Hıdır Karaduman, Tuba Çengelci Köse, Önder Eryılmaz

Research Article

Values in Social Media from the Viewpoint of Social Studies Teacher Candidates[1]

Hıdır Karaduman[2], Tuba Çengelci Köse[3], Önder Eryılmaz[4]

Abstract

The aim of this research is to determine the values that social studies teacher candidates reflect on social media. Phenomenological design has been employed in this study. The participants are students studying at Program in Social Studies Education of an Education Faculty affiliated with a state university in Turkey. Research data was collected through semi-structured interviews conducted with 12 teacher candidates and was analyzed via inductive analysis. Research results have shown that "respect", "privacy", "objectivity", "being patient", and "ethics" are among the most neglected values by individuals on the social media. On the contrary the list of values that the participants believe that individuals reflect on social media include "solidarity", "respect", "alturism", "sensitivity", and "love". As for participating

teacher candidates, the values that they, themselves, generally ignore on social media are "ethical values", "being patient", "objectivity", "patriotizm", "being considerate", and "sensitivity". Again, as far as the particiapants are concerned, "respect", "sensitivity", "ethical values", "alturism", and "honesty" are those that they, themselves, often reflect on social media. Based on the research results, relevant suggestions have been made about how to reflect values on social media.

Keywords: *Social studies, values, social media*

Introduction

Advances in science, technology, and communication can be noted as primary characteristics of information age. Internet provides individuals with flexibility in terms of communicating with each other, with access to any source of information at their own will, and with freedom to express their feelings and opinions. Internet based innovations in communication devices have also shaped daily life considerably. Communication has almost been redefined with the spread of personal computers and smart phones supported by the Internet and social networks. (Sendeniz, 2014).

As all the aspects of life, technology obviously influences education, too. Students have the opportunity to go through effective learning experiences about topics such as global diversity via use of the Internet and other media tools. Technological facilities enable students to actively participate in the construction of knowledge, to cooperate, and to transfer knowledge over real life cases (Glimps & Ford, 2008). Apart from educational purposes, the Internet and social media are often used as part of students' daily lives. Especially, a major part of communication that students in the tertiary education conduct daily takes place in virtual environments. Social media is defined as "a 21st century term used to refer to the social aspect of the Internet, to Web 2.0 and other social software terms, and it is employed for communication, cooperation, and creative expression" (Dabbagh & Kitsantas, 2011). Social media technologies have become a significant part of daily life with their features such as creating context, sharing pictures, expressing likes, and interacting during games. They are widely utilized especially in universities where technology is used as a major tool for students' communication, cooperation, and learning (Tess, 2013).

Social studies course teaches students subjects about places, cultures, systems, and several natural and social problems. Students do not only learn knowledge and events concerning life, but also embrace the opportunity to think critically and comprehensively (Parker, 2010). Teacher candidates to teach this course are expected to be sensitive about what is going on in their environment and in the world, and to critically think about the ongoing events. This is closely related with how consciously social studies teacher candidates use the social media and how correctly they reflect their values on these media.

Defined as "principles and primary beliefs guiding behaviors, and standards to judge deeds as good, desired or not" (Halstead & Taylor, 2000, p.169), values bear a crucial role in social life. Individuals are expected to live by the values they learned from their families and improved during school life in every aspect of their daily lives, and reflect those values in their behaviors. Values are equally important to communicate both face-to-face and on social media. However, social media has a profound role over the change of social norms that shape basic values. Unlike TV setting where the user receives the message passively, websites such as Youtube and Facebook allow the user to form the context, share it with others, and to comment on the context that other users create. Individuals share their demographic features and private life pictures on social media, which indicates that they share their life with the society (Swigger, 2012). Apart from personal exchanges, some individuals and activists utilize social media to globally interact, to be heard, to announce their own political standpoints, and to create public awareness. In this sense, the role of social media over security should be clearly understood (Gupta & Brooks, 2013). Considering the impact scope of exchanges on the virtual settings, one can mark that the values individuals reflect in virtual settings are as important as those they bear in their daily lives. Being aware of the values reflected in virtual settings and conscious use of social media are noteworthy with respect to the contributions of social media to social life.

Literature on use of social media by teacher candidates includes studies on teacher candidates' opinions about use of social media in social studies education (Kahveci, 2015), bullying and being bullied on Facebook (Baran, Keskin, & Genc), levels of social skills based on using social web sites (Hark Soylemez, 2015), and social network addiction (Cam & Isbulan, 2012) Besides, some other research studies on problematic Internet use beaviors by university students and teacher candidates cover a considerable amount of relevant literature (Deatherage et.al,, 2014; Morahan-Martin & Schumacher, 2000; Ozturk & Kaymak Ozmen, 2011). Currently, more and more individuals are spending their time in virtual settings and social networks, and they use these media efficiently. This gave rise to conducting studies on how issues like citizenship are perceived by individuals in virtual settings (Ozmen & Er, 2012). Like the perception of citizenship, it is also of great importance to determine how teacher candidates reflect the values that guide their daily lives onto the social media and what they think about the values that others refect on social media, which paved the path for the current research study.

Overall aim of this study is to determine the values that social studies teacher candidates bear on social media and how they reflect these values. Accordingly, answers have been sought for the following research questions:

- As for social studies teacher candidates, what are the general values that they and other individuals reflet and neglect on social media?

- What are the differences between the values that social studies teacher candidates and other individuals attend to on social media and in their daily lives, and what are the reasons for this difference?

- As for social studies teacher candidates, what kind of values should be reflected on social media?

- As for social studies teacher candidates, what can be done to create a positive culture concerning values on social media?

Method

Research Model

Aiming to determine the values that social studies teacher candidates bear on social media, this study has adopted a qualitative research approach. The phenomenology design was used to conduct this study. Phenomenology aims at obtaining a deeper understanding about meaning and nature of daily life and human experiences. In phenomenological studies researchers focus on how individuals perceive and make sense of experiences (Patton, 2014). Accordingly, this study has also employed phenomenology design in order to identify how social studies teacher candidates reflect their values on social media.

Research Sample

One of the purposeful sampling methods, criterion sampling was used to determine the research sample for the current study. In criterion sampling method, a set of criteria is defined in accordance with the research aim, and then participants are chosen among the eligible prospects (Yildirim & Simsek, 2013, p. 140). The research sample in this study includes 12 teacher candidates who are registered students at Program in Social Studies Education of a state university and who had taken the elective classess 'Digital Citizeship Education' and 'Value

Education in Social Studies'. Since teacher candidates had already been trained about both social media and value education via two aforementioned courses, they were deemed to be abler in terms of projecting their observations.

Data Collection Tool

Semi-structured interviews were used as the data collection tool in this study. The interviewee can freely express his/her opinions and in-depth information can easily be collected if necessary during semi-structured interviews, which are two advantages of this tool (Buyukozturk et.al., 2012, p. 152). The first step of formulating a semi-structured interview form was to develop a draft containing potential questions distilled from the relevant and meticulous literature review. The draft was presented to three faculty members at Program in Social Studies Education for expert opinion. Based on the feedback from the experts, the draft was revised and a proto-interview form was developed. Next, a pilot was conducted with three student participants to test the reliability of data collection tool. Data collected from the pilot was analyzed by each researcher separately, and data collection tool was finalized. As a result, there were 8 questions on the interview form. The questions on the interview form are directed to learn participants' opinions about the values both they and others reflect and neglect on social media, the differences between the values reflected in daily life and on social media, the values that they are most careful about on social media, and about what can be done to create a positive culture about values on social media. Besides, participating teacher candidates were informed with respect to the flow of interviews, how the research data would be kept and analyzed prior to the semi-structured interviews, and their consents were granted. Interviews took 25 -30 minutes with each participant.

Data Analysis

Research data was analyzed via inductive analysis. Semi-structured interviews held with the research sample were typed into written form in an electronic setting. NVIVO 10 software was utilized for data analysis. Two researchers completed the coding separately, and only those with 80% or over consistency were picked as themes. Research data was supported with quotations from candidates' opinions.

Findings

In this section research findings are presented as follows: What are the values that social studies teacher candidates and others neglect/reflect on social media; what are the differences between the values that social studies teacher candidates and others care about in real life and on social media; what values should be reflected on social media and what should be done to create a positive culture regarding values on social media according to social studies teacher candidates.

The Values in Social Media According to Social Studies Teacher Candidates

Table-1 depicts SSTCs' opinions about the values that they, themselves, and others neglect and reflect on social media.

Table 1

SSTC'S Opinions About the Values That They, Themselves, and Others Neglect and Reflect on Social Media According to the Participants.

Values that individuals neglect on social media	Values that individuals reflect on social media	Values that SSTCs neglect on social media	Values that SSTCs reflect on social media
Respect	Solidarity	Ethical Values	Respect
Privacy	Respect	Being Patient	Sensitivity
Objectivity	Alturism	Objectivity	Ethical Values
Being Patient	Sensitivity	Patriotism	Honesty
Ethical values	Love	Being considered	Equality
Academic Honesty	Freedom	Sensitivity	Tolerance
Peace	Responsibility	Tolerance	Mercy
Being considerate	Ethical values	Love	Freedom
Honesty	Being fair	Responsibility	Responsibility
Love	Peace	Being scientific	Bein fair
Being fair	Righteousness	Respect	Family unity
Modesty	Loyalty	Alturism	Being considerate
Diligence	Supremacy of law	Hospitality	Supremacy of law
Righteousness	Caring about health		Human Dignity
Moral Values			Independence
Family unity			Consulting
Sensitivity			Righteousness
Supremacy of law			Privacy
Human dignity			Objectivity
Mercy			Being patient
Freedom			Patriotism

As shown in table 1, SSTCs stated that primarily ''respect'', "privacy", "objectivity", "being patient", "ethical values" are ignored while "solidarity", "respect", "alturism", "sensitivity", and "love" are reflected by individuals on social media. "Respect", "ethical values", "peace", "love", "being fare", "righteousness", "supremacy of law", and "freedom" are reported by SSTCs as both ignored and reflected values by individuals on social media. For instance, Aytac says, "*Respect is generally the most visible value on social media. Respect is necessary for people to build a healthy and mutual understanding during communication*" about respect, which underlines the role of respect for healthy communication on social media. On the contrary, Bahadır states that virtual environment gives flexibility to individuals to behave as if there was no one right across them and this leads to mutual disrespect among the communicating parties by noting, "*No one respects the other's opinion that much because there is nobody right next to you when you communicate on social media. Thus, people can freely express their opinions, and there is no direct reaction. All reaction revolves around what you write.*"

As for SSTCs, privacy is the second most neglected value on social media. Underlining this point, Onur emphasizes that privacy is ignored on social media and that he, himself, displayed similar acts at times by saying "*Privacy…almost everybody shares something online. Even I do it sometimes, not very often. No one really is concerned about keeping anything private, everyone shares their locations automatically, which I don't like much.*"

According to SSTCs, "solidarity", "alturism", and "sensitivity" are among the prominent values that individuals believe to be reflecting on social media. When expressing relevant opinions, teacher candidates underpinned that some features of social media such as creating public awareness and enhancing solidarity are generally reflected, and they supported their views through some current examples. For instance, Onur said, "*You know what happened about Ozgecan. When such severe events with deep impact over society are experienced, sensitivity value steps up*"; likewise, Aytac noted, *"Most recent example is Ozgecan. People created a real solidarity setting*", both of which point that social media is effective in terms of creating awareness and building solidarity in a society.

As can be clearly seen in Table 1, the list of values ignored on social media by the participating SSTCs includes "ethical values", "being patient", "objectivity", "patriotism", "being considerate", and "sensitivity." Values that SSTCs believe to be reflecting on social media, however, include "respect", "sensitivity", "ethical values", "alturism", and "honesty". In addition, other group of values that SSTCs think that they both ignore and reflect on social media is listed as "respect", "sensitivity", "ethical values", "alturism", "tolerance", "being considerate", "being patient", and "patriotism." Some participating candidates stated that they were careful about reflecting ethical values whereas some others said that they did not pay much attention to them. For instance, Ercan stated that he often ignored ethical values especially when it comes to plagiarism or correct use of information on social media although he is well aware of the values, and Ruya said that she had always been very careful with ethical values such as privacy and safety of individuals, respecting others, and not insulting them. Relavant quotations from both partcipants are as follows:

> *"If we are to criticize ourselves first, there are times that we obviously ignore ethical values. Here is how it rolls; there is loads of information in virtual settings, and we sometimes want people to believe that what we say/write is our work by not citing relevant sources. This concept is vital since we should respect for labor. Yet, we still transfer what we read and see online without showing reference, which is injustice fort he labor of the person whoever uploaded that piece of information. This is how I violate."* (Ercan)

> *"As for ethical values, I try to respect people, not to exclude them because of their thoughts. Even when I think what they say is rubbish, I try to be polite, and express myself within courtesy boundaries. If they do not allow me to share a picture of theirs, then I don't use it, which can be taken as a sign of respect for privacy."* (Rüya)

Off all the values that SSTCs often neglect on social media, "being patient" is one of the most frequently reported one. Participating SSTCs reported that not being patient and acting impulsively and instantly without thinking properly led to problems on social media. Folowing is what Metin said about this:

"I am a quick tempered person. Let's say something is wrong in our society, and someone ignores that. Then, that person posts something about it trying to look like he is doing the right thing. That moment, I fly off the handle. There is one example about a current issue. A friend of mine posts something. He is my classmate, yet I couldn't help commenting immediately. I told him to open his eyes and so on. Sure, I didn't swear or use bad language, but some sentences were a little insulting. I, for one, believe that I was rather impatient. He didn't say anything about it, but I know that I broke his heart." (Metin).

A closer look at Table 1 reveals that SSTCs list more values when it comes to those that individuals ignore on social media and more when it comes to those that they, themselves, reflect. This may point to the fact that SSTCs believe that other people neglect more values than SSCTs on social media. In addition, the courses that participating SSCTs had taken, such as digital citizenship and value education, can be noted as a major reason as to why SSCTs adopt and reflect values more than other individuals.

The Differences Between the Values in Daily Life and on Social Media According to Social Studies Teacher Candidates

Table 2 presents a comparison with respect to the differences between the values that social studies teacher candidates and others care about in daily life and on social media.

Table 2

The Differences Between The Values in Daily Life and on Social Media According to SSCTs.

Differences between the values that individuals care about in daily life and on social media	Differences between the values that SSCTs care about in daily life and on social media
Respect	Sensitivity
Solidarity	Respect
Sensitivity	Independence
Righteousness	Diligence
Being fair	Tolerance
Objectivity	Being Scientific
Patriotism	Freedom
Academik honesty	Responsibility
Equality	Alturism
Independence	
Modesty	

Differences between the values that individuals care about in daily life and on social media	Differences between the values that SSCTs care about in daily life and on social media
Being considerate	
Diligence	
Freedom	
Being patient	
Tolerance	
Love	
Cleanliness	
Human Dignity	
Responsibility	
Alturism	

As depicted in Table 2, "respect", "solidarity", "sensitivity", "righteousness", and "being fare" are the leading values among those that differ in real life and social media according to participating SSTCs. Following are relevant qutotations by some teacher candidates:

"Frankly, I think that respect value significantly differs. Since people are more free and more distant from the reactions on social media, they can be more disrespectful, and their language can be more disturbing." (Nazan)

"I guess solidarity. I mean, people like something on facebook to show that they support each other, but in real life, they don't actually back up each other. Although they like some events or programs on facebook, they don't really attend or join." (Onur)

"Someone who is mostly reserved, objective and has no sensitivity for anything may turn into another person who is actively sensitive about many things, knowledgeable about many political issues on social media. Some cannot reflect this side of theirs into real life. They can reflect themselves on social media, but I guess they feel pressure in real life and more free on social media, so they can post things that they normally do not. A quiet person in real life can be really different on social media" (Ozan)

Most noteworthy point among teacher candidates' opinions is that individuals do not reflect some of the values they have on social media. According to the candidates, this happens because people feel more free especially in virtual settings. They noted that the values that individuals reflect in real life and on social media differ since there is no direct consequence of deeds in virtual settings.

As for participating SSTCs, the values that differ for themselves across real life and social media settings are "sensitivity", "respect", "independence", "diligence", and "tolerance". The opinions expressed by teacher candidates show that especially some of the values they reflect in real life are not adopted by them on social media. Relevantly, Nil said the following; "*I try to be a sensitive person in real life, but I may sometimes let go this on social media*"; Ruya reported; *"when we talk about 'respect' with each other in our daily lives, I take it as respect for differences. Since we study social studies, we mostly focus on this point. We always talk about ethnic differences and respect for these differences. I don't know, we feel sorry about things we see online either on social media or other environments, but when something bothers us, we lose our respect quickly"*.

As the data on Table 2 indicates, SSTCs listed fewer number of differences concerning the values that they reflect on social media and real life, which may be noted as a sign that the participants pay due attention not to reflect different values on social media and in real life. Especially the course "digital citizenship" that teacher candidates had completed earlier and the activities and practice they were supposed to conduct as part of that course may have been influential in terms of building links between virtual settings and real life. Besides, teacher candidates stated that education on digital citizenship and similar subjects is highly necessary in order to create a positive culture about values on social media, which should be noted as another support for the necessity of education.

The Values That Social Studies Teacher Candidates Believe to Be Reflected on Social Media

Table 3 displays the values that SSTCs believe to be reflected on social media.

Table 3

The Values That SSTCs Believe to Be Reflected on Social Media

Respect
Sensitivity
Privacy
Ethical values

Righteousness

Freedom

Honesty

Tolerance

Responsibility

Being fair

Being considerate

Human dignity

Independence

Equality

Being prudent

Love

Table 3 indicates that parimary values that should be emphasized on social media according to the SSTCs are "respect", "sensitivity", "ethical values", "privacy", and "righteousness". Following are some quotations from the participants:

"One of the most significant building blocks of relations between people is respect. Respect matters a lot for a relation between either two people or institutions because I believe communication can be settled through only respect. If there is no such respect, there will be no communication, I think.." (Ercan)

"I would first go for sensitivity. I mean, since we do not see the other party on social media, we are more comfortable. Yet, when it comes to saying the same things in real life with a real listener in front of us, then it gets harder because we see the listener. We don't know his/her reaction. We should be sensitive since s/he has her/his own beliefs and opinions. I think we should be careful not to hurt her/his feelings, opinions, and soul, and we should be more sensitive while we communicate with her/him." (Bahadır)

"It's name is private life, but we share almost everything on facebook, twitter and other social media. For instance, everybody knows what everybody does and when. We check-in some places, take pictures to show that we are somewhere with someone. I guess this is not that ethical. Some people take pictures while having a family dinner and share it online. People waste their privacy even with their spouses. I'm not saying people should never do such things, but we take things a little further. Thus, I strongly support that private life should be kept private." (Metin)

As stated by Ercan, teacher candidates care mostly about building communication and therefore, they emphasize values indispensable from establishing communication on social media. In addition, they underline that being sensitive and respectful especially for people's privacy are critical, and that everyone should be honest while sharing some posts.

What Should Be Done to Create a Positive Culture About Values on Social Media According to SSTCs

Table 4 displays what SSTCs said concerning what should be done to create a positive culture about values on social media.

Table 4

Things to Be Done to Create a Positive Culture Concerning Values on Social Media According to SSTCs

Efforts about education	Awareness raising training should be provided to families, teachers, and students
	Commencing courses
	Organizing seminars
	Consciousness raising in terms of transfering real life values onto social media
	Supporting correct use of social media
Efforts about affective outcomes	Supporting value education
	Improving empathy skill
	Being tolerant
Eforts to build relation between virtual settings and real life	Strengthening the link between real life and virtual settings
	Preparing public service announcements
	Stricter legal regulations
	Raising awareness about privacy

Table 4 yields that SSTCs reported their ideas concerning what should be done to create a positive culture about values on social media under three headings such as efforts about education, efforts about affective outcomes, and efforts to build a relation between virtual settings and real life. SSTCs especially underline the role of educational activities in this sense. For instance, Nazan said, *"Of course, primary responsibility is on education and teachers, in*

other words, on us. People should be educated about social media."; likewise, Mert noted *"…. That's why I, also, believe that a new course like digital citizenship should be incorporated into the primary education curriculum because no one can deny the existence of digital citizenship. There is a virtual life going on as well. Maybe, thre will be more of it in the future. Maybe, our kids will be more engaged in virtual world, and it will be more important than real life. Even today, there are some people like that. In our virtual world, there seems to be no value, no social mechanisms; and people mistake it for complete anarchy, and they think that they can say anything they want to anyone they feel like to. People have to be educated, that's what I think. People should be educated."* Teacher candidates underscored that educational efforts should start right off the primary education and the teachers bear a crucial role in terms of creating a positive culture about values on social media.

Similarly, SSTCs believe that value education regarding the affective outcomes of education can also contribute to establishing a positive culture concerning values on social media. For example, Nil stated, *"Especially, value education should be strengthened, and people should be trained about how to use social media and what kind of activities should be conducted on social media; then, I think we can overcome these problems.";* moreover, Bahadır reported, *"Value education is not that common. It is not practiced either in primary schools or universities. At least, that's what I know. Values should be clearly explained to everybody in the society and from the scratch."* In this sense, teacher candidates pinpoint that values refering to social media and digital life style should be emphasized during value education.

Another aspect that SSTCs stated regarding how to build a positive culture about values on social media is that efforts should be directed to settle a relation between the real life and virtual world. Take what Metin said as an example, *"Firstly, it should be taught that virtual world is related to the real life. As I said earlier, what we do on virtual world may come up and find us later. Recent events can be taken as clear evidence for this. I believe virtual and real life should not be considered separately. We should be careful about what we write, say, and how we look. We should never forget that there is another human being right across us. Of course, teachers have to shoulder the major part of responsibility here. Yet, first education should start with parents in the family. If values are explained clearly and without making them meaningless hallow concepts, I guess a link may be established between the virtual and real lives, which will lead to a positive culture."* So, the roles of families and teachers are among what SSTCs emphasized with respect to building a positive environment about values on social media.

Conclusion, Discussion, and Suggestions

According to SSTCs, individuals mostly ignore the following values on social media: "respect", "privacy", "objectivity", "being patient", and "ethical values". In a study conducted by Kakırman Yıldız (2012) on students of Information and Document Management Program, it was concluded that students were frequently using social media to be informed and to share information, yet half of the participants did not care much about privacy when they used social media. In this research, too, teacher candidates noted that individuals do not pay due attention to privacy on social media. Sincar and Ugurlu (2012) reported that teachers faced with many unethical behaviors such as assault, obsession, and disrespect when they visited some forum websites about teacher training. Likewise, the findings of the current research indicate that teacher candidates emphasize that both their firends and other individuals display unethical behaviors on social media.

According to SSTCs, the values that individuals generally reflect on social media include "solidarity", "alturism", and "sensitivity". Teacher candidates focused on the role of social media to raise awareness in a society and to strengthen solidarity with relevant current examples. Vural and Bat (2010) state that sophisticated applications allowing exchange of photos, videos and texts among people, a.k.a. social media, have brought a new dimension to virtual communication; that social media encourage its users to participate, and that feedback is valuable on this platform. In this regard, it is possible to say that social events and phonemena are quickly spread via social media, which eases communicating about them, and this helps build a public opinion. In a study conducted by Solmaz et.al (2013), students of communication faculty were determined to use social media to share photos and information, to be informed, to send and receive messages, to follow the events and agenda, and to exchange their opinions. Valenzuela et.al (2012) concluded that use of facebook was a prominent way to join protests for individuals aged between 18-to-29 in their study examining the role of social media on political changes and development of democracy in Chile. In this study, too, participants stated that social media triggered solidarity, alturism, and sensitivity for social events, which indicates that participating teacher candidates believe that social media can unite people around specific events. The participants listed the following values as both reflected and negected by individuals on social media: "respect", "ethical values", "peace", "love", "being fair",

"righteousness", "supremacy of law", and "freedom". This shows that different values are emphasized and ignored at different times depending on the case on social media.

As for the values that SSTCs neglect on social media, the list involves "ethical values", "being paitent", "objectivity", "patriotism", "being considerate", and "sensitivity". Rowe (2014), report that administrators of many universities are concerned because students display aggressive behaviors against their peers and teachers and post insulting messages about them. Universities are having difficulty in finding the balance between freedom of expression and expression of opinions responsibly and respectfully. That is why emphasis on ethical values, being considerate, and sensitivity on social media should be deemed significant. As for the values that SSTCs believe to be reflecting on social media, primary ones are "respect", "sensitivity", "ethical values", "alturism", and "honesty". Participating SSTCs noted that they both reflected and ignored ethical values and sensitivity. The fact that techar candidates stated ethical values and sensitivity among both reflected and neglected values on social media can be taken as evidence that SSTCs regard them as basic values for social media.

According to SSTCs, individuals ignore more values on social media than teacher candidates and teacher candidates reflect more values on social media than other individuals. Participating teacher candidates had completed digital citizenship and value education courses prior to the study, which can be the reason for this discrepancy. Especially in digital citizenship course, teacher candidates learn about things to be careful during online communication, how to protect privacy and confidentiality, rights and responsibilities on digital platforms, and relevant laws and regulations; furthermore, activities are designed to strengthen the link between virtual setting and real life, all of which may be the reason as to why teacher candidates noted a smaller number of values that they neglected on social media. According to SSTCs, the values that differ fro themselves across real life and virtual settings are "sensitivity", "respect", "independence", "diligence", and "tolerance".

"Respect", "sensitivity", "ethical values", privacy, and "righteousness" are the top most values that should be emphasized according to SSTCs. Values such as respect, ethics, privacy, and righteousness are especially underlined in studies on digital citizenship, cyber citizenship, e-citizenship, and internet ethics (Churches, Crockett and Jukes, 2010; Farmer, 2010; Greenhow, 2010; Hollandsworth, Dowdy ve Donovan, 2011; ISTE [International Society for Technology in Education], 2007; Knorr, 2010; Ribble and Bailey, 2007; Ribble, 2006; Willoughby ve

Wood, 2008). So, participating teacher candidates can be considered as knowledgeable about the common values pinpointed in the literature. Debatin et.al (2009) investigated how aware Facebook users were in terms of privacy and the benefits and risks of Facebook use as perceived by undergraduate students. Research findings indicated that users did not hesitate to upload the details of their private life onto the system although they had stated that they were aware of privacy. According to the results of a study designed by Ozturk and Akgun (2012), undergraduate students do not trust social media with respect to privacy.

SSTCs stated that efforts should be exerted about education, affective outcomes, and the link between virtual setting and real life in order to establish a positive culture about values on social media. Chen et.al (2014) analyzed the words that people used in their comments on a news website in order to determine their personal values. Research revealed that words people use on social media are strong predictors of their values. Therefore, it is of paramount significance that people gain values and reflect them on social media. In their study examining the influence of social media over mentoring teacher candidates for School Practice, Ozan and Odabasi (2016) concluded that teacher candidates were a lot more comfortable expressing themselves on social media. In this sense, it is reasonable to state that correct and efficient use of social media may have positive contributions to teacher training. Following can be suggested based on the research findings:

- Teacher candidates can be trained about social media use, and elective courses concerning digital citizenship can be launched.
- Different research studies can be designed about the effect of social media over teacher training programs.
- Subjects pointing to values and ethics in virtual settings can be incorporated into the courses about value education within teacher training programs.
- Alternative studies can be conducted on the place of values in social media.

References

Baran, B., Keskin, E., & Genç, Ş. (2014). Ogretmen adaylarinin Facebook'ta zorbalik yapma ve zorbalıga maruz kalma durumlarinin bazı degiskenlere gore incelenmesi. *Journal of Instructional Technologies & Teacher Education*, *3*(1), 34-43.

Buyukozturk, S., Kilic Cakmak, E., Akgun, O. E., Karadeniz, S., & Demirel, F. (2012). *Bilimsel araştırma yöntemleri* (12th ed). Ankara: Pegem Akademi Publishing.

Chen, J., Hsieh, G., Mahmud, J. U., & Nichols, J. (2014). Understanding individuals' personal values from social media word use. In *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing* (pp. 405-414). New York, NY: ACM.

Churches, A., Crockett, L., & Jukes, I. (2010). *The digital diet: Today's digital tools in small bytes: 21st Century Fluency Series.* Kelowna, BC: Corwin.

Cam, E., & Işbulan, O. (2012). A new addiction for teacher candidates: social networks. *Turkish Online Journal of Educational Technology*, *11*(3), 14-19.

Dabbagh, N., & Kitsantas, A. (2011). Personal learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *Internet and Higher Education, 15*(1), 3-9. doi: 10.1016/j.iheduc.2011.06.002

Deatherage, S., Servaty-Seib, H. L. & Aksoz, I. (2014). Stress, coping, and internet use of college students. *Journal of American College Health, 62*(1), 40-46.

Debatin, B., Lovejoy, J. P., Horn, A., & Hughes, B. N. (2009). Facebook and online privacy: Attitudes, behaviors, and unintended consequences. *Journal of Computer-Mediated Communication, 15*(1), 83-108.

Farmer, L. (2010). 21. Century standarts for information literacy. *Leadership, 39*(4), 20-22.

Glimps, B. J., & Ford, T. (2008). Using Internet technology tools to teach about global diversity. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82*(2), 91-95.

Greenhow, C. (2010). A new concept of citizenship for the digital age. *Learning & Leading with Technology, 37*(6), 24-25.

Gupta, R. & Brooks, H. (2013). *Using social media for global security*. Somerset, NJ, USA: John Wiley & Sons.

Halstead, J. M., & Taylor, M. J. (2000). Learning and teaching about values: a review of recent research. *Cambridge Journal of Education, 30*(2), 169-203.

Harding, J. (2013). *Qualitative data analysis: From start to finish.* Sage Publication: California.

Hark Söylemez, N. (2015). *Öğretmen adaylarının sosyal ağ sitelerini kullanma durumlarına göre sosyal beceri düzeylerinin incelenmesi.* (Unpublished master thesis). Dicle University, Diyarbakir.

Hollandsworth, R., Dowdy, L., & Donovan, J. (2011). Digital citizenship in K-12: It t   akes a village. *TechTrends, 55*(4), 37-47.

ISTE. (2007). *National education technology standarts for students*. Retrieved August 1st, 2012 from   http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx

Kahveci, N. G. (2015). Pre-service teachers' conceptions on use of social media in social studies education. *International Journal of Progressive Education, 11*(1), 82-100.

Kakırman Yıldız, A. (2012). Sosyal paylasim sitelerinin dijital yerlilerin bilgi edinme ve mahremiyet anlayışına etkisi. *Bilgi Dünyası, 13*(2), 529-542.

Knorr, C. (2010). Be a good digital citizen: Tips for teens and parents. Retrieved August 1st, 2012   from   http://www.wuhsms.org/index.php/our-blog/technology/185-be-a-good-digital-citizen-tips-for-teens-and-parents.

Merriam, S.B. (2013). *Nitel araştırma desen ve uygulama için bir rehber.* (S. Turan, Trans.) Ankara: Nobel Publishing.

Morahan-Martin, J. M., & Schumacher, P. (2000). Incidents and correlates of pathological internet use among college students. *Computers in Human Behavior, 16*(1), 13-29.

Ozan, Ş. ve Odabaşı, F. (2016). Sosyal medyada öğretmenlik uygulaması danışmanlık sürecine ilişkin öğrenci görüşleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 17*(1), 599-613.

Özmen, C. & Er, H. (2012). Sanal ortamda vatandaşlık. *Bartın Üniversitesi Eğitim Fakültesi Dergisi, 1*(1), 204-2016.

Öztürk, E. & Kaymak Özmen, S. (2011). Öğretmen adaylarının problemli internet kullanım davranışlarının, kişilik tipi, utangaçlık ve demografik değişkenlere göre incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri, 11*(4), 1785-1808.

Öztürk, M., & Akgün, Ö. E. (2012). Üniversite öğrencilerinin sosyal paylaşım sitelerini kullanma amaçları ve bu sitelerin eğitimlerinde kullanılması ile ilgili görüşleri. *Sakarya University Journal of Education, 2*(3), 49-67.

Parker, C. W. (2010). Social studies education. In W. Parker (Ed.), *Social Studies Today: Research And Practice* (pp. 1-12). New York: Taylor & Francis. Retrieved October 16th, 2015 from https://education.uw.edu/sites/default/files/u284/Parker.Chapter1.pdf

Ribble, M. S. (2006). *Implementing digital citizenship in schools: The research, development and validation of a technology leader's guide.* (Unpublished doctoral dissertation). Kansas State University, Kansas, USA.

Ribble, M., & Bailey, G. (2007). *Digital citizenships in schools*. Washington: ISTE.

Rowe, J. (2014). Student use of social media: when should the university intervene? *Journal of Higher Education Policy and Management, 36*(3), 241-256.

Seggie, F.N., & Bayyurt, Y. (2015). Nitel araştırma yöntemlerine giriş. In F.N. Seggie ve Y. Bayyurt (Ed.), *Nitel araştırma yöntem, teknik, analiz ve yaklaşımları* (pp.10-22). Ankara: Anı Publishing.

Sincar, M., & Uğurlu, C. T. (2012). Öğretmenlerin Forum Sayfalarında Karşılaştıkları Etik Problemler. *Gaziantep University Journal of Social Sciences*, *11*(3), 737-758.

Solmaz, B., Tekin, G., Herzem, Z., & Demir, M. (2013). İnternet ve sosyal medya kullanımı üzerine bir uygulama. *Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi, 7*(4), 23-32.

Swigger, N. (2013). The online citizen: Is social media changing citizens' beliefs about democratic values?. *Political Behavior, 35*(3), 589-603.

Şendeniz, Ö. (2014). Toplumsal hareketler repertuvarı ve sosyal ağlar: HES muhalefeti örneği. In E. Baştürk Akca (Ed.). *Yeni Medya Pratikler Olanaklar* (pp.155-174). Kocaeli: Umuttepe Publishing.

Tess, P. A. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behavior, 29*(5), A60-A68.

Valenzuela, S., Arriagada, A., & Scherman, A. (2012). The social media basis of youth protest behavior: The case of Chile. *Journal of Communication, 62*(2), 299-314.

Vural, Z. B. A., & Bat, M. (2010). Yeni bir iletişim ortamı olarak sosyal medya: ege üniversitesi iletişim fakültesine yönelik bir araştırma. *Journal of Yasar University, 20*(5), 3348-3382.

Willoughby, T., & Wood, E. (Eds.). (2008). *Children's learning in a digital world*. Maldem, MA: Blackwell Publishing.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. (9th ed.). Ankara: Seçkin Publishing.