Determining the effect of using social media as a MOOC tool

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Abstract

The peak use of social media of today’s technology has paved the way for using the new trends in education. Through Massive Open Online Courses (MOOCs), the individuals follow the education and can get certificates due to these trainings. This study aims to determine how often the students benefit from their social media accounts for self-development and also to determine how the use of MOOCs program via social media cause a positive effect for the future studies. The 248 students who participated in this study have expressed that they had followed their accounts regarding to their fields and also had obtained information from these pages. The participants said that, they had created many solutions for too much difficulties they face in real life and visual, written materials and videos loaded on social media. They have also mentioned that, they preferred the social media rather than obtaining information from pages related to MOOCs. The students who want to attend to any certificate program on social media said that; their social media accounts that they follow daily on either web or mobile media is an information obtaining and transferring tool. They have pointed out that, the duration and quality of videos they reach on social media was important and when they are high quality they obtain more permanent information. The questionnaire of the study was developed by the researcher. The research is quantitative and the data analysis was done by SPSS program. The data were solved and interpreted through tabulating the frequency, percentage and descriptive analyze. In future studies; experimental studies will be held by creating a MOOCs page on social media.

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Keywords: MOOCs; social media; distance learning; mobile learning.

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1. Introduction

Regarding the development of information technology and its reflection on education, today and the cooperation establishing methods have changed in terms of student, teacher and study fields that it causes the individuals to be updated Brahimi and Sarirete (2015). Massive Open Online Courses (MOOCs) which can be qualified as education revolution has started to grow and become popular. The individuals can get trainings towards the desired areas to be developed with the trainings of education which are open to all students around the world. The researchers pointed out that are the most important element of MOOCs is the social learning. So, by doing activities with online discussion forums the educational quality can be increased more Wu and Chen (2017), Brinton et al. (2014). With the increase of social media improvement and the number of user; the individuals can communicate, learn and work cooperatively with the people who are suitable for their interest areas Vu, Pattison and Robins (2015). With the free access that MOOCs provide with its high-quality learning materials; it provides opportunity for individuals for self-development regarding their interest area Abeer and Miri (2014), Kop and Carroll (2011). This study tries to find out how the peak social media user individuals’ integration to MOOCs’ educational pages creates a positive effect.

2. The aim of the research

This study aims to determine how often the students benefit from their social media accounts for self-development and also to determine how the use of MOOCs program via social media cause a positive effect for the future studies.

2.1. Participants

The 248 students participated in this study are volunteers who take History, Turkish and English lessons through distant learning method on the Moodle system of the Near East University, Distance Learning Center. This study was held in fall semester of 2016-2017.

2.1.1. Gender

The gender distribution of students can be seen on Table 1. As it can be seen, 55% (f=136) of students are male while 45% (f=112) of them are female.

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>112</td>
<td>45</td>
</tr>
<tr>
<td>Male</td>
<td>136</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>100</td>
</tr>
</tbody>
</table>

2.1.2. Age

The age distribution of students can be seen on Table 2. As can be seen; 19% (f=48) of students are 20 years old, 27% (f=66) of them are 21, 36% (f=90) of them are 22 and 18% (f=44) of them are 23 years old.

<table>
<thead>
<tr>
<th>Age</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>48</td>
<td>19</td>
</tr>
<tr>
<td>21</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>22</td>
<td>90</td>
<td>36</td>
</tr>
<tr>
<td>23</td>
<td>44</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>100</td>
</tr>
</tbody>
</table>

2.1.3. Departments

The departments distribution of students can be seen on Table 3. As can be seen; 26% (f=65) of students from Department of Pre-School Teaching, 27% (f=66) of them from Department of Psychological Counselling and Guidance, 33% (f=82) of them from Department for Teaching Mentally Disadvantaged and 14% (f=35) from Department of Gifted Education.
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