

FACEBOOK AND DIMENSIONS OF COMMUNICATION OVER OPEN EDUCATION

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Abstract

As the most frequently used communication media among other social networks, Facebook has become a social platform which-apart from individual use-many kinds of interest groups extensively use. As a very large community with 2.5 million students and a vast number of graduates, Anadolu University Open Education System has been noticed as a system whose name a great number of people and groups have used on Facebook. Who creates these pages? For what purposes these pages were created? What kind of content is provided for the users? What are the users feedbacks? What kind of distance learner needs these pages meet? Are there any points where pages with the similar names differentiate? In order to find the answers of these questions, this study examines the dimensions of the communication over "Open Education" on Facebook with the approach of uses and gratifications. Detailed content analysis of the pages selected as the sample has been done.

Key words: Facebook, Open Education, Social networking, distance learners.

INTRODUCTION

As the rate of using the Internet in Turkey has been gradually rising, social networks have appeared to be the most frequently used Internet media. According to the results of 2014 Household Information Technology Usage Research by Turkey Statistical Institute, regular Internet usage rate has been increased and to join social networking websites has become the first in the list of usage purpose(TUİK 2014).

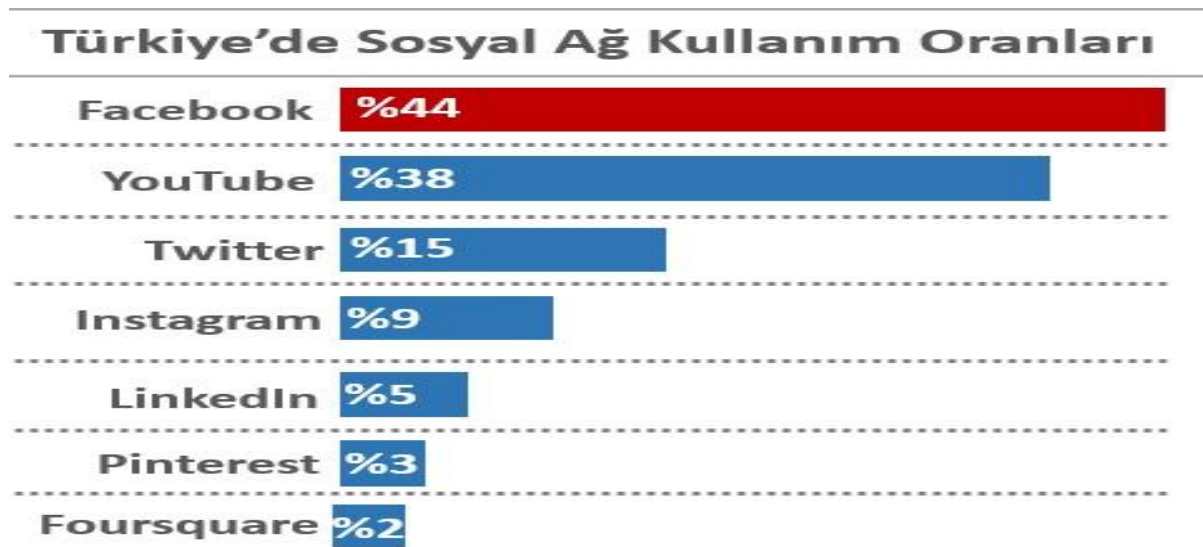


Chart 1: Social Network Usage Rates in Turkey, Source: Connectedavi 2015.

Various research has indicated that Facebook has the highest usage rate among other social network. A research study which was conducted by Gemius with social network users (Chart 1) has shown that Facebook is



the most frequently used social network with a rate of 44% and that it is used most frequently by 18-24 year olds and 25-34 year olds follow this age group (Connectedavi 2015).

Social networks are different from other online networks in terms of some specific features. They let users to create, change or add content, as they are user based. User based usages make community based usages also possible. Because of their interactive nature, they are relationship based and they give the interaction between people and groups new dimensions such as partnership, unity, influencing, spreading, communicating and sharing.

In explaining the intended use of social networks, uses and gratifications theory, which is one of the mass media theories, establishes a theoretical infrastructure. According to this approach “ the audience/ consumer chooses the media to meet their desires and needs because there are objective relations between the content of the message provided by the media and individual gratification, which comes from a person’s instinctual interests” (Türkoğlu, 2004: 112). This approach is concerned about what people do with the media and assumes that people get gratification that matches with their needs from the content of the used media.

Studies on social media about the factors that affect use motivation discuss similar motives. The motives Sundar and Limperos have listed are comprehensive and include these titles: Reality, attractiveness, being there, creating a community, joining the majority, filtering or making it fit, interaction, activity, responsiveness, browsing or looking for variety, navigation aids, game and entertainment (Cited in, Demir 2015: 151-153).

By the help of uses and gratification approach, in the study of Özata et al. on the motivation of university students about using social networks, the motivation of students were analyzed in ten dimensions. These are; knowledge acquisition, socialization, making friends, entertainment, escaping/avoiding, easy access/ easily being reached, showing off, coordinating, benefiting from marketing campaigns and sharing. (Özata et al. 2014: 25) The results of Şener’s “Study on Facebook Use in Turkey” have indicated that Facebook use changes according to age, sex and socioeconomic condition but it has become a part of daily practices. The same study has pointed out that users use Facebook for recreation and keeping in touch with friends (Şener online).

A clear principle of the theory of uses and gratifications states that different individuals use media for different purposes and they get cognitive or emotional gratification as a result of this use. The assumption that intended use of social networks like Facebook might differentiate for distance education students, who are the subject of this study, is the starting point of this study. For distant learners, interaction possibilities with the system they are in on, in terms of learning environments and aid services, have varied by online media’s becoming widespread. The diversification of communication channels both meets distance learners’ needs of learning and being informed and also supports the bonding of students with the system and enhances their belongingness. Özkanan and Erdoğan state that the sense of belonging is high in the environments where a strong sense of togetherness has been established and that this increases student motivation. They also emphasize that studies have revealed that interaction is one of the most important factor in determining student satisfaction (Özkanan and Erdoğan 2013: 213).

Social networks are being used as official communication media by institutions as a way to establish interaction between system and students. At this point, thanks to social networks the interaction of distance learners with each other has started to be done through channels independent from official communication media.

Approximately half of 5 million higher education students are registered to Anadolu University Open Education System. And more than half of these students are actively continuing their education. When the Internet media has been observed for the students participated in this group, a great number of contents have been found with different searches.

A search only with the key words “ Open Education” is enough to understand the dimensions of this unlimited communication. Students’ access typesetting is a subject of another study. For distant education students, generally the Internet media, specifically social networks are considered the shortest way of communication. While institutions have official web pages and the information on these pages are very trustworthy, the

number of the pages created by different people or formations and their teledensity are notable. In this study, the communication content presented by the pages created with the name of "Openeducation" on Facebook and in line with these contents user reactions that can be observed by Facebook tools have been studied.

Purpose

As Gökçe states "the purpose of content analysis is to analyze texts created and fictionalized for public." (Gökçe 2006: .20) In line with this definition, main purpose of this study is to analyze the dimensions of the contents provided for students or graduates of Open Education system on Facebook, which is an efficient source of social media. For this reason, answers to the following questions were sought: For which institutions or organizations were the pages including the name "Openeducation" created? What are the subjects of the pages related to Anadolu University Open Education Faculty? What are the contents of the pages having the most members and does feedback of the content change according to subjects? How do the answers to all these questions explain the Facebook usage reasons of Open Education students?

METHOD

The study is a web-based content analysis. The Internet environment, different from traditional texts, is an analytical platform that is not straight lineal and can produce changeable hypertexts. Content analysis is one of the analysis methods of study texts composed of hypertexts. "The subject of content analysis is verbal, written and non verbal texts... Content analysis is a method that analyzes contents of texts in order to analyze the existing communication dimensions and to deduce certain dimensions (source, target, media) of non-existent social facts and that moves within the frame of certain rules in this process" (Gökçe 2006: 19-20). There are two types of approach to analyze the Internet and the interface. In user-based approach, some features of users such as the habits and use time are searched. In content-based approach, however, the text and the content created in the Internet media are analyzed. As the Internet is mass on one side and individual on the other side, these texts make it possible for different analyses that can be used in different fields (Çomu, 2014: 27). In this study, content-based analysis has been adopted.

Universe and Sample

In the general universe of Facebook, 300 Facebook pages that were reached as the result of searches within the context of "Openeducation", "OEF (Open Education Faculty)" and "Open Education" are the target universe of the study. Within these pages, the ones that were created for Anadolu University Open Education System students and among them the first three pages that got the highest like on 21 march 2015 are the sample that will be analyzed in detail.

These pages are: OEF Open Education-Training Site, Openeducation- Education Site and Openeducation Faculty (OEF)- Education.

As the pages were created in different years, a whole year on the same agenda was analyzed. And for this purpose, the year 2014, which has finished most recently was chosen.

Data Collection and Analysis

In the Internet platform that creates, multiplies and changes its own data, a researcher has to find his/her own solutions to identify his/her own analysis text.

The sites that were created for or by the students in Open Education System and that include the names Open education, OEF and Open Education were found via search line on Facebook. The results were saved on a computer. These savings including 300 pages were first categorized according to institutions they are related by the help of page information.

In this categorization, the general subjects of 169 pages that were created for Open Education System students or graduates were determined. Among the pages in this group, 3 pages getting the highest like were chosen for the detailed analysis.

By its very nature, continuously changing structure of the Internet texts is something that should be taken into account especially in comparative studies. For this reason, in the scope of detailed analysis, one-year long posts of the pages that were created in different years were taken into account. The posts in 2014 were chosen since the possibility of changing is the lowest and they were quite stable. In the posts, attached links and recording the posts in terms of reaching the whole post were detected as problems. The solution for this problem was to analyze them online. Although the posts were old, the analysis of the pages was completed in a day taking the possibility of change in the numbers of like, comments or sharing into account. The three pages in the study were analyzed successively and therefore the possibility of changing was minimized.

The coding instruction that was created in accordance with the purpose of the study, was first tested for each page then the final coding titles were created. The coding that the researcher did in line with the coding instructions was transformed into numerical data and made possible for interpretation by means of Tables.

FINDINGS

The 300 sites found through the search context were firstly examined in terms of to which institutional formations the context of "Openeducation" is related. (Table1)

Table 1: Institutions That Search Contexts Are Related to

Related Institution	Openeducation	Open Education	OEF	Total	%
Anadolu Uni. Open Education System	65	27	78	169	56.3
Open High School	6	40	0	46	15.3
Open Primary School	0	5	0	5	1.7
Private Courses, etc.	20	3	2	25	8.3
Ataturk Uni. OEF	4	4	6	14	4.7
Other	6	21	12	41	13.7
Total	100	100	100	300	100

Open Education Faculty, which accepted its first students in 1982-1983 educational year, is an organization now transformed into Open Education System with its three separate faculties. In 1992-1993 Open Education High School opened within the body of Ministry of Education. Open Education Primary School and Open Education Vocational High School opened in 1998 and 1995 respectively. With the opening of İstanbul University Open and Distance Education Faculty (ODEF) and Erzurum Atatürk University Open Education Faculty (ATA OEF) in 2011, there are now three Open Education Faculties in Turkey.

Table 1 shows that Anadolu University Open Education System is the institution about which most pages were created (56.3%) in the context of Open Education. In the second place are the pages related to Ministry of Education Open High School. It has been observed that there are pages created with the same context by private courses for open education students. The number of pages related to ATA OEF is quite low and İstanbul University ODEF is excluded here because of its name "Open and Distance Education".

The pages included in "Other" section with a rate of 13.7% are either auto-created blank pages or foreign websites using aof (oef) abbreviation. Providing distance education since 1982, Anadolu University Open Education System is the leading character in this context with a rate of 56.3%.

The pages related to Anadolu University Open Education System were analyzed in terms of use purpose and the results are shown in Table 2.

Table 2: Anadolu University Open Education System Subtitles

Formation	Openeducation	Open Education	OEF	Total	%
General	8	10	6	24	14.2
Programs	11	3	40	54	31.9
Questions-Exams	7	2	22	31	18.3
Private Purpose	11	5	8	24	14.2
Automatic Pages (Bureaus)	23	7	0	30	17.8
Learning Media e-learning, books, etc.	2	0	0	2	1.2
Other (magazine-staff)	2	0	2	4	2.4
Total	64	27	78	169	100

In Anadolu University Open Education System there are 30 associate degree programs and 11 under graduate programs in the body of three different faculties. Maximum number of pages (31.9%) belong the ones that were created by the name of these programs such as Open Education Sociology Department or Open Education Justice Department. While some of these pages are extensions of web sites sharing the previously asked exam questions or lesson notes, some are closed groups created by the students in departments.

In the second place, there are pages names of which refer to the exams (18.3%) such as OEF Previously Asked Questions, OEF Question, OEF previous years. In the third place, there are pages named as "general" (14.2%). These pages have simple definitions and no other explanations in their names such as Openeducation-OEF-Open Education. Special purpose groups also have the third place with the rate of 14.2%. These pages were created by the name of OEF Platform, OEF Forum, student union, cooperation. By their overall presentation, pages are presented in a content that support Open Education System students in their learning process. The purposes of marketing a product- service or taking ads of pages have been excluded in this study as they were created as part of Internet sites.

The auto-created pages that take place in the Table 2 with a rate of 17.8% have not been examined. While these pages have the names of Open Education Bureaus they are not active pages. On these pages there is an explanation saying " This page has been created automatically based on the interests of users and it not related to any body who contributes the subject or supported by them."

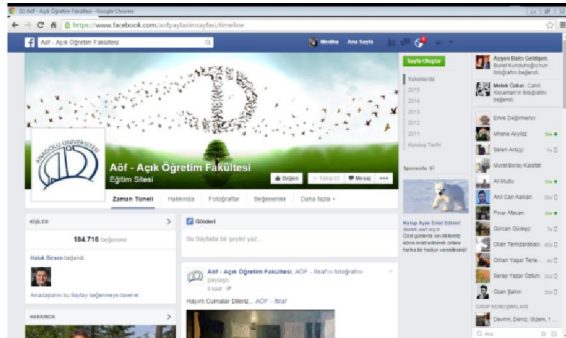
Page Analysis Findings

In the observation for detecting which pages had the highest engagement rate among the pages in Table 2, the three pages that had most likes on 21 March 2015 were chosen to evaluate the view of communication in post level in line with the purpose of the study.

Facebook accounts have been created in three categories apart from the automatic pages. First of these is personal accounts. They are created with people's own personal profile and they are not commercial. The owner decides who can see the posts on this account. The second type is page account that are created by Facebook and that falls into one of the 6 categories such as "local business or place", "establishment or institute". They are administered by those who have a personal account. The like number on these types of pages indicates the number of members. Besides, if this type of a page is liked, every type of updating can be seen on a personal account. The last type is group account that is created for interest groups. Their group members are determined and they can be open, closed or secret.

The three pages in this study were created as page account connected to internet sites on the subject of Openeducation.

1. Page: OEF Open Education- Training Site
<https://www.facebook.com/aofpaylasimsayfasi/timeline>

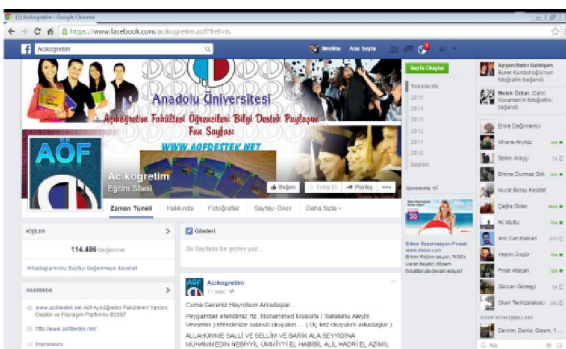


The page that has most likes with 170.323 likes, was created in 2010 and is introduced as “Openeducation students are meeting here, oef share site”. On the introduction page, there is information about another page called “OEF cofession” and a Twitter account called “OEF Share”. The view of the page is deceiving for open education students because of the Anadolu University logo and the photograph. The resemblance is notable when it is compared to the official Facebook page of Anadolu University Open Education e-Learning Portal.
<https://www.facebook.com/aofelrportal?fref=ts>



The same cover photo is also used in the official Facebook page of Anadolu University. On this page the cover photo of which is the same with the official Facebook page, a previous logo of Anadolu University is also used as the profile photo. Right below the “About us” part on the main page there is a video named “ Sing Your Song for Anadolu University, which emphasizes the sense of belonging of the page.

2. Page : Open Education- Training Page
https://www.facebook.com/acikogretim.aof/info?tab=page_inf



The page which has the second most likes with 114.486 likes has the name “Open Education” and it was created as a Training Site. The page created on 20 July 2007 was introduced as “ OEF- Open Education Faculties Help, Support and Share Platform of www.aofdestek.net internet site”. In the long introduction composition titled as “ The benefits of Being Open Education Student”, it was stated that being a student in this system is harder than being a student in formal education and that students are lack of communication and experience share as they are alone. In order to emphasize the creation purpose of the page, the

composition is concluded as such: “ Until us there has been great prejudice and it is still continuing. But we should give an end to this situation and make the best of our school. At least the next generation can become conscious about it. They should understand what is what. They should know about it.”

3. Page: Open Education Faculty (OEF)

<https://www.facebook.com/Acikogretim.Fakultesi.AOF?fref=ts>



The third page in the study is “Open Education Faculty (OEF)” which has 40.855 likes. It was created as the page of www.acikogretim.us/forum.php Internet site in 2010. There is not any other information in the introduction part.

In order to evaluate the communication content through open education, the subjects of the posts of the three pages were examined and subjects and post distribution were analyzed in Table 3.

As a result of page analysis, 10 subject titles were designated. These titles and their scope:

1. Announcements: The posts in this category are about the subjects that are directly related to students such as exam date, exam place, exam results, one lesson exam, lateral- vertical transfers, new registration, re-registration, start of e- seminar, academic counseling, academic calendar changes. In this group information about pedagogic formation, KPSS (public personnel selection examination), YDS (foreign language exam) results and exam dates also take place.
2. Information: Under this title, supportive and instructive explanations such as computerizing books, the steps to follow in registration, the documents one has to carry when taking an exam, pass mark in credited system, pass mark accounting methods and the units students are responsible for in the exam take place.
3. Support: Under this title there are posts such as summary links about the lesson the students are responsible for, the links about previously asked questions, test techniques, methods for exam success, studying methods.
4. Share on Studentship: These are the posts aiming at sharing experience in exam periods, sharing caps on different studentship situations in exam periods, sharing comments after exam, opening to share the remembered or difficult questions after the exam for the others. Most important function of this post group is the interaction among students that is started by the admin and developed through the comments.
5. Entertainment: These are cartoons, video, jokes and riddles for entertainment.
6. Feelings and opinions: They are poems, information, thoughts and aphorisms on view of life.
7. Popular-current issues: Celebrations on religious or official festivals and on special days such as mother's day, new year or posts on an important loss, calamity, accidents (like Soma)
8. Advertisements: Advertising posts related to Facebook group pages or Internet sites which Open Education students might be interested.
9. Campaigns: Posts on activities conducted by the guidance of admin and participation of users for a purpose.
10. Report: Information posts on the number of visitors of admin's profile and tweet number.

Table 3: The Subject Distribution of Post Numbers

Content	OEF Open Education Posts		Open Education Faculty (OEF) Posts		Open Education Posts		Total	
	n	%	n	%	n	%	n	%
Announcements	59	10.5	109	18.7	33	39.3	201	16.4
Information	88	15.7	81	13.7	22	26.2	191	15.6
Support	50	8.9	46	7.9	11	13.1	107	8.7
Studentship	106	18.9	153	26.2	13	15.5	272	22.1
Entertainment	22	3.9	74	12.7	2	2.4	98	8.0
Popular-current issues	59	10.5	50	8.6	3	3.5	112	9.1
Feelings and opinion	36	6.5	61	10.5	0	0	97	7.9
Advertisements	67	12.0	10	1.7	0	0	77	6.3
Campaigns	20	3.6	0	0	0	0	20	1.6
10. Reports	53	9.5					53	4.3
Total	560	100	584	100	84	100	1228	100

Generally, most of the posts under the title of announcements and information, which take place in the three pages, have contents that are directly related to Open Education students' learning process and they are conveyed from Open Education System main source. From time to time, links are given related to the source of the announcements or information or the copied contents are attached to the posts. The same way is followed for the exam announcements such as KPSS and YDS and information about exam results. Most of the posts under the title of support refer to links on Internet sites as they are lesson notes, summaries or previously asked questions and their answers. In other posts, source or links are given only when it is necessary.

Likes

For Facebook pages, one of the methods to determine the reaction of the users to the posts in categorizations is the number of likes the posts get. When a user likes a post, his/her friends can see that the user interacted with the related page and this helps the page expand its target group. Therefore, Being liked has an important function for the Facebook pages. Social media specialist Brian Carter asserts that our likes and shares convey meanings like "I liked it very much, I want everyone to see this, I wish I could do this" (ReklamAction 2014). The ex- CTO of Facebook, Bret Taylor, who invented the "like" button, explains that this button was invented for the times when people want to express that they like something but do not have much to say about it (Fortune 2014). The analysis of the posts in terms of their subjects is shown in Table 4.

Table 4: The Distribution of likes on the Subjects

Content	OEF Open Education Likes		Open Education Faculty (OEF) Likes		Open Education Likes		Total	
	n	Mean (n=560)	n	Mean (n=584)	n	Mean (n=84)	n	Mean (n=1228)
Announcements	5.849	10.4	2.741	4.7	1.093	13.0	9.683	7.9
Information	9.013	16.1	1.814	3.1	1.014	12.0	11.841	9.6
Support	3.405	6.1	993	1.7	308	3.7	4.706	3.3
Studentship	27.830	49.7	36.116	61.8	1.260	15.0	65.206	53.0
Entertainment	1.735	3.1	8.738	15.0	416	4.9	10.889	8.7
Popular-current issues	16.159	28.9	10.388	17.8	387	4.7	26.934	21.9
Feelings and opinion	5.535	9.9	8.709	14.9	0	0	14.244	11.5
Advertisements	1.484	2.7	136	0.2	0	0	1.620	1.3
Campaigns	11.951	21.3	0	0	0	0	11.951	9.7
10. Reports	69	0.1	0	0	0	0	69	0.1
Total	83.030	148.3	69.635	119.2	4.478	53.3	157.143	128.0

When the number of likes, which can be used to understand the popularity of the post, taken into consideration, it is observed that the most liked posts are about being a student (53.0) at the total average. The same subject is at the top in the first (49.7) and second (61.8) pages as well. This indicates that being on one of these pages as a student is very important to the open education students. It can be interpreted that they have opportunity to interact with each other in the context of the communication set up by social media and this contributes developing the sense of community and belonging.

At the total average on likes, popular-current issues are the second most liked posts (21.9) followed by the posts expressing personal feelings and opinions. These two subjects are not related to their studentship or their learning. Rather, these are the posts shared intensively among friend groups around Facebook. It can be inferred that these users would like to regard themselves as they were in a friend group. the starting point of these common point is being an open education student.

After examining the pages regarding the subject distribution of likes, it is seen that on the page named Open Education, whose member and post categorization number (6) are the lowest, announcements and information are the leading subjects that were liked. Posts that serve as support materials for students ranked 4th or 5th. Posts that are about support materials include the official website of the University and different social media settings, which students can use to reach announcements and information, and the information about the Interactive Call Center and face to face counseling bureaus. Mobile communication services are also used for announcements and information. Therefore; for these subjects, students might be using these pages as the primary source since they have access to direct and indirect communication sources. The real purpose of use seems to be the communication they set only via these pages.

Comments

The users can post a text, image, icon, photo or a video by clicking on the comment button. When a person comments on a post, his or her friends are able to see that the person has interacted with the related page. This helps the page attract more members and become better known. The ex-CTO of Facebook, Bret Taylor stated in one of his speeches that they didn't place a "dislike" button for people who dislike a post and that

these people can write a comment if they want to dislike something (Fortune, 2014). In this sense, comments section becomes a place where people can express not only their negative opinion but also their positive and balanced opinion about the post. A recent study conducted among Facebook users revealed that the tendency to write a comment on or share a post is eight times less than their tendency to just “like” it (Carter and Marketo). In other words, users become timid when it comes to express themselves in a comment. Also, every comment has its own “like” and “reply” buttons, which allows mutual interaction. Three Facebook pages in the scope of the study were analyzed in terms of the comments and their distribution to subjects. The results are shown in Table 5.

Table 5: The Distribution of Comments on the Subjects

Content	OEF Open Education Comments		Open Education Faculty (OEF) Comments		Open Education Comments		Total	
	n	Mean (n=560)	n	Mean (n=584)	n	Mean (n=84)	n	Mean (n=1228)
Announcements	3.729	6.7	2.380	4.1	629	7.5	6.738	5.5
Information	4.508	8.1	1.175	2.0	541	6.4	6.224	5.1
Support	1.042	1.7	624	1.1	82	0.9	1.748	1.4
Studentship	11.026	19.7	8.724	14.9	596	7.1	20.346	16.6
Entertainment	320	0.6	13.816	23.7	23	0.3	14.159	11.5
Popular-current issues	1.132	2.0	728	1.2	7	0.1	1.867	1.5
Feelings and opinion	1.118	2.0	2.764	4.7	0	0	3.882	3.2
Advertisements	1.212	2.2	35	0.1	0	0	1.247	1.0
Campaigns	704	1.3	0	0	0	0	704	0.6
10. Reports	38		0	0	0	0	38	0.0
Total	24.829	44.3	30.246	51.8	1.878	22.3	56.953	46.4

It is observed that, at the total average, the number of the comments is the highest (16.6) on the posts that are about studentship as it was in “like” analysis. The second most commented posts are entertainment related (11.5) and announcement is the third most commented subject (5.5).

When the comments examined on the basis of pages; on OEF-Open Education page, the first comment subject is studentship (19.7), and the second subject is information (8.1). The third one is announcement with 6.7. The two subjects that were not in the top three on “like” average became prominent on comment average. When considering that commenting is an action that is taken more seriously, the fact that students comment mostly on the subjects about their learning process is considered significant. On the second page, Open Education Faculty (OEF), the top subject of the comments is entertainment (23.7) and studentship is the second (14.9). The third one is feeling-opinion (4.7). The shares on this page were mostly puzzles or mind games and the comment option is used in the sense of reply by Facebook’s nature. On the page named Open Education, the most commented subject is studentship (7.1) and the second most commented one is (7.5) followed by information (6.4).

Shares

“Liking a shared post or sharing it again means more than just saying “I like it”. A re-shared post can also mean, “I believe this, I support this idea or this brand and I recommend it. According to the experts, shared posts help create a bond among the users that share the post.” (ReklamAction 2014). Shared posts are placed in the

timeline and the users' news feed with its source information, so the posts spread. The shared post numbers and their subjects are shown in Table 6.

Table 6: The Distribution of Shares on the Subjects

Content	OEF Open Education Shares		Open Education Faculty (OEF) Shares		Open Education Shares		Total	
	n	Mean (n=560)	n	Mean (n=584)	n	Mean (n=84)	n	Mean (n=1228)
Announcements	826	1.5	308	0.5	220	2.6	1.354	1.1
Information	1.033	1.8	158	0.3	186	2.2	1377	1.1
Support	214	0.4	144	0.2	24	0.3	382	0.3
Studentship	627	1.1	9.487	16.2	33	0.4	10.147	8.3
Entertainment	37	0.1	3.184	5.5	158	1.9	3.379	2.8
Popular-current issues	1.158	2.1	2.846	4.9	37	0.4	4.041	3.3
Feelings and opinion	157	0.3	2.491	4.3	0	0	2.648	2.1
Advertisements	7	0	1	0	0	0	8	0
Campaigns	920	1.6	0	0	0	0	929	0.7
10. Reports	0	0	0	0	0	0	0	0
Total	4.979	8.9	18.619	31.9	658	7.8	24.265	19.7

The general evaluation of the number of shares on the pages shows that studentship is the top subject of the shared posts (8.3). The shares about this subject indicate that studentship is a matter concerned by other related people outside the page and that the users care about it. Second most shared posts are about popular-current issues (3.3) and the third most shared ones are about entertainment (2.8). The page named Open Education Faculty has the same ranking as the general overview.

On OEF- Open Education page, shares about popular-current issues are at the top (2.1) followed by information (1.8) and announcements (1.5). The most shared posts are about announcements on the page named Open Education (2.6) and the second most shared posts are about information (2.2) followed by third most shared posts that are about entertainment (1.9). These two pages, which have high numbers of members, have more shares about information and announcement. This fact suggests that the users of these pages are in contact with users of other pages who are also open education students and have common grounds with. In other words, this fact implies that students use social media as a communication tool for the subjects.

DISCUSSION AND CONCLUSION

The distribution results of the 300 Facebook pages, have shown that the name "Open Education" is identified with Anadolu University Open Education System after a long past. The majority of the pages created in the context of Open Education System have been formed on the basis of programs. Program based shares are efficient at bringing about a sense of community and they facilitate more detailed posts and shares about their education. Although the number of pages created with the common name "Open Education" is low, the top three pages that are liked the most belong to this group.

When the three pages compared;

1. The announcements directly related to the students,



2. The posts about the system process and improvements or changes,
3. Support materials to enhance comprehension of lessons and to be success at exams,
4. Fun posts that are about being a student or posts about observation and experience,
5. Posts about Popular or current issues, and daily greetings-condolences-happiness,
6. Posts just to have and share fun can be found on all three pages.

On the most liked two pages, there are feelings and opinions of the page owner that are not related to being a student and posted out of daily life or life itself. This kind of posts is similar to those in friend groups in the sense that users show interest in posts by likes and comments.

On all three pages, the posts including information are formed by the questions posed to the owner even though there is no direct question and answer information. The visible dimension of the communication persists in comments section. Users can ask questions via the comment button and can get answers from other users as well as from the owner. The content of the comments were analyzed, but the researcher observed that there is a mutual interaction among users through comments.

The highest number of posts is about studentship and they act as an emotional bond bringing them together. When the distribution of the subjects on likes, comments and shares on the pages examined, it was observed that the highest average is for the posts about studentship. McMillan and Chavis (1986) have defined the sense of community with four basic components, which are membership, influence, reinforcement and shared emotional connection. Sense of community can also be defined as the attachment, the sense of noticeability that members form for each other and for the group, and the belief that their needs are to be met when together (as cited in Ilgaz and Aşkar 2009: 28). In this sense, Facebook is seen as an obvious way to establish sense of community among Open Education students. Likes, comments and shares are all indicators of the sense of belonging to the setting where the sense of community is created. By allowing users to interact with each other, the Open education communication process held on Facebook pages is turning into a platform where feelings, opinions, experiences, common worries or successes are shared, which at the beginning, started only to get informed and supported.

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