaging (Skype, etc...) is another Web 2.0 technology is a real time chat software which enables two or more people send and receive instant messages synchronically, and also has the feature of sending audio and video. Social Networking Websites (Facebook, Twitter, etc...), are virtual communities which connect their members through virtual networking, and let the users introduce themselves, form profile pages by online sharings, meet new friends by communicating with the people they haven't known, send messages online (Alazcıoğlu, 2016; Işık, 2013; Tavluoğlu, 2013; İşlek, 2012; Horzum, 2010).

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In the literature, there are a lot of studies on Web 2.0 technologies. Most of these are about the use of these technologies in the field of education. (Gün, 2015; Sarsar Başbay ve Başbay, 2015; Akgündüz, 2013; Akçay ve Arslan, 2010; Genç, 2010; Karaman, Yıldırım ve Kaban, 2008) Some of the studies about the purpose of uses of Web 2.0 technologies are listed in the following:

- Alazcıoğlu (2016) conducted a study to find out if there is a relationship between the pedagogical content knowledge level of teacher candidates and their use of Web 2.0 technologies and analyzed the teacher candidates' levels of pedagogical content knowledge, their frequency and reasons of using Web 2.0 tools and revealed the relationship between teacher candidates' pedagogical content knowledge level and reasons of Web 2.0 use.
- Gülcan, Vurgun, Gürdin ve Akpınar (2015) analyzed the reasons of social media's being used by students and ascertained that students widely use social networks for researching about school projects/ assignments.
- Baran ve Ata (2013), as a result of their research on university students' use of Web 2.0 technologies, their skills and use for educational purposes, they found out that instant messaging services and social exchanging websites are used more frequently than blogs, Wikis, podcasts and video sharing websites. It is also found out that students are more capable of using these Technologies. Furthermore, there has appeared differences according to Gender, foreign language knowledge, having a computer and time spent on the Internet.
- Tavluoğlu (2013) has conducted a study on the use of Web 2.0 applications in university libraries in Turkey and opinions of librarians at university libraries on Web 2.0 technologies. As a result, it is found that librarians use Web 2.0 tools both in their social lives and professional lives. That almost all the participants (94,1%) use Facebook, 25,50 % of university libraries uses Web 2.0 applications and social networks are the most commonly used Web 2.0 are revealed. Furthermore, 59,3 % of participants uses wiki and only 1,7 % of participants uses virtual world applications, but, Wikis and virtual world applications are not used in university libraries.
- Öztürk ve Akgün (2012) investigated the reasons of university students' using social networking sites and their opinions about using these sites in their education and the findings of this study have shown that the students are ready for social networking sites' being used for their university studies and they expect to benefit from these sites for sharing sources or information, group works, sharing lecture notes.
- Horzum (2010) looked over the state of teachers' awareness of Web 2.0 tools and analyzed how frequently they use them and why they use them in terms of several variables. Based on the analyses, it is found out that the teachers know about Facebook, MSN and video sharing sites, yet they don't know about diaries and Podcasts. The teachers use Facebook once or twice a week, use MSN very often, never use Web diaries and Podcasts, use video sharing sites twice or three times in a month or in a week. Teachers mostly use Facebook, MSN or video sharing web sites for communication and pleasure, on the other hand they use Wiki, Podcast ve Web dairies for getting information.
- Uçak ve Çakmak (2010), conducted several studies on how and why university students use Web 2.0 tools, studied on the purposes and features of students at Hacettepe University Department of Information and Document Management. The Research findings are 91,4 % of students benefit from Web 2.0 tools and 82 % of these is a member of a social network for more than a year. There are several factors in meeting and participating in social networks and these networks are mainly preferred in order to follow the latest developments. Also, the findings have revealed that there is a direct relationship between the skills of computer and Internet use and Web 2.0 tools.

In this study, it is aimed to investigate the reasons for students at the Department of Bureau Management and Executive Assistantship in Lüleburgaz Vocational College, Kırklareli University to use Web 2.0 technologies and find out whether there is a difference according to their socio-demographic features. In line with this, these hypotheses are formed:

- H₁: The students use Web 2.0 technologies for different purposes.
- H₂: There is a meaningful relationship between students' purposes of Web 2.0 tools and their Genders.
- H₃: There is a meaningful relationship between students' purposes of Web 2.0 tools and their ages groups.
- H₄: There is a meaningful relationship between students' purposes of Web 2.0 tools and their grade levels.
- H₅: There is a meaningful relationship between students' purposes of Web 2.0 tools and their owning a computer/ mobile phone with Internet access.
- H₆: There is a meaningful relationship between students' purposes of Web 2.0 tools and the time they spend online on weekly basis.

II. METHOD

The research is descriptive study because it seeks to find the reasons for the use of Web 2.0 tools. In the study, 154 participants are chosen by random sampling among the students who study at the Department of Bureau Management and Executive Assistantship in Lüleburgaz Vocational College, Kırklareli University in 2015-2016 academic year. The sample group is assumed to represent the universe. Returning survey questionnaire forms are re-analysed in detail and 146 questionnaire forms, including no false and missing data, are taken into consideration. As a research tool, survey method is used (Ural ve Kılıç, 2006). The data is collected through a questionnaire form developed by Ata and it has two parts. In the first part, there are questions regarding the socio-demographic features of the participants such as their ages, Genderes, grade levels, having a computer/ mobile phone with Internet connection, and the time they spend on the Internet on weekly basis. In the latter part, there are 38 statements to determine the reasons of using Web 2.0 technologies. The participants are expected to choose either “I use” or “I don’t use”. The data collected is analyzed through SPSS program. On the data about participants` ages, Genderes, grade levels, having a computer/ mobile phone with Internet connection, and the time they spend on the Internet on weekly basis, percentage frequency distribution is made. In order to see whether there is a meaningful difference between participants` reasons for using Web 2.0 technologies and their ages, Genderes, grade levels, having a computer/ mobile phone with Internet connection, and the time they spend on the Internet on weekly basis, Chi-Square, percentage and frequency analyses are made. In Chi-Square test, in the event that frequencies per cells are empty and/or 20% of the cells has five or less frequencies, relevant columns and rows can be united, Chi-Square cannot be used on the contrary. (Özdamar, 1999; Ural ve Kılıç, 2006). During the analyses, due to the fact that there is data under 5 in some cells, the analyses of column and rows of the variables of age and going online per week can be renewed by unification, whether there is a meaningful difference between going online per week and purposes of blog use cannot be analyzed as the cells are not appropriate for unification and operation. The results of the analyses are interpreted as confidence intervals of 95% and 0,05 significance level, if there is a meaningful significance between the statements, they are shown in cross tables and only the numbers of the participants using Web 2.0 technology are shown in the tables, the number of non-users is not mentioned.

The results of the study are thought to help not only the people who want to know about the purposes of use of Web 2.0 technologies but also contribute to the academicians and software developers who conduct studies in research and development in this field.

III. FINDINGS

As it can be seen in Table 1, most of the participants is women 67,1 % (f=98), 80,1% (f=117) of the participants is aged between 18 and 22 and 61,6 % of them (f=90) is second year students. Additionally, it is found out that 91,1% of the participants (f=133) has her/his own computer or mobile phone with Internet connection and 51,4% of them (f=75) goes online more than 25 hours in a week.

Table1: Percentage Frequency Distribution of Socio-Demographic Features

Variables		n	%	Total
Gender	Female	98	67,1	146
	Male	48	32,9	
Age	18-22	117	80,1	146
	23 and older	29	19,9	
Grade	1.Grade	56	38,4	146
	2.Grade	90	61,6	
Having a computer/mobile with Internet connection	Yes	133	91,1	146
	No	13	8,9	
Going Online Per Week	Less than 12 hours	47	32,2	146
	13-24 hours	24	16,4	
	25-36 hours	39	26,7	
	More than 36 hours	36	24,7	

The participants were given 38 different statements that are in Table 2 to identify the purposes of the use of Web 2.0. Based on the data obtained, it is concluded that students mostly use instant messaging (97,3%) and social networking websites (91,1%). Furthermore, it is found that they use video sharing sites (87,7%), Wikis (67,8%) and blogs (41,8%) respectively. Instant messaging is mainly used for “texting, sending and receiving files, visual and audio conversation and uploading photos”, social networking websites are mostly used for “chatting, adding photos/making albums and searching for friends” video sharing websites are used for

“research purposes”, Wikis are used as “encyclopedias” and blogs are used for “being informed”. In the light of these findings, H₁ hypothesis is accepted.

Table 2: Percentage Frequency Distribution of the purposes of use of Web 2.0 Technologies

Variables		Yes		No		Total
		n	%	n	%	
Blog	Create a personal account	12	8,1	134	91,8	146
	Edit templates	9	6,2	137	93,8	
	Add writings to the blogs created	16	11,0	130	89,0	
	Use as a workspace like plans and lecture notes	16	11,0	130	89,0	
	Use blogs like web sites	30	20,5	116	79,5	
	Get information from blogs	58	39,7	88	60,3	
	I don't use blogs	85	58,2	61	41,8	
Wiki	Add content information using Wiki	69	47,3	77	52,7	146
	Set up Wiki	6	4,1	140	95,9	
	Join in discussion groups through Wiki	15	10,3	131	89,7	
	Use encyclopedias made from Viki	83	56,8	63	43,2	
	Get information by reading Wikis	27	18,5	119	81,5	
	I don't use Wiki	47	32,2	99	67,8	
Video	Upload videos to websites such as Youtube	51	34,9	95	65,1	146
	Use Youtube and etc. websites for research	114	78,1	32	21,9	
	Make comments and respond to comments	50	34,2	96	65,8	
	I don't use video sharing websites	18	12,3	128	87,7	
Instant Messaging	Upload photos	107	73,3	39	26,7	146
	Add contacts	92	63,0	54	37,0	
	Text	138	94,5	8	5,5	
	Chat audioally and visually	111	76,0	35	24,0	
	Send and receive files	113	77,4	33	22,6	
	Store the received files	59	40,4	87	59,6	
	Social networking	58	39,7	88	60,3	

	Search for contacts	87	59,6	59	40,4	
	Arrange privacy settings	87	59,6	59	40,4	
	I don't use instant messaging	4	2,7	14	97,23	
Social Net work ing Web sites	Add contacts	90	61,6	56	38,4	146
	Look for contacts	10	69,1	45	30,8	
	Use chatting feature	11	77,3	33	22,6	
	Share videos	93	63,7	53	36,3	
	Tag videos	81	55,5	65	44,5	
	Use privacy settings	78	53,4	68	46,6	
	Make comments and respond to comments	93	63,7	53	36,3	
	Social networking	77	52,7	69	47,3	
	Form groups and join them	93	63,7	53	36,3	
	Upload photos / Make albums	11	76,2	34	23,3	
	I don't use Facebook/Twitter	13	8,9	13	91,3	

In order to see whether there is a meaningful difference between participants' genders and their purposes for using Web 2.0 technologies, Chi-Square test is applied, and the results have shown that there is a meaningful difference between the variables. Based on the findings, as a part of Web 2.0 technologies, the statements in blogs "Adding writings to blogs created" ($\chi^{2(1)}=7,146$, $p=0,008$, $p<0,05$), and "Getting information" ($\chi^{2(1)}=8,154$, $p=0,004$, $p<0,05$); in video sharing websites, the statement "Uploading videos to websites such as youtube" ($\chi^{2(1)}=7,144$, $p=0,008$, $p<0,05$), a statistically meaningful difference is found in relation to gender. Therefore, H_2 hypothesis is partially accepted.

In table 3, the cross table is given to show the statements which has a meaningful difference between the puposes of using Web 2.0 technologies and gender. According to this, men use blogs with the purpose of adding writings more than women, while women use blogs mostly to get information and they use video sharing sites to upload videos to sites such as Youtube.

Table 3: Gender/the purpose of using Web 2.0 Technologies

Variables		Gender				Total	
		Female		Male			
		n	%	n	%	n	%
Blog	Adding writings to the blogs created	6	4,1	10	6,8	16	11,0
	Bloglardan bilgi edinme	31	21,2	27	18,5	58	39,7
Video	Youtube..vb sitelere video yükleme	27	18,5	24	16,4	51	34,9

As a result of Chi-Square analysis made in order to see whether there is a meaningful difference between participants' puposes of using Web 2.0 Technologies Among Socio-demographic variables, and their ages, it is found that there is a statistically meaningful difference in "Adding photos" ($\chi^{2(1)}=8,595$, $p=0,003$, $p<0,05$), "Adding contacts" ($\chi^{2(1)}=12,639$, $p=0,000$, $p<0,001$) in instant messaging, and "Adjusting privacy settings" ($\chi^{2(1)}=9,472$, $p=0,002$, $p<0,05$); in social networking sites "looking for contacts" ($\chi^{2(1)}=5,170$, $p=0,023$, $p<0,05$), creating social networks ($\chi^{2(1)}=5,620$, $p=0,018$, $p<0,05$), creating/involving in groups ($\chi^{2(1)}=5,573$,

p=0,018, p<0,05) and “Adding photos / making an album” ($\chi^{2(1)}=4,344$, p=0,037, p<0,05). For this reason, H₃ hypothesis is partially accepted. Frequencies and percentages of the statements showing meaningful difference between Age and the purpose of using Web 2.0 technologies are shown in Table 4. Based on these findings, participants aged 18-22 use instant messaging technology for adding photos, contacts and adjusting security settings, they use social networking sites to search for friends, creating social networks, creating/involving in groups and adding photo/making an album more when compared to the participants aged 23 and older.

Table 4: Age/Purposes of Using Web 2.0 Technologies

Variables		Age				Total	
		18-22		23 and older			
		n	%	n	%	n	%
Instant Messaging	Adding Photos	92	63,0	15	10,3	107	73,3
	Adding Contacts	82	56,2	10	6,8	92	63,0
	Adjusting Security Settings	77	52,7	10	6,8	87	59,6
Social Networking Sites	Looking for contacts	86	58,9	15	10,3	101	69,2
	Creating Social Networks	56	38,4	21	14,4	77	52,7
	Creating/involving in groups	80	54,8	13	8,9	93	63,7
	Adding photos/Making album	94	64,4	18	12,3	112	76,7

As a result of the Chi-Square test applied in order to see whether there is a statically meaningful difference between the participants` statements for reasons of using Web 2.0 technologies and grades, in blog “using a workplace such as plans, and lecture notes” ($\chi^{2(1)}=5,081$, p=0,024, p<0,05); in instant messaging “Receiving and Sending Files” ($\chi^{2(1)}=4,726$, p=0,030, p<0,05). Finally, H₄ hypothesis is partially accepted. Percentage and frequency distribution of participants` purposes of using Web 2.0 technologies and grades are presented in Table 5. With the help of these findings, it is identified that 2. Grade students use blogs for plans, lecture notes and as a working space, whereas they use instant messaging for sending and receiving files more than 1. Grade students.

Table 5: Grade/Purposes of Using Web 2.0 Technologies

Variables		Grade				Total	
		1. Grade		2. Grade			
		n	%	n	%	n	%
Blog	Using as a Working Place such as plans, lecture notes	2	1,4	1	9,6	16	11,0
Instant Messaging	Receiving and Sending Files	38	26,0	7	51,4	11	77,4

In order to see whether there is a meaningful difference between the participants having a computer/mobile with internet connection and their reasons for using Web 2.0 technologies, Chi-Square test is applied and it is found that there is not a difference. Therefore, H₅ hypothesis is not accepted. As a result of Chi-Square test is applied to see whether there is a meaningful relation between time spent on online on weekly basis and the purposes of using Web 2.0 technologies , and it is found that there is a meaningful relation. As a result of the analysis, between the two variables, there is found a meaningful relationship in the statements in instant messaging, “achieving the files received” ($\chi^{2(3)}=9,478$, p=0,024, p<0,05); in social networking sites “adding contacts” ($\chi^{2(3)}=11,175$, p=0,011, p<0,05), “using chatting features” ($\chi^{2(3)}=14,143$, p=0,003, p<0,05), “using security settings” ($\chi^{2(3)}=9,541$, p=0,023, p<0,05) , “ creating social Networks” ($\chi^{2(3)}=13,013$, p=0,005, p<0,05) and “adding photo/making an album” ($\chi^{2(3)}=9,673$, p=0,022, p<0,05). In the context, H₆ hypothesis is partially accepted. In Table 6, the cross tables of the statements which show difference between sex and reasons for using Web 2.0 technologies is shown. Starting from these findings, it is found that participants who go online more than 25 hours in a week, use instant messaging for archieving the files received, they use social networking sites for adding contacts, using chatting ferature, using security settings, creating social networks, adding photos, and making albums more than other participants.

Table 6: Time spent online on weekly basis/purposes of using Web 2.0 Technologies

Variables		Time spent online on weekly basis								Total	
		Less than 12 hours		13-24 hours		25-36 hours		More than 36 hours			
		n	%	n	%	n	%	n	%	n	%
Instant Messaging	Archiving the files received	1	8,2	1	7,5	1	10,	2	14,	59	40,
		2		1		5	3	1	4		4
Social Networking Sites	Adding contacts	2	13,	1	12,	2	17,	2	17,	90	61,
		0	7	8	3	6	8	6	8		6
	Using chatting feature	2	19,	2	15,	3	21,	3	21,	11	77,
		8	2	2	1	1	2	2	9	3	4
	Using security settings	1	11,	1	11,	2	15,	2	15,	78	53,
	7	6	7	6	2	1	2	1		4	
	Creating social networks	2	14,	1	11,	1	9,6	2	17,	77	52,
		1	4	6	0	4		6	8		7
	Adding photos / Creating albums	2	19,	2	13,	3	21,	3	21,	11	76,
		9	9	0	7	1	2	2	9	2	7

IV. CONCLUSION

Based on the findings as a result of this study, in conclusion, these statements are made:

- Students who take part as participants are mostly female (%67,1), aged 18-22 (%80,1) and in their 2nd grade (%61,6); almost all of them has a computer or a mobile with Internet connection (%91,1) and more than half them goes online more than 25 hours in a week.
- Participants mostly use instant messaging (%97,3) and social networking sites (%91,1); then alternately video sharing sites (%87,7), wiki (%67,8) and blog (%41,8).
- Participants instant messaging for “sending messages, sending and receiving files, audio and video talk and adding photos”. This situation can be explained by instant messaging Technologies` being fast, free and individualized ways for communication.
- Participating students use social networking sites for “using chatting feature, addign photos/making albums and searching for contacts”. This situation can be explained by social networking sites` being popular among young people who prefer virtual environment to face-to face communication.
- Participants mostly use video sharing sites for “research”, wikis for “using encylopedias” , blogs for “getting information” and this situation can be explained by participants` being students and their need for doing research for recent information and resources for their courses and homework assignments and research.
- There is a meaningful difference between participants` genders, ages, grades and their time spent online on weekly basis and their purposes of using Web 2.0 technologies. However, there is not a difference between having a computer/mobile with Internet connection and their purposes of using Web 2.0 technologies.
- The differences found as a result of the analyses can be listed as in the following:
 - Blogs;
 - ✓ Males use them for adding writings more then females,
 - ✓ Females use them for getting information,
 - ✓ 2nd grade students use them as a study area such as planning, lecture notes compared to 1st graders.
 - Video sharing sites;
 - ✓ Females use them for uploading videos to Youtube compared to males.
 - Instant messaging sites;
 - ✓ Participants aged 18-22 use them adding photos, contacts and arranging security settings more then participants aged 23 and above,
 - ✓ 2nd grade students use them mostly for sending and receiving files more than 1st graders,
 - ✓ Participants who go online more then 25 hours use them for archieving files more than other participants.
 - Social networking sites;
 - ✓ Participants aged 18-22 use searching for friends, creating social networks, creating groups/joining in groups, adding photos/making albums 23 more than participants aged 23 and above,
 - ✓ Participants who go online more than 25 hours use adding contacts, , using chatting feature, using security settings, creating social Networks and adding photos/making albums.

- The results can be explained as in the following: 2nd grade students who have a heavy schedule in terms of vocational lessons compared to 1st graders need more research and need to share with each other and this results in their using blogs and instrant messaging technologies. Also, participants aged 18-22 and the participants who go online more than 25 hours in a week use instant messaging and social networking sites more than others, socialize and communicate with each other through Web 2.0 technologies. This situation can be explained by participants` struggles for existing in virtual environments and getting a new environment by their activities such as searching for contacts/adding contacts, creating groups/joining in groups, adding photos/making albums which is effortless, time independent and cheaper than face to face interaction.

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