MODERN ERA STRATEGY AND SOCIAL MEDIA: SOCIAL MEDIA EDUCATION PROBLEM

Prof. Dr. Sedat CERECİ
Hatay Mustafa Kemal University Communication Faculty
s.cereci@gmail.com,
ORCID-0000-0002-3762-6483

Abstract

In this study, the nature of social media, which is the most common and most effective tool in the modern age, is discussed and the way of using the opportunities provided by social media is evaluated. In addition to the use of social media for communication and socialization purposes, the fact that there are also incorrect or malicious uses leads to the approach that using social media requires an education. Social media is some attractive and dangerous instruments of modern era that was planned correctly as a force. Social media attracted people and stole their time and energy since the last period of 20.th century and extends its sovereignty area. In order to benefit from social media in the most convenient way, social media education is required.

Key Words: Social media, education, modern problem.

INTRODUCTION

The unconscious use of social media, which is the most popular tool of the Modern Era, causes many problems. Social media, which is the most common tools of the modern era, includes risks as well as many benefits. Making the most of social media and avoiding bosses is only possible with education. Social media provided people many different facilities in communication, in business, in shopping, in science and in entertainment since it emerged and it extends its attraction area every day. The people who can reach electricity and internet can use social media in the world. Especially mobile phones brought incredible chance to use and social media and many people got it. According to some surveys, numerous people use social media incorrectly (Kumar and Shah, 2018: 30). There are a lot of wrong and illegal sharing in social media and social media sometimes causes dangers. In Russia, the girl playing the computer game called the Blue Whale has committed suicide by throwing herself down, by the rules of the game, by throwing herself down on the 15th floor and another girl shot herself with father's rifle in Adana in 2019. The subject has been discussed once more (Cereci,2018: 131). In another news report, a 32-year-old German named Sven K. was killed by his wife, Kirstin K., who had fled his man for 6 years. There are many criminal and judicial incidents in the world caused by social media.

Social media is, in a sense, the result of technical, social, cultural and humane developments throughout history used for economical-political purposes (Taprial and Kanwar, 2012: 57). People have constantly produced new techniques and tools to make life easier. Modern tools often make people's work easier, sometimes they turn into dangerous and harmful tools in the hands of malicious people (Sutton, 2013: 56). However, as many people made their work easier or had fun, no one was able to remove their technology products from their lives. They continue to use technology, even if they use it incorrectly. First of all, although the use of social media is very attractive for children and young people, it contains many risks. In addition to dangerous content appearing on social media, excessive time spent and negative psychological effects are the main risks (Muckenhuber and Scaria-Braunstein, 2022: 286). The most convenient way to protect children and young people from risks is to educate them. The media, especially the Internet, which show real ones as real, give the most competent examples of simulation. By simulating almost everything, the media opens new paths for those who prefer to move away from the real world and live in an unreal world (Alic, 2010: 208). The most common extension of the new media, social media, facilitates the monitoring and control of people beyond providing mutual sharing (Rasmussen, 2915: 4). The modern technology, which is called new media and which is in contact with the skins of the people by means of advanced digital technology and smart phones, provides all kinds of information to the control centers and enables people to be followed and directed. People who feel condemned to new media for referring to the new media and especially to the social media, have been referring to the new media. In this context, a large number of misuse and cybercrime emerges. While Social Media was an ordinary communication tool at the beginning, its usage purposes and content are gradually changing. Although users mostly use social

S Cereci

media for innocent purposes and with good intentions, dangerous situations can also arise (Katerbursky, 2019: 47). Social media education is required to fully learn social media technique and philosophy and to benefit from social media by using it correctly.

Social Media Reality

Social media, such as blogs and social networks, is increasingly used within companies. Companies expect »Enterprise 2.0« to lead to more effective communication, improvement in information management and increase its attractiveness for young candidates (Carstensen, 2020: 183). In the modern age, social media is the fastest and most accessible tools of conveying news, agenda and other messages (Schade, 2019:). This, increases the interest in social media. Social media, which can be used for all kinds of purposes, especially communication, from socialization to secret organization, is preferred and widespread by many people despite all kinds of effects (Kettner and Thorun, 2020: 9). Social media is a convenient socialization and entertainment tool especially for people who feel lonely, introverted and have problems (Paus-Hasebrink, 2019: 364). Social media are tools that make publications related to everyone's psychology and make people feel that they are living in a social environment. Social media emerged as information sharing tool in the last period of 20.th century. Social media already plays a role in crime detection, prevention and providing general insight to law enforcement entities. Once again, when combined with other data sources its potential comes to the fore. Overlaying social media data with crime maps and other data can greatly enhance the allocation of resources (Leavey, 2013: 31). Social media changed into a danger in the beginning of 21.st century.

Only 25 years ago, the www was invented, only ten years ago, Facebook went online. Taking into consideration this short time frame, it is impressive to see how this development affected our daily life and behaviour. How important is to have access to the Internet with the right technology? What is the worldwide penetration rate and who owns a mobile telephone with 3G technology? The following numbers give an idea about important facts and figures around the global Internet environment. In 2013, over 2.7 billion people were Internet users, which correspond to 39% of the world's population. In the developing world, one third (31%) of the population is online, compared with three quarters (77 %) in the developed world. Europe is the region with the highest Internet penetration rate in the world (75%), followed by the Americas (61%). In Africa, 16% of people are using the Internet – only half the penetration rate of Asia and the Pacific (International Telecommunication Union, 2013). In the developing countries almost three quarter (70%) of the under 25-year-olds (a total of 1.9 billion) are not online. The Internet has changed radically during the last 10 years. Above all, social networking sites (SNS) have emerged and have become popular. Moreover, for many users, SNS have become the primary way to access the content on the web. Social networks provided people numerous facilities but they came with their heavy problems (Grzywińska and Batorski, 2016: 27). Human beings are social creatures, people thrive on, and in fact need, social interactions to maintain a healthy life and mind. Social media taps into these primal needs of human beings and it should come as no surprise that social media sites and social media apps are so popular in modern era (McFadden, 2018). In fact, social media was design in conditions of modern era. Billions of people live modern era and use social media (Zeitel-Bank, 2014: 1184). In a way, social media is the basic communication tools of the modern age.

Conditions and problems of modern era require an attractive and funny facility. It was designed carefully and presented people kindly. It was social media. Social media has been a popular topic among scholars spanning several disciplines including communication, psychology, sociology and business. The bulk of existing academic literature on social media has been published in just the last few years and has focused on the social processes of social media and its effects in areas such as marketing, politics, health communication, and education (McIntyre, 2014: 7). Social media began to respond many need of people in the last of 20th century. The difficulties of using new technologies sometimes cause complex problems, and the problem solving methods that technology users find themselves result in new habits in the use of technology. The character of the application of new technologies is naturally reflected in the users (Aiman-Smith and Green, 2002: 427). Social media are widely sought after because they can be used by anyone who can touch the computer and enter the internet; some parts of the unethical and absurd shares are disturbing. Social media sometimes changes into a problem and sometimes causes cybercrime. Social media is the general name of Internet-based tools where people can transfer messages mutually (Dewing, 2012: 1). The nature and necessity of social media, which cannot be explained by just one factor, are the result of many dynamics and influences in the modern world. Especially

S Cereci

in the modern world, the human profile explains the necessity of social media (Troitter and Fuchs, 2014: 34). Modern people live very strained and they sought refuge in social media for relaxation.

Social media is the great reality, but imaginary technology as real as concrete reality. Everybody knows social media, most of people use social media, but most of people use incorrectly. Only a few people use social media correctly when they need it. Most people use social medya to spend time or have fun and some people share unethical or unlawful sharing on socail media. They do not know, how they must use it. The media, especially popular newspapers, music overwhelming media, and the television programs in which every program is trying to be transformed into an absurd comedy, produces enough entertainment for people to see state work, science and art, engage in the world of public opinion (Newbury, 2005: 401). The managers, who are quite satisfied with this, use their own skills from simple and interesting battles to attention-grabbing gaffs to increase the dose of fun every day for a little more (Bennett, 2004: 26). Social media occupies a large number of people, especially those who do not know to use.

It is known that many images and information in social media are unreal. However, people believe in what they see in social media. People often do not interrogate (www.visionquilt.org, 2019). People must first learn to distinguish between right and wrong, to question information on social media. Social media is a fantastic world between real and unreal. People is mostly interested in the unreal dimension of social media (Lomborg, 2015: 2). People are often mistaken in this context. One of the reason of popularity of social media is speedy communication an done other is that users can be classified into various groups based on the behaviour while using them. (Mathews and George, 2013: 3181). This is a social facility. A large number of people in the world now work using high technology, and a large mass of people do their work using social media. Social media is the most popular and most effective tool in the modern world. It provides many opportunities from communication to social activities, from entertainment to formal processing (Schrape and Siri, 2019: 1061). Social media is the area where all kinds of messages are shared, open to right or wrong perceptions. In order to perceive the messages correctly, it is necessary to know the perception methods. This is possible with the training of understanding and perceiving the new media (Endres, 2021: 86). Technology education teaches people how to use technology and contribute to society.

Social Media Education
Children are very interested in new media. The colorful and attractive content of new media attracts children. However, there is little research on the way children use new media and its consequences. In particular, studies examining the neuronal basis of learning are insufficient (Oppermann and Keller, 2018: 16). Technology education for children builds society on solid foundations. In modern information society, training and education have become commercial products. Online learning is very appealing to a large group of people - young people, workers, mothers with small children, people living in areas without educational institutions, people with low purchasing abilities, people with disabilities and others (Kasakliev et al., 2020: 2586). However, training is required to use social media properly. In Europe, technology education is spreading to students in many schools. Technology education enables children and young people to use technology correctly and to get efficiency from their work (Ruffer and Schwarze, 2011: 86). The learning and application of technology users to use technology correctly, while keeping users away from risks, also brings them closer to efficiency. Social media platforms are increasingly becoming a wealth of data for state actors such as the police and secret services. In this case, the whole society, especially official institutions, needs social media education (Leistert, 2016: 14). Social media training ensures the correct use of social media and efficiency in work. It is also possible to get away from risks with social media education. According to educational, military and psychiatric counselor John L. Holland, individuals can develop by emphasizing certain professional interests, skills and attitudes and then choosing a particular professional activity. Education is the basis of this development. (Kampshoff and Wiepcke, 2017: 23). Individuals who learn how to use technology as a result of education and then use it correctly contribute both to themselves and to the social structure.

Social media use can be learnt as other technologies and an educated person can use social media very accurately. Social media education can be done by different ways, like family methods or like official school techniques etc (Orlanda and Ventayen and 2017: 18). Most students use social media and most they need social media education (Giunchiglia and others, 2018: 9). Many researchers such as Choney, San Miguel and Enriquez studies on students. Institutionalized companies working using social media publish user guides for their

S Cereci

employeeswho use social media. Using social media correctly increases efficiency and profits (Kotler et al, 2022: 168). Social media education actually starts first in the family and then in primary schools. Because the use of social media starts at a very early age.

Many researchers such as Choney, San Miguel and Enriquez studies on students' use of the social media sites revealed a negative effect of the use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. Nielsen Media Research study conducted in June 2010 stated that almost 25% of students' time on the internet is spent on social networking sites. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California, that social media users study less and generate lower grade (Owusu-Acheaw and others, 2015: 96). Social media causes some other problems too. People who use social media first have to learn the logic of the social media and the reasons for its emergence. People who comprehend the logic of social media use it more accurately (Perez and Gomez, 2011: 46). To comprehend the logic of social media, teaches why it should be used. In particular, new technologies can be highly confidential and malicious intentions (Weber and others, 2016: 322). Understanding social media cen prevent wasting time, making unnecessary sharing, exposure to dangers. People spend most of their time on social media, make unnecessary sharing, and sometimes face illegal and corrupt sharing (Akram and Kumar, 2018: 353). Social media sometimes change into a danger. Social media education begins in family. Parents and other family members teach children how they must use social media an deven teach eachother. Educated parents warn their children about dangers of much use and unnecessary sharing (Eid and Al-Jabri, 2016: 23). There are some surveys on social media weakens family relations. But family members can explain correctly use methods of social media eachother (Matook and Butler, 2014: 10). Family is the most effective educational organization in a society. Social media education must naturally be continue in official educational organizations and there must be exclusive social media use lessons. Children who are most in need of social media education. Social media is mostly used by children in the world (Mason, 2017: 5). There are also examples of using social media through social media in schools (McLean, 2014: 2). Lessons and programs for teaching the use of social media are becoming increasingly widespread. As the errors and dangers arising from social media increase, education is also increasing (Seaman, 2013: 21). As the use of social media increases, education is inevitable.

In lessons, first of all, what is social media is explained and then the use of social media is explained. Social media is very attractive, but should not cover the purpose of the attraction. social media lessons explain the relationship between attractiveness and purpose (Salvation and Adzharuddin, 2014: 135). It is also learned how to communicate and with whom communicate with social media in lessons. In a way, social media education is a contemporary necesity (Subramanian, 2017: 74). Everbody need social media education in modern era in when almost everybody use social networks. In social media, the fact that identities are often not clearly seen causes risky situations. In closed situations, illegal or immoral sharing can be made. Therefore, users need to be educated about legal and moral boundaries (Fikisz, 2016: 59). Social media education is the solution to most legal or moral problems. In the modern age, companies, institutions and governments also use social media. While there are sometimes cyber attacks or other risks, social media does a lot of work. In order to obtain optimum efficiency from social media, institutions can provide social media training to their employees (Poller and Waldmann, 2013: 93). Social media education is the most important factor in the correct use of social media and in obtaining high efficiency. Fraud, deception and other cyber crimes, which have become increasingly common in social media in recent years, disturb everyone. Staying away from the dangers of social media is only possible by learning social media thoroughly (Strasser, 2015: 92). Social Media education eliminates the risks and dangers arising from social media.

Technology education is a necessity, especially in societies that do not produce technology and do not know technology much. Problems arising from the misuse of technology can only be solved through education (Niederberger et al., 2011: 84). Technology, which seems complicated at first and leads to wrong results when used without knowledge, can reach the right results and provide efficiency with education. Social media is now a wealthy environment where every useful, useless, dangerous, non-threatening, meaningful and meaningless subject is discussed and shared. Social media education is absolutely necessary to understand populism in social media, phenomena such as racism and nationalism, and concepts such as capitalism and imperialism (Fuchs, 2021: 67). Social media education is required in order to understand the content correctly and to participate in the right practices in social media. Social media education is an indispensable necessity for administrators,

S Cereci

judicial professionals, marketers, students, teachers and indeed all users (Okyireh and Okyireh, 2016: 126). Social media education is an absolute necessity for technology and purposes to result in harm.

CONCLUSION

Uninformed and random use of high communication technology involves many risks. Misunderstandings, wrong production, inefficiency, crimes, immoral posts are some of the consequences of misusing social media. Social media is technology that is often misused and has risky consequences. Social media are effective tools that can be used in almost every business and field in the modern age. However, in order to benefit from social media, it is necessary to know the technique and concepts well. For this, education starting from childhood is required. Modern technology brought many different facilities and attractions to people and technology naturally changed life. The most attractive technology of modern era is social networks that provide people many different facilities. Especially social media became most popular after new media revolution and people began to plan their lives via social media and social media caused addiction.

People live in a busy hustle and büstle in modern era. The rhythm and the rush of the era tingle them too much. People are looking for ways to get away from the real world. Social media is the most convenient way. Modern era so complex period that, it could not be without social media. Because it was designed on the base of all modern era conditions. Beside addiction, people started spending unnecessary time on social media and making corrupt shares. Social media sometimes caused some problems and continue to cause. It is not easy to control social media that is used by billions people in the world. Many people use social media but some or most of them do not know how they must use it. People who use social media mostly spend unnecessary time on social media. Most people use social media incorrectly and all they need education. All education types treat people and develope. Social media education is the most necessary element of the modern age. While the use of social media provides people with extensive communication and socialization opportunities, it also brings some dangers. However, social media education eliminates many dangers. Social media education, on the one hand, allows to use social media correctly and be productive, on the other hand, means to stay away from the risks and dangers arising from social media. Social media, which is the most common and effective tools of the modern age, gives positive results and is efficient when used correctly. For this, social media educationng is required.

REFERENCES

Aiman-Smith, L. ve Green, S. G. (2002). Implementing New Manufacturing Technology: The Related Effects of Technology Characteristics and User Learning Activities. *The Academy of Management Journal*, 45 (2): 421-430.

Akram, W. and Kumar, R. (2018). A Study on Positive and Negative Effects of Social Media on Society. *International Journal of Computer Sciences and Engineering*, 5 (10): 347-354.

Alic, S. (2010). Philosophy of Media – Is the Message. *Synthesis Philosophica*, 50 (2): 201–210.

Bennett, W. L. (2004). Media, Politics, and Democracy. *Threshold,* 25: 25-27.

Carstensen, T. (2016). *Social Media in der Arbeitswelt Herausforderungen für Beschäftigte und Mitbestimmung.* Frankfurt am Main: Hans-Böckler-Stiftung.

Cereci, S. (2018). Social Media and Lying World. Broadcasterinfo, 158: 130-131.

Dewing, M. (2012). *Social Media: An Introduction. Ottawa: Parliamentary Information and Research Service*.

Eid, M. and Al-Jabri, I. M. (2016). Social Networking, Knowledge Sharing, and Student Learning: The Case of University Students. *Computers & Education,* 99: 14-27.

Endres, E. M. (2021). *Soziale Medien in der Ernährungskommunikation Relevanz und Potenziale*. München: Zentrum für Ethik der Medien und der digitalen Gesellschaft.

Fikisz, W. (2016). Wie Soziale Medien junge Menschen verändern und Schule darauf reagieren kann. *Open Online Journal for Research and Education*, 6: 52-62.

Fuchs, C. (2021). Soziale Medien und Kritische *Theorie Eine Einführung* 2. vollst. überarb. Aufl. Baden-Württemberg: UVK Verlag.

Giunchiglia, F. and Zeni, M. and Gobbi, E. and Bignotti, E. (2018). Mobile Social Media Usage and Academic Performance. *Social Informatics: 9th International Conference, SocInfo 2017*, Oxford, UK, September 13-15, 2017, Proceedings, Part II Pp.3-13.

Grzywińska, I. and Batorski, D. (2016). How the Emergence of Social Networking Sites Challenges Agenda-Setting Theory. *Konteksty Społeczne*, 4, 1 (7): 19–32.

S Cereci

Kampshoff, M. and Wiepcke, C. (2017). Fachdidaktische Entwicklungsforschung zur Förderung berufsbezogener Interessen von Schülerinnen und Schülern im Rahmen der geschlechtergerechten *MINTBerufsorientierung. Zeitschrift für ökonomische Bildung,* 6: 1-28.

Kasakliev, N. and Cheresharov, S. and Grancharova, D. and Hadzhikoleva, S. (2020). Social media in Training – Risks and Challenges. *International Journal of Advanced Trends in Computer Science and Engineering*, 9 (3): 2582-2588.

Katerbursky, K. (2019). No Likes No More – eine umfragebasierte Studie zu Veränderungen im Facebook- Nutzungsverhalten von Hamburger Jugendlichen. Hamburg: Hochschule Für Angewandte Wissenschaften Hamburg *Department Information Studiengang Medien und Information*.

Kettner, S. E. and Thorun, C. (2020). N*utzung von sozialen Medien und Messengerdiensten durch Verbraucherinnen und Verbraucher und ihre Erfahrungen.* Faktenblatt im Auftrag des BMJV, 1-19.

Kotler, P. and Hollensen, S. and Opresnik, M. O. (2022). *Social Media Marketing: Grundlagen und Praxis Das ultimative Handbuch für erfolgreiches Online-Marketing in den sozialen* Medien, 5. Aufl. Hamburg: Opresnik Management Consulting.

Kumar, S. and Shah, N. (2018). False Information on Web and Social Media: A Survey. *Arxiv,* 1 (1): 1-35.

Leavey, J. (2013). *Social Media and Public Policy What Is the Evidence?* https://www.alliance4usefulevidence.org/assets/Social-Media-and-Public-Policy.pdf. 04.02.2019.

Leistert, O. (2016). *Soziale Medien als Technologien der Überwachung und Kontrolle. Handbuch Soziale Medien, Ed. Jan-Hinrik Schmidt, Monika Taddicken,* Wiesbaden: Springer, pp. 1-17.

Lomborg, S. (2015). "Meaning" in Social Media. *Social Media + Society*, 1–2. https://journals.sagepub.com/doi/pdf/10.1177/2056305115578673.

Mason, M. (2017). The Use of the Internet and Social Media by Young People. *Effective Practice in Youth Justice,* 1-8. https://www.researchgate.net/publication/315658325_The_use_of_the_internet_and_social_media_ by_young_people.

Mathews, S. P and George, S. (2013). Growth and Future of Social Media. I*nternational Journal of Advanced Research in Computer Engineering & Technology (IJARCET),* 2 (12): 3177-3183.

Matook, S. and Butler, B. (2014). Social Media and Relationships. *The International Encyclopaedia of Digital Communication and Society,* New Jersey: Wiley- Blackwell.

McFadden, C. (2018). *A Chronological History of Social Media. Interestingengineering.* https://interestingengineering.com/a-chronological-history-of-social-media. 31.01.2019.

McIntyre, K. (2014). The Evolution of Social Media from 1969 to 2013: A Change in Competition and a Trend Toward Complementary, Niche Sites. *The Journal of Social Media in Society*, 3 (2): 1-25.

McLean, S. (2014). A Social Network is An Online Community, often with a Common Interest. Social Networking, 1-2, https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/smsocial.pdf.

Muckenhuber, J. and Scaria-Braunstein, K. (2022). Nutzung Sozialer Medien und psychische Belastung Jugendlicher – Risiko für vulnerable Jugendliche. Erziehung und Unterricht, 1–2: 80-88.

Newbury, Michael (2005). "Polite Gaiety: Cultural Hierarchy and Musical Comedy, 1893-1904". *The Journal of the Gilded Age and Progressive Era*, 4 (4): 381-407.

Niederberger, M. ve Bomans, S. ve Fiebig, V. ve Renn, O. (2011). Stuttgarter Projektergebnisse zum Thema technisch-naturwissenschaftliche Wissensvermittlung an Kinder und Jugendliche. Stuttgart: Institut für Sozialwissenschaften Abt. für Technik und Umweltsoziologie Universität Stuttgart.

Okyireh, R. O. and Okyireh, M. A. A. (2016). Experience of Social Media, Training and Development on Work Proficiency: A Qualitative Study with Security Personnel. *Journal of Education and Practice,* 7 (30): 122-127.

Oppermann, E., and Keller, L. (2018). *Geschlechtsunterschiede in der frühen MINT-Bildung – Forschungsüberblick.* Berlin: Stiftung Haus der kleinen Forscher.

Orlanda, C. C. and Ventayen, R. J. M. (2017). E-Learning Role of Social Media in Education. *6th International Conference on Studies in Business, Management, Education and Law (SBMEL-17*), Manila (Philippines) September, Pp. 18-19.

Owusu-Acheaw, M. and Larson, A. G. (2015). Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice,* 6 (6): 94-101.

S Cereci

Paus-Hasebrink, I. (2019). Zur Rolle von Medien im Sozialisationsprozess sozial benachteiligter Kinder und Jugendlicher. *Media Perspektiven,* 7: 358-365.

Perez, M. and Gomez, J. M. (2011). Why Do People Use Social Networks? *Communications of the IIMA*, 11 (2): 40-49.

Poller, A. and Waldmann, U. (2013). *Soziale Netzwerke bewusst nutzen Ein Dossier zu Datenschutz, Privatspharenschutz und Unternehmenssicherheit.* Darmstadt: Fraunhofer-Institut fur Sichere ¨Informationstechnologie SIT.

Rasmussen, J. (2015). Lessons from Norwegian Emergency Authorities' Use of Social Media. *Prio Policy Brief*, 14: 1-4.

Ruffer, C. and Schwarze, B. (2011). *Technikbildung verbessern von Anfang an Ausgewählte Forschungsergebnisse des europäischen Projekts UPDATE*. Bielefeld: Veröffentlichung liegt beim Kompetenzzentrum Technik-Diversity-Chancengleichheit e.V.

Salvation, M. and Adzharuddin, N. A. (2014). The Influence of Social Network Sites (SNS) upon Academic Performance of Malaysian Students. *International Journal of Humanities and Social Science*, 4 (10): 131-137.

Schade, E. and Wagner, K. and Schedlbauer, M. (2019). *Die Rolle der sozialen Medien in ihrer Öffentlichkeitsfunktion für Journalismus von Radio, TV und Presse in der Schweiz - Nutzung, Reichweite und Interaktion.* Zürich: Theologische Hochschule Chur.

Schrape, J. F. and Siri, J. (2019). Facebook und andere soziale Medien. Handbuch Methoden der empirischen *Sozialforschung, Bereich Digitale Methoden*, Ed. Nina Baur, Jörg Blasius, Berlin: Springer VS, pp. 1053-1064.

Seaman, J. (2013). *Social Media for Teaching and Learning.* Boston: Pearson.

Strasser, B. (2015). Potenziale und Risiken der Nutzung sozialer Medien in der Gastronomie eine quantitative Analyse von Restaurants der Wiener Innenstadtbezirke 1-9. *Unpublished Master's Thesis*, Wien: Universität für Bodenkultur Wien.

Subramanian, K. R. (2017). Influence of Social Media in Interpersonal Communication. *International Journal of Scientific Progress and Research* (IJSPR), 109, 38 (2): 70-75.

Sutton, B. (2013). The Effects of Technology in Society and Education. *Yayınlanmamış Master Tezi,* New Yok state Üniversitesi.

Taprial, V. ve Kanwar, P. (2012). *Understanding Social Media.* London: Bookboon.

Trottier, D. and Fuchs, C. (2014). *Theorising Social Media, Politics and the State: An Introduction.* New York: Routledge.

Weber, M. S. and Fulk, J. and Monge, P. (2016). The Emergence and Evolution of Social Networking Sites as an Organizational Form. *Management Communication Quarterly,* 30 (3) :305-332. www.visionquilt.org (2019). Tips for Social Media. https://www.visionquilt.org/uploads/6/2/8/5/62854297/tips_for_social_media.pdf, 29.01.2019.

Zeitel-Bank, N. & Tat, U. (June 2014). Social Media and Its Effects on Individuals and Social Systems, Human Capital without Borders: Knowledge and Learning for Quality of Life Management, Knowledge and Learning, *International Conference,* 25-27 June, 2014, Portoroz, Slovenia.

S Cereci