Understanding Instructors' Behaviors in Using Facebook for Educational Purposes

Ünal Çakiroğlu, Melek Atabay, and Merve Aydin
Trabzon University

Drawing on the Technology Acceptance Model (TAM), this qualitative study examines instructors' behaviors in using Facebook in their teaching practices. Participants were ten instructors enrolled at various departments of universities in Turkey. Interviews were analyzed in order to understand the instructors' Facebook use for educational purposes. Results indicated that access, management, cooperation-socialization, sharing, and motivation were the main factors affecting instructors' behaviors in using Facebook for educational purposes. While usefulness was prominent, ease of use was also frequently addressed in terms of TAM elements. Considering TAM, some external factors such as students' use and social pressures were also influenced instructors' intention and attitudes toward using Facebook in their classes. The implications of notable findings and directions for future studies are discussed.

Facebook use among young people has attracted considerable attention in education because social connections provided by Facebook revolutionized the ways of communication and interaction (Saini & Abraham, 2019). Facebook supports collaboration through the social constructivist approaches of learning (Schrader, 2015). Thereby, Facebook has enormous demands by institutions looking for innovative teaching practices (Kolek & Saunders, 2008; Selwyn, 2009; Shiu, Fong, & Lam, 2010; Tapscott & Williams, 2010). While prior work has highlighted its potential as a powerful learning tool (Badge, Saunders, & Cann, 2012), a need still exists for more research for better understanding how it can be integrated into the instructional process. When dealing with the integration of new technology into the educational contexts, "acceptance" comes to the front among the stakeholders: instructors, students, administrators and others (Chen, Looi, & Chen, 2009; Murray & Olcese, 2011). In this context, we used the Technology Acceptance Model (TAM) as a theoretical framework to understand instructors' behaviors in using Facebook for educational purposes. Exploring instructors' behaviors in this process considering technology, people, and learning environment may guide instructors or instructional designers to follow a systematical way.

Educational Use of Facebook

Facebook allows users for communicating, information sharing, creating a friend list, producing photo albums, forming or applying to social interest groups, and playing different kinds of online games (Oeldorf-Hirsch & Sundar, 2015; Shen, Brdiczka, & Liu, 2015). Users can engage in these activities by using walls, pokes, status, photos, news feeds, tags, marketplaces, instant messages, and videos. It offers various options to people sending messages, chatting, tagging on photos, writing on walls, joining groups, creating new groups, sharing ideas in discussions, and adding applications (Judd, 2014; Mazman

& Usluel, 2010). Researchers argued the open nature of the Facebook group provides a convenient platform for collaborative learning by sharing information via documents, pictures, links, etc. to students (Miron & Ravid; 2015), discussion on course topics and getting feedback from peers (Fordham & Goddard, 2013; Mason, 2006; Mazman & Usluel, 2010). Wang, Woo, Quek, Yang, and Liu (2012) also pointed out that closed groups in Facebook can be used as LMS. In the studies focusing on the educational use of Facebook, communication, collaboration, material, and resource sharing were found having a significant positive effect the learning outcomes (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015; Sánchez, Cortijo, & Javed, 2014).

Researchers argued that while some faculty members have positive views about the use of Facebook to enhance the learning process and some other studies conclude that faculty are reluctant to incorporate it into their teaching strategies (Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Won, Evans, Carey, & Schnittka, 2015). Since Facebook is mostly used among university students, the effective implementation of it depends mostly on instructors' positive intentions, which are largely shaped by their actual experiences (Sadaf, Newby, & Ertmer, 2016). Although there is a significant research effort directed toward learners' perspectives or behaviors about accepting Facebook for educational purposes, there is little research investigating instructors' behaviors in this acceptance process.

Various factors can influence instructors' Facebook use in their classes. On this point, Manca and Ranieri (2016) reported that even if instructors have easy access to information technologies, they mainly use these technologies for personal purposes and they do not adopt these to their classrooms. As adults, instructors use Facebook in their life for professional purposes, but they may resist or reject using it in classrooms. Users' age may also influence use of Facebook for personal needs or educational purposes (Greenhow & Gleason, 2014). Therefore, it is important to understand instructors'
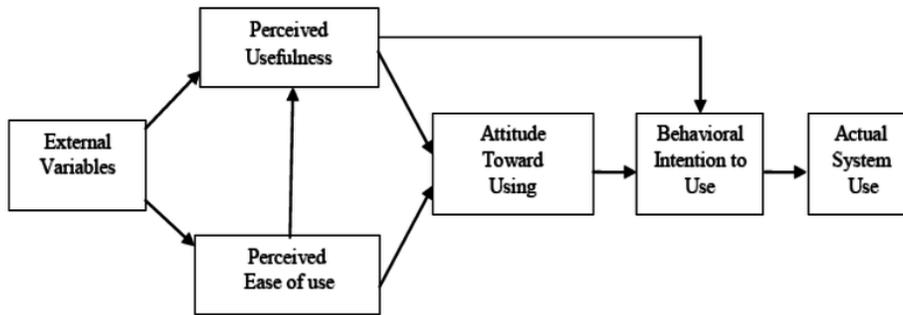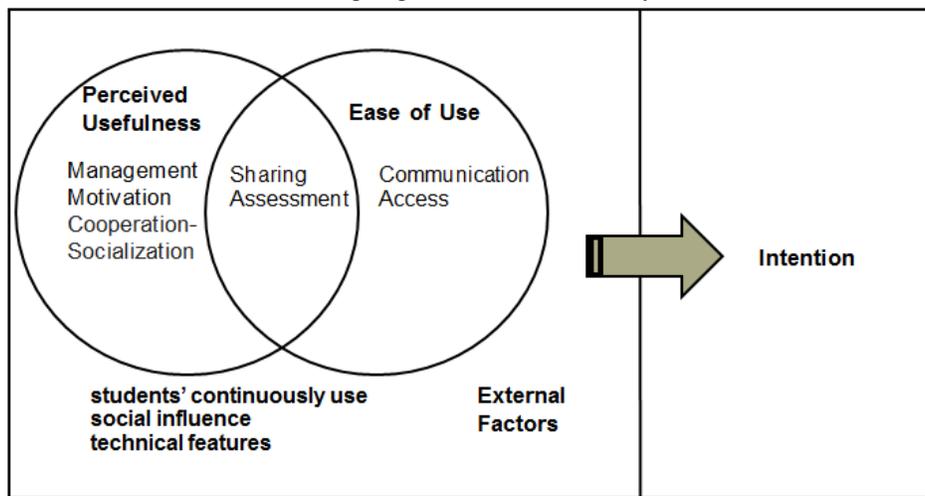
Figure 1
Components of the TAM model

Figure 2
Instructors' perspectives with the lens of TAM

experiences and support to use it effectively for educational practices systematically. In this sense, the Technology Acceptance Model (TAM) can be used as a theoretical framework in order to understand how instructors adopt Facebook for educational purposes.

Theoretical Framework

With regard to the TAM model, in this study an attempt was made to present the relationships between instructors' current use of Facebook for educational purposes and the affordances of Facebook. Figure 1 briefly describes the acceptance process TAM model (Davis, 1989).

In this model, attitude is considered as a mediator between the perceptions about usefulness, ease of use, and intentions. The ease of use and usefulness were expected to influence attitude and, in turn, impact the actual use of a system or a service. The theory also

posits that behavior intention has a positive relationship between the actual use of the system (Davis, 1993).

Perceived Usefulness

Prior studies determined usefulness as the desired value for the accomplishment of any task by using new technology effectively and successfully (Kim & Shin, 2015). In the studies on Facebook use, usefulness is considered as the degree to which users think Facebook helps them to achieve some tasks for educational purposes (Mazman & Usluel, 2010).

Ease of Use

Ease of use is defined as the degree of a particular system to be free of effort (Davis, 1989). Thompson, Higgins, and Howell (1991) defined ease of use as complexity and the degree to which a system is

perceived as relatively difficult to understand and use. In this study, ease of use is considered using Facebook features easily without much effort and less knowledge for educational purposes.

Attitude

Attitude is made up of emotion, cognition, and intention. It refers to evaluations of individuals have regarding people, places, objects, and issues in affective and cognitive dimensions (Petty & Brinol, 2010).

Intention

The intention is defined as a determination to do a specified action, which in turn is determined jointly by individuals' attitudes, beliefs, motivation (Bock, Zmud, & Kim, 2005) and user's effective feelings (Dumpit & Fernandez, 2017). Grandon, Alshare, and Kwan (2005) indicated that TAM elements were found to have an indirect effect on students' intentions through perceived ease of use.

In prior studies the contexts, aims, tools, time, or other variables related to the educational use of Facebook were interpreted within the TAM framework. For instance, Mazman and Usluel (2010) constructed a model for educational usage of Facebook. The researchers examined the factors that may affect Facebook's use and reported that usefulness, ease of use, social influence, facilitating conditions, and community identity played an influential role on Facebook use.

From a methodological point of view, prior research focusing on both Facebook and TAM generally use quantitative analysis. While some of the studies were focusing on scale developments, some others measured the acceptance level of participants via survey data. It was also determined that the studies were mainly carried out with higher education students and the use of quantitative methods (Kang & Shin, 2015; Kwon, Park, & Kim, 2014; Raza, Qazi, & Umer, 2017; Sánchez et al., 2014).

Need for the Study

Instructors' values, needs and past experiences are important in the adoption of Facebook. In addition, instructors may be able to communicate, collaborate, and exchange information through Facebook. This may shape instructors' perceptions or mental efforts that can affect their attitudes towards using Facebook for educational purposes. Despite some studies that have focused on perceptions, attitudes, and beliefs toward the use of Facebook for educational purposes, the conditions under which it is accepted by instructors remain unclear. Therefore, this study addressed

instructors' perceptions about the use of Facebook and the ways they used it. Unlike others, this study focuses on various features of Facebook and explores instructors' experiences in using Facebook for educational purposes via TAM. Dealing with the qualitative data, the study mainly puts an emphasis on the answers for the questions beginning with "How?" and the relation to instructors' behaviors.

Thus, the following research question is formulated: "How do instructors use Facebook for educational purposes?" The research reveals the perceptions of the instructors with regard to their experiences and determines the relationships among ease of use, usefulness, intention, and other external variables.

Methodology

Considering the methodological approaches in prior studies, this study was carried out in an explorative nature using a qualitative research design. The study can be considered as an exploratory case study in order to investigate how faculty members can integrate Facebook into their lessons.

Participants

With different demographic characteristics from various branches, ten instructors who teach various courses at a public university in Turkey participated in the study. The participants were chosen by using a purposeful sampling method. We selected the participants considering their Facebook use in the courses in various extents and for various purposes. One of the criteria for recruiting the instructors was their experience in using Facebook. Some of the participants are in branches of computing, and they were somewhat accomplished in use of Facebook in the class. For instance, two of the instructors in the Instructional Technologies Department are teaching courses fully via social networks, or they use these for assisting their courses. Besides, some of their courses are related to integrating the technologies in the class. Other instructors in computer science naturally have high computer and technology literacy. The mathematics and social science instructors were also interested in using emerging technologies in their classes. That is to say, the instructors who are outside of the field of computer science and those who are more eager and curious about technological changes were recruited. The demographic characteristics of participants are exhibited in Table1.

Data Collection Tool

Interviews were the main data collection tool in this study. The interview questions were aimed to

Table 1
Demographic Characteristics of Participants

Instructor (I)	Year of Experience	Using Facebook for (years)	Branches
I1	11	2	Instructional Technologies
I2	12	2	Instructional Technologies
I3	7	3	Social Sciences
I4	9	3	Mathematics Education
I5	5	5	Computer Sciences
I6	10	7	Computer Programming
I7	11	4	Computer Programming
I8	11	4	Instructional Technologies
I9	18	4	Science Education
I10	13	4	Management Information Systems

Table 2
Use of Facebook in Terms of Sharing

Purpose	Contribution of Facebook	EU	PU
Sharing	Sharing instructional material (text, image, audio, video)	High	High
	Sharing schedule	High	
	Storing instructional material		Average
	Time and space flexibility in sharing		Average
	Uploading files (easy)	Average	
	Uploading files (takes more time)	Average	

reflect educational purposes such as sharing, communication, evaluation, collaboration, motivation for reasons of educational use on Facebook. Each interview was conducted for approximately 20 minutes and recorded with a voice recorder. After the interviews, the records were transcribed, and the instructors asked again to check whether the transcripts cover the observations that they made.

Data Analysis

The qualitative data were analyzed through content analysis. We created the categories which demonstrate the behaviors in different forms by using different tools for different purposes. To determine the themes (purposes of Facebook use) and codes, two coders read the instructors' responses carefully. The coders reached a sense of the scope of answers and the possible codes to identify themes by reading and re-reading the qualitative data. The relationships, similarities, and differences among the codes were revealed. We coded the statements individually and then discussed these together until we come to an exact agreement about the themes, the codes, and their relationships with TAM components. In this context, the features of Facebook were carefully associated with TAM with regards to the instructors' perspectives. In this sense, the themes about the purposes of educational use were addressed through the ease of use, perceived usefulness, attitude, and intention. It was

difficult to link the features of the Facebook and the instructors' purpose of uses because some of Facebook contributions were similar in some themes. We used tables to represent the themes and TAM elements in a short, understandable, and holistic way instead of using long descriptions. The frequencies regarding the instructors' responses that they identified the same meaning in the statements as high, average, or low were also included in the tables.

Results

Seven main themes (purposes)—sharing, motivation, cooperation-socialization, assessment, communication, management, and access—were extracted from interview data. The following tables summarize the purposes and the factors about Facebook use for educational purposes through the lens of TAM. The frequencies of the codes belonging to the themes which were obtained as a result of the analysis were calculated, and these frequency values are shown in the table as high, average, or low. These frequency values analyzed according to each code are expressed as high for codes 6-10 times, average for 3-6 times, and low for 0-3 times. The purposes of Facebook use are summarized in the following tables where EU (Ease of Use) and PU (Perceived Usefulness) are considered as low, average, and high values. Table 2 shows the use of Facebook in terms of sharing.

Table 3
Use of Facebook in Terms of Motivation

Purpose	Contribution of Facebook	EU	PU
Motivation	Allows students to participate actively in the tasks	High	High
	Helps to develop positive attitudes for the course		Low
	Prevent the disruptions due to student excuses	Average	Average
	Enjoy the course period.		Low
	Connect with the instructor	Low	Low
	Feel comfortable in the group		Low
	Feeling ready for the classroom.		Low
	Increasing attention to the out of school tasks	Low	
	Boredom from continuously incoming messages		Low

Table 4
Use of Facebook in Terms of Cooperation-socialization

Purpose	Contribution of Facebook	EU	PU
Cooperation-Socialization	Allows studying collaboratively	High	High
	Create an environment for discussions in the tasks	High	High
	Increase socializing		High
	Allows instructors to support the students		High
	Increase peer support		Low
	Provide a setting to build a learning community		Low
	Control students who did not participate in the cooperation are difficult		Low

Most of the instructors indicated that Facebook allows the students to sharing their course materials easily because it provides time and space flexibility. In this context, I5 expressed commented, "I used the file-sharing feature. I shared pdf documents, homework instructions, and videos. I think that Facebook is useful if you need to information sharing, discussion, interactivity in lessons". In addition, most of the respondents stated that they would like to use Facebook in their courses if the students continue to use it for sharing. Materials such as video, pictures, text, etc., can be shared at the same time. According to the instructors, Facebook enriches the learning process, and students find these sources related to the course via Facebook. Only a few of the instructors noted that the students who participated in their course could not use Facebook anymore because they do not have a Facebook account. Instructors' perspectives about Motivation are presented in Table 3.

Thanks to Facebook, more than half of the instructors considered that the students can be intertwined with the course and actively participated in the tasks. Almost all respondents identified that they would continue to use Facebook because of its motivation effect. In this sense, 17 expressed, "Thanks to my motivational sharing, students are willing to share information, ask questions, and participate in discussions with the participants on Facebook."

Besides, instructors stated that the message feature of Facebook, such as "has seen the message by…," was useful about the students' excuses. Some of the instructors remarked that this motivates students. In this regard, I10 commented that the contributions of the messaging system maintain motivation: "I can track who has access to tasks via Facebook. Students cannot provide excuses such as, 'I forgot to do the work,' or 'I cannot access the work.' This directs students to be extraneously motivated."

One main theme extracted from the instructors' perspectives in using Facebook for educational purposes are cooperation and socialization. The instructors' perspectives are shown in Table 4.

More than half of the instructors stated that the notification of status, comments, likes, answers to comments, and discussions of subject features are easy with Facebook. Most of these features are considered as facilitators for instructors' support for the course. In this sense, I7 addressed the peer support in Facebook: "I would like to discuss students about the tasks by writing comments. This allows students to complete shortcomings about the subjects." In addition, instructors pointed out that peers could also

collaboratively work on their tasks, support each other, and discuss the tasks. Instructors found it useful that Facebook provides social interaction between peers. In terms of social interaction, I3 addressed that Facebook is useful for creating a positive atmosphere in the class. He noted, "Facebook has positive influences because it helps students to fuse together and help each other in their problems."

One main theme for the educational use of Facebook is assessment. Table 5 shows the instructors' perspectives on assessment.

One interesting finding about assessment is that it was difficult to use Facebook for individual evaluations and this difficulty negatively affected instructors' intention of Facebook use for assessment purposes. In this sense, I3 stated, "Facebook is not as powerful as LMS. …Assignments can be analyzed separately and the weekly assignments can be downloaded collectively." Similarly, I1 identified that: "I have to check assignments online. It would have been very useful if there was an application that held students' attendance, number of comments, and the times for loading homework and present them graphically". Only a few instructors who used Facebook did not use it in the whole assessment process; instead, they used it for the students' self-assessment, peer assessment, and instant feedback. The instructors' responses show that some of them were unaware about the Facebook survey tool. Table 6 presents the instructors' perspectives on communication.

Almost all of the instructors stated that they use Facebook for communication. It has instant messaging, viewing of the delivery of messages, and commenting, all of which can be easily used. In this line, I4 observed, "I prefer to use Facebook in my lessons because instant messages are useful, and the messages can be seen by everyone in a short time." Some of the instructors noted that they could find the students at any time, check whether messages were received, and make announcements, so the students become more active in the instructional processes. According to I7, "Owing to Facebook's notification of users, all of the students were informed." A few numbers of the instructors emphasized that another tool is required to transmit private messages, and Facebook is not appropriate for this purpose. I9 pointed out, "I used the Messenger, but it was not appropriate for private messages, so you need to install an additional application to messaging."

Table 5
Use of Facebook in Terms of Assessment

Purpose	Contribution of Facebook	EU	PU
	Allows formative assessment		Average
	Enhances summative assessment		Low
	Provides environment for peer assessment	Low	
	Facilitates self-assessment of students		Low
	Facilitates self-assessment of instructor		Low
Assessment	Allows giving instant feedback	Average	
	Allows using survey for information	High	
	Need another assessment tool	Low	
	Evaluating products of students is difficult	Low	
	Individual student evaluation is difficult	Low	
	Challenge in following the collaborative actions in the projects	Average	

Table 6
Use of Facebook in Terms of Communication

Purpose	Contribution of Facebook	EU	PU
	Increase student-student, student-teacher interaction	High	High
	Allows communication in out-of-the course hours	Low	
Communication	Allows textual, audio, video communication	Low	
	Allows students to be active out-of the class		High
	Be aware of the updates about the course	Low	
	Another tool is required for instant communication	Low	

Table 7
Use of Facebook in Terms of Management

Purpose	Contribution of Facebook	EU	PU
Management	Allows observing the students' actions	Average	High
	Allows time management		Average
	Increase class management	Low	Average
	Facilitate to direct the flow of course		Average
	Prevent the disruption of the course due to possible student excuses		Average
	Course organization		Low
	Boredom of the students due to being followed	Low	

Table 8
Use of Facebook in Terms of Access

Purpose	Contribution of Facebook	EU	PU
Access	Allows practical and easy access	High	
	Able to improve the IT skills		Low
	Allows using via mobile	Low	
	The familiarity of most of the students	High	
	Easier than to set up a website	Low	

Instructors' perspectives about the management theme are presented in Table 7.

Table 7 indicates that a number of the instructors thought that Facebook was beneficial to course management. Thanks to its features, the instructor can sort sharing by date, provide announcements easily, and observe whether the students see the sharing or not. In this sense, I8 expressed, "With my students, we create groups. In this group, we share tasks, presentations, and links related to the course. Thus, Facebook is convenient for keeping a sense of community together." Especially to follow the course activities out of the course hours considered as a contribution of Facebook. In this sense, I4 indicated that, "…all students can check for the course content out of the lecture hours." A focus on the announcements feature I7 identified that: "…If there is an important announcement, I use the 'Pin to top of page' feature. I also can see the number of the posts."

Another purpose for using Facebook is access. The perspectives are provided in Table 8.

Regarding access, most of the instructors noted that Facebook was easy to access and that familiarity has played a positive role in students' preferences. It was remarkable that using Facebook was easier than building a website. In this regard, putting an emphasis on the Facebook as an LMS, I10 observed, "*Students sometimes have difficulty when using the LMS or a new website for the first time, but the students are familiar with Facebook.*" Even though most of the students have accounts, a few of them have no accounts, so they had a negative effect of using the application for accessing purposes.

Overall, instructors were asked the reasons for using Facebook for educational purposes, and it was found that the instructors used Facebook in their courses for sharing, communication, motivation, cooperation, socialization, management, and access. Particularly, sharing and communication were prominent among the purposes of Facebook use for educational purposes. One reason why instructors use Facebook for sharing purposes is using information sharing features easily and quickly. The fact that Facebook allows uploading and downloading different types of files easily does this via mobile devices positively influenced the intention of instructors to use Facebook in their lessons. At this point, Facebook stands out with ease of use at the organization and management of the course. It was surprising that some instructors seek another application for assessment. Considering Facebook as a media, some external factors also play an important role in instructors' preference. Instructors stated that they would continue to use Facebook for educational purposes if the students continue to use it. It is noteworthy that the development of Facebook tools also affected the intention to use for this purpose.

Discussion

Researchers argue that social media should be seen as an educational tool by instructors to engage students to share their ideas both in and out of the classroom (Neier & Zayer, 2015). The main themes found in this study are somewhat similar to prior studies which found

that social network tools support educational activities by providing interaction, collaboration, active participation, information, resource sharing, and critical thinking (Ajjan & Hartshorne, 2008; Mason, 2006; Selwyn, 2007). Focusing on the rationales that are explaining the instructors' uses of Facebook, we implemented TAM to provide a more holistic way of understanding the instructors' perspective.

With regard to professional experiences, while some of the instructors' purposes were similar, some were different. For instance, instructors with 10 years or fewer in professional experience (I3, I4, I5 and I6) use Facebook mostly for sharing material, making announcements, communicating with students, and dealing with related course training factors. Similarly, instructors with 10 years or more of professional experience (I1, I2, I8) also use Facebook for material sharing and announcements. In a somewhat different way, the more experienced instructors also use Facebook for providing homework, offering feedback, and monitoring students' actions for the course. One remarkable finding is that some of the experienced instructors used the closed Facebook groups for the class through the whole 4-year process. Thus, it can be inferred that, experienced instructors can use Facebook for dealing with course-oriented situations. Independent from the experiences of their professions, instructors pointed out that Facebook is easier than other tools, and it that can be regarded as an indicator that can positively affect to the instructors' attitudes and intentions for using it in their classes.

Instructors' Perspectives Regarding Educational Purposes

Sharing

In accordance with the prior studies, this study indicated that sharing and interaction are two main purposes of instructors' Facebook uses. It is argued that social networks act as a key channel in learning environments for knowledge sharing (Cadima, Ojeda, & Monguet, 2012; Hung & Cheng, 2013). In this study, Facebook was considered useful for sharing resources and influenced users' intention to use Facebook in their teaching process. Instructors found the affordances of Facebook valuable in serving students by exchanging ideas and information about their common interests. In this line, this study was in accord with the prior studies suggesting the use of Facebook for sharing materials, projects, useful resources, and documents in the form of texts, voice, videos, photos, and links to external resources (Sharma, Joshi, & Sharma, 2016). In addition, the flexibility of sharing anywhere and anytime and the ease of announcements to students in a short time were both found valuable. In this study, the instructors' perspectives

confirmed the findings of Doğan and Gülbahar (2018) that one useful way of sharing was addressed as creating groups. Hence, creating groups on Facebook facilitated following activities, announcements, and comments, as well as for communication and social support at any time. Only a few students did not use Facebook; however, the instructors created groups on Facebook without considering this negative situation. The archiving (storage) of shared materials was found useful for reuse. File uploads that were usually shared—with the exception of large files—made them easy to use, which was an important reason for instructors' acceptance. In terms of sharing some of the instructors negatively addressed the time for uploading large files and difficulties in downloading assignments. In addition, the lack of file system of Facebook negatively affects the intentions of the tutorials using this application.

Collaboration and Socialization

The results of this study revealed that Facebook can promote collaboration in the learning process by connecting students and instructors. Studies documented that Facebook in student-student, student-teacher, student–content, teacher-teacher, and teacher–content interactions positively influenced learning (Ainin et al., 2015; McCarroll & Curran, 2013). Similar to prior studies joining various educational groups, as well as in sharing, Facebook also has been found useful for collaboration and creation of a comfortable classroom (Ainin et al., 2015; Mazman & Usluel, 2010; Milosevic et al., 2015; Sánchez et al., 2014). In this study, instructors' perspectives about the discussion environment confirm the idea that Facebook can facilitate collaboration and communication that allow students to get engaged with the tasks. In the discussions, the support for students can contribute to meaningful learning and positively influenced their intention to use it.

One other function of Facebook was social support (Cadima et al., 2012). In this study, instructors believed that Facebook were able to facilitate students' socialization. Gettman and Cortijo (2015) examined students' acceptance of using Facebook for academic purposes and found that Facebook is a social medium instead of an academic tool. In this study, socialization was one of the prominent reasons that directed instructors to use Facebook; however, they did not think that their students believed it as only a social medium. As opposed to the findings of Gettman and Cortijo (2015) students felt uncomfortable interacting with instructors on Facebook; in this study, instructors believed that communication is easy when using Facebook for instruction.

Assessment

Facebook is also used for different activities such as discussion, peer assessment, and the sharing of individual

experiences or research summaries (Gülbahar & Doğan, 2018). While the formative and summative assessments were found useful among instructors, one prominent finding is that instructors' perceptions of using Facebook for self-assessment for instructors and students. The ease of use of the survey feature of Facebook has come to the fore for the assessment issue. However, instructors considered that the features of Facebook are not capable of evaluating reports or projects provided individually or collaboratively. One reason for this may be their expectations about assessment experiences are similar to the face-to-face learning. Although instructors found Facebook useful for providing products together, exchanging knowledge or experiences, and also providing information about participation status for the assignments, some of the instructors noticed the lack of statistics about participants' actions. It was one of the indicators for usefulness that negatively influenced instructors' intention of using Facebook for educational purposes.

Communication

Facebook groups have potential to connect instructors and students when traditional forms of communication are limited (Bowman & Akcaoglu, 2014). Similar to this idea, this study confirmed that Facebook facilitates communication between students and instructors, and it and provides participation in class discussions. In this study instructors perceived that the students learned how to use social media tools effectively for an educational context in a social learning process. In accord with Sanchez and colleagues (2014), most of the instructors in this study perceived that Facebook empowered student-teacher communication easily.

Management

Instructors believe that management in terms of time and classroom was useful. The study has some inconsistencies about the management issue with some prior studies, and it was somewhat surprising that instructors had positive ideas about the management and organization process. For instance, Kalelioğlu (2017) considered management as a problem in which participants cannot be monitored directly. Manca and Ranieri (2016) also pointed out that instructors find it difficult to manage the instructional processes through Facebook. However, in this study instructors found it useful that they could observe students' actions in or out of class activities. An interesting result was instructors intended to use Facebook regarding the senses of students, such as feeling boredom.

Access

Facebook provides access to content easily and quickly, and at anytime and anywhere (Doğan &

Gülbahar, 2018). In this study, the fact that the students can access to Facebook as a learning tool anywhere and anytime was seen as one of the important reasons why the instructors use Facebook. Similarly, some other researchers reported that one major contribution of Facebook to the educational context is providing easy student access for certain class activities at any time so that students have the chance to repeat any or all parts of a course (Wang, 2012).

Motivation

According to O'Mahony and Garavan (2012), it is important that social media is just a tool that instructors can use to motivate students and to enhance the teaching process. In this study, some of the instructors believed that students developed positive attitudes to the course via Facebook and this triggered the active participation in the tasks. This also had a positive effect on instructors' willingness to create a positive classroom environment. Focusing on engagement, Mazer, Murphy, and Simonds (2007) studied the impact of teachers' self-disclosure on Facebook and found similar effects of Facebook on student motivation, affective learning, and classroom climate. Similar to some prior studies, instructors in this study also expressed that students can study at their own pace so that their stress is reduced while their satisfaction may increase (Manca & Ranieri, 2016).

Overall, Facebook studies have a general assumption that the strength in using Facebook to support and facilitate the instruction is its ability to support social constructivism. In this sense, Schrader (2015) emphasized that constructivist concepts blend with technological affordances provided by social media the technological affordances provided by social media. This study has not only confirmed the technological aspects of Facebook in the acceptance process but also pointed out some other human-based factors that are exploited in the following section.

Evaluation of Instructors' Perspectives through the Lens of TAM

According to Davis (1989), perceived usefulness is considered to have a direct effect on the intention to use innovations. Perceived usefulness in this study was a prominent component for adopting Facebook in the courses. Similarly, in a relational study, Mazman and Usluel (2010) determined usefulness is the most important factor in predicting the adoption of Facebook. Also, Sánchez and colleagues (2014) in a quantitative study concluded that perceived usefulness, perceived ease of use, social influence, facilitation of conditions, and community identity have significant positive influences on the adoption of Facebook.

One of the most common positive effects of using Facebook for education is the enhancement of interaction among students and between students and instructors (Sánchez et al., 2014). In this study, according to instructors' perspectives, facilitating factors such as the help menu or support services were found as relevant drivers of Facebook adoption. Hence, in the context of knowledge construction, group creation was perceived easy for Facebook adoption. Similarly, in this study, students' consciousness and awareness somewhat influenced instructors' perspectives in terms of usefulness. Instructors' perspectives indicated that they learned how to use social media tools effectively for the educational context in a social learning process. Thus, through the principles of Davis (1989), almost all features of Facebook are not perceived as new for the instructors. Only, in some cases, such as the assessment process, they have limited knowledge about using an appropriate tool of Facebook. Instructors considered that allocating roles for the users about the sharing were easy and positively related to instructors' perspectives about the intention of Facebook use. Positive relationships between usefulness and ease of use were also noticed in this study.

As noticed in the TAM model, some external factors also considered as influential were the perceptions of both ease of use and usefulness. Social influence was considered the most important factor in predicting the adoption of Facebook (Sánchez et al., 2014). In this study, it was somewhat different in that instructors perceived students' use of Facebook as a role in their use of Facebook. That's why influence of other people also becomes an important factor as an external factor. In addition, technical problems could be seen as non-motivational factors for students and instructors in the current study, which could cause a loss of time. Some features, such as the backing up of information or the uploading or downloading of large files, also appeared to be factors for adopting it in the instructional process.

While the TAM model suggests that attitude is a strong indicator of the behavioral intention, in this study none of the instructors' perspectives were focused directly on attitude. One reason for this result may be that instructors' perceptions are generally focusing on the cognitive aspects of Facebook use rather than on the affective ones. Overall, the results indicated that instructors' perspectives about access, management, cooperation, and socialization were frequently focused on usefulness and sharing, and motivation was identified in both usefulness and ease of use. The relationships between the TAM constructs found in this study were summarized in Figure1.

This research is not exempt from limitations. The study was exploratory in nature and is by no means for generalization. The focus of the study was on Facebook only, and the other social networking sites may have a different impact on instructors' perspectives. The purposeful selection of the participants was based on the idea that they use of Facebook for various learning contexts, learning materials, or learning objectives (Niu, 2017). This study gathered data from instructors who were teaching a limited number of courses via using Facebook. Thus, additional research is required to better understand the perspectives for using Facebook.

Conclusions and Implementations

This study addressed potential links between purposes of instructors' use of Facebook for instructional purposes and Facebook's affordances. Although Facebook was not originally designed for educational purposes, it has a great potential to enhance the learning experience. The results indicate that when it is properly used, Facebook can improve the instructional process by promoting communication, interaction, collaboration, and resource sharing. While usefulness was prominent, ease of use was also frequently addressed in terms of TAM elements. Instructors' perspectives about access, management, and cooperation/socialization frequently focused on usefulness, sharing, and motivation, which were identified in both usefulness and ease of use. The positive results reflect some clues that instructors take the affordances of Facebook in the cognitive domain into consideration.

While social networks are still changing, instructors inevitably use them in their courses. In this study, the "social" affordances of Facebook are related to the ease of use, and the "network" aspect is generally found related to "usefulness". Attitudes were indirectly influenced by the ease of use and usefulness factors. Social influences and some technical affordances were external factors influencing on the adoption process.

This study also confirmed the prior quantitative relational results with its qualitative nature. Its major contribution is to understand the rationale for the main purposes of using Facebook for education. Based on the results, instructors may take advantage of the cognitive aspects of Facebook. With the rapid growth and use of social media in the educational context, we hope that instructors can have experiences of various social networks together with proper pedagogical approaches. Consequently, this research study was qualitative in nature and is by no means meant for generalization. Future studies can include more instructors, which would result in larger and more representative samples. This study, with the insight for using Facebook in the future, is hoped to contribute to the efforts to adapt social networks into the classrooms.

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ÜNAL ÇAKIROĞLU, PhD, is a professor at Trabzon University. His academic specialty is instructional technologies, teaching programming and robotics, and his research interests include online technologies, social networking in education, learning analytics, blended learning and technology integration.

MELEK ATABAY is a PhD candidate, and she is a research assistant at Trabzon University. Her academic specialty is instructional technologies, social networking in education, and her research interests include distance learning, learning analytics and technology integration.

MERVE AYDIN is a PhD candidate, and she is an instructor at Trabzon University. Her academic specialty is augmented reality, social networking in education, and her research interests include online learning instructional design.