Research Article

The Place of Social Networks in Social Transformation, Technological and Educational Relationships

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Abstract: In this research, the impact of technology on this process has been highlighted following the idea of social change and the phases reached by mankind. Social changes are then dealt with and the circumstances that arise via interaction between the three ideas are articulated in the framework of education, which has a link with technology. The ideas of distant education and e-learning that have been developed are described and the capabilities and impacts of social networking and social media -this links the virtual and real world through Web 2.0- are taken into account on individuals and society. Positive improvements can be made using the potential of social networks in the social changes, technology and education triangle but, if certain matters are ignored, such potential might damage them.

Keyword: Social Change, Technology, Education, Distance Education, e-Learning, Social Networks.

A. INTRODUCTION

Social change, technology and education interact with each other. Rapid changes in technology, on the other hand, may cause the guiding effect of technology to be more in this process. Developments in technology and educational needs indicate that the use of social networks in distance education can be a good choice. However, this process should not be thought of as merely presenting some technical opportunities to learners.

Increasing interaction, communication and information sharing between individuals in numbers and speed can be filtered through education, and it can be ensured that mistakes, risks and dangers are eliminated as much as possible at the beginning, in the process or in the end. In this process, it is important to gain certain competencies to individuals in the society. In this way, it will be possible to use social networks in a controlled manner, thus avoiding potential problems and benefiting from their positive aspects at a high level.

B. METHOD

The research conducted by the author is a descriptive qualitative research, namely research that is intended to describe what there is about a variable that exists in the field. Qualitative research is based on the philosophy of post-positivism, which is used to examine the condition of natural objects. Qualitative research is carried out under natural conditions and is inventive in nature. In qualitative research, the researcher is the key instrument. Therefore, researchers must have broad theoretical and insightful provisions so they can ask questions, analyze and construct the object under study to be clearer.
C. RESULT AND DISCUSSION

“Society is the unity of relations that accepts a common culture, spreads in a geographical area and has gained the process of self-continuity” (Sağ, 2003). Social change can be characterized as the change of these relations. The change of relations is possible with the change of structure and individuals that make up the society.

From past to present, societies have undergone structural and qualitative changes. Avciilik period, the individual should have the best tools and methods to sustain their lives. TRimciğin the development, ownership of agricultural land and agricultural machines has been the symbol of success. The characteristics of the production facilities and the size of the capital have gained importance in the transition from the agricultural society to the industrial society. Development of new technologies, computer and communication technologies usage has increased with the information and the message of evil i is entered into the period of access to information is in this period, determine the success to apply access roads and information processing strategies.

Based on the foregoing, XXI. It is said that in the 21st century, information has become a necessity for the survival of individuals. It can also be concluded that information technologies cause the society to evolve towards the development of these technologies by creating changes in the structure of both individuals and society (Waters, 1996 as cited in Doğan, 2012).

In this era of presence, information society from a ğ society is concerned with transition effects of this situation, access to information and communication that are used to share information.

It is also seen in the rapid change and development of tools. While the concept of information society emphasizes the importance of information for society, Castells’ (2005) concept of informational society states that the production, processing and transmission of information become the main sources of productivity and power for the society due to the emerging technological conditions and the emergence of a new form of social organization tells (Toprak and Uça-Güneş, 2015). This new form is network structures that rapidly disseminate information and enable communication to take place rapidly, with new information and communication technologies. In all areas of society, a shift from hierarchies to networks is observed in the organization of processes in their basic structures (Stalder, 2006). It is necessary to understand these networks in order to understand the basic dynamics and change of society in different fields. The network society approach helps to explain globalization, in other words, interdependence. It is possible to talk about the acceleration of trade, capital, human and information flow around the world, the flexibility of social relations and thus the changes in the social structure. In this process of social change observed in all areas, including political, economic, social and cultural, individuals are in interaction thanks to electronic communication tools, and accordingly, there is a transformation in the subjects, aims and organizational forms of social movements. (Ritzer, 2011; Toprak & Uça-Güneş, 2015; Çaycı, 2015).

According to Castells, networks are one of the oldest forms of human life, but nowadays they have acquired a new function of providing the flow of information with the use of the internet. Networked structures have many advantages such as being able to organize tools, due to their flexibility and high adaptability. Therefore, networks proliferate and are used in all areas of society and economy (Doğan, 2012).

Social Change and Technology

In the 1960s, McLuhan states that technological tools are a kind of extensions of the human body, and their structures are the main factor that ensures the social development of society. In
addition, he states that the characteristic features of the new vehicle are the most important phenomenon that will affect the social structure of the society by causing the atrophy of another technology, and states that with these developments, a global world system will be formed in which people who are increasingly distant from each other will come together (Doğan, 2012).

When the widely accepted statement that 'technology changes the world ' is reconsidered in the context of the internet, the possible discussion categories that arise can be listed as follows (Başaran Özdemir and Taşdemir, 2011):

a. The Internet was invented as a result of scientific and technical research, and due to its nature, all previous means of entertainment and communication, our traditional institutions and forms of social relations, our basic perception of reality and therefore our relations with each other and with the world; even changed the scale and structure of societies.

b. The Internet has become accessible as a result of scientific and technical research and serves a new type of large-scale and atomized society that globalization requires.

c. Discovered as a possibility by scientific and technical research, the internet has been chosen for investment and development to meet new societal needs in the globalizing world.

The explanations mentioned above about how the internet emerged can be extended to all other technological developments (Başaran Özdemir and Taşdemir, 2011). The vast majority of academics agree that the relationship between social change and technology and more specifically the internet is bidirectional. Technology is both the producer of social change and the product of social change (Beck, 2000 cited in Sousa, 2006).

When the studies in recent years are examined; it can be said that the relationship between society and technology is much more complex than the narratives about 'technology driving change' (Facer, 2011). Facer (2011) emphasizes that 'humans' are primarily involved in the production of technological developments. He mentions that there is progress in areas supported by the influence of the budgetary priorities of scientific committees and personal priorities, and states that scientific and technological breakthroughs and inventions are actually products of their own historical period as well as problems. Feenberg (2005), also states that technology is not 'rational' in the old positivist sense, but socially relative; the outcome of technical choices is a world that supports the way of life of one or another influential social group.

In addition, studies on the use and suitability of technologies show that the fact that a technology is designed for one purpose does not mean that it will not be used for another purpose. After the vehicles are put on the market, they can be made suitable for use in different fields in different and complex ways that are difficult to foresee. For example, recording devices used as dictation devices can be used in different music cultures.

It can be shown that short message, which is thought to be a useful but uninteresting tool by technicians, is a communication medium preferred by most of the European population when combined with telephone tariffs (Facer, 2011).

Another issue that Facer (2011) mentions is that when technologies emerge, they are adopted or adapted with the existing social values, structures and expectations. In other words, different social, religious and cultural values can lead to very different productive practices in different countries. Thus, the 'effects' of technologies are not predetermined by their designers or the universe. This does not mean that new inventions have no impact in the world or are simply inevitably selected within existing social formations. Rather, a remarkable way of considering how technologies shape the world is to consider it as a 'co-production' process between the potential
capabilities of technologies and how they are perceived and handled in social contexts (Williams, 2006 as cited in Facer, 2011).

Facer (2011) also states that depending on the use of different cultures in different environments, certain groups may develop their own usage rules, which may lead to demand for new products.

How we perceive the potential use of technology in current social environments and the new features and possibilities it offers us shape what technology means. This co-creation process is particularly visible when we look at consumer digital technologies; many of them are personalized, customized and designed to fit our lives (Facer, 2011).

In the context of the aforementioned, it becomes necessary to consider both when it comes to the social and technological future. Not only scientific developments and technological trends, but also ways of adapting them to current socio-cultural contexts should be explored (Facer, 2011). In other words, 'socio-technical' formations need to be examined.

Social Change, Technology and Education

Education can be defined in different ways in different fields. A socially based definition is 'socializing the individual according to the society he lives in, acquiring the culture of the society, fully adopting the society, participating in it and developing the culture of the society', psychologically 'to raise the talents, desires and interests of the individual to the highest level he can reach, the "potential It can be done in the form of 'regulating the necessary environmental opportunities in order to fully develop". One of the most used definitions in terms of describing the phenomenon of education is 'the process of bringing about desired changes in an individual's behavior through his own life and purposefully' (Ergün, 2015).

Education, beyond providing a limited benefit to the individual, also affects all the relations, institutions and future of the society. Therefore, the impact and contribution of education to society should be considered (Gülüpınar, 2014). In this regard, although it is controversial in the literature, it can be said that there is a mutual cause-effect relationship between social change and education. According to one of the views adopted by sociologists; social changes force education to change in a certain direction, and on the other hand, it is possible to change the society in line with a targeted plan through education.

Information and communication technologies have facilitated and accelerated access to information and increased access channels. In the information and communication era, the educational needs of individuals have increased in parallel, as information has become the center of life, success and power. In this period, 'more individuals need education', 'individuals need education throughout their lives' and 'the need for education that includes more information at any time and in any field' may be the case. Formal education is insufficient to meet this demand numerically, primarily due to physical conditions, and legislation or prerequisites are limiting for some individuals. On the other hand, new technologies also cause the cost of education to decrease.

In particular, the use of computers in education and the widespread use of the Internet in education are among the important developments. While the Internet initially provided benefits in terms of research and access to resources in the field of education, today it has become an environment where education can be given directly. Thus, it allows the mentioned training needs to be met.

'The greater number of individual hearing needs education 'remote eğ education has fueled good, 'to hear individuals' need for education throughout life 'or evil lifetime eğ education concept and it revealed 'any time and any need for further information covering education in the field'
the certificate to trainings have led to the development of n. These concepts, on the other hand, have changed and are changing depending on the development and change of technology. Broadly speaking with learning through electronic media with e-b on renin, distance education can be interpreted as a reflection of internet use. However, while certificate programs offered on the internet openness, the prominence of factors such as accessibility hungry i k (mass) course materials began to be offered. Similarly, being able instantaneously information needs of individuals are met through mobile technology, time and space independent of the mobile item the renin can be said to contribute to the development of.

E-Learning and Social Networks

A similar change is needed in education and training to adapt to this change, depending on the change caused by the development of information and communication technologies in society and the global economy. Information and communication technologies can be used innovatively in education on a very large scale, with the ability to provide the necessary tools and content for education systems to meet the needs of society. It provides easy access to learning resources and individualized learning experiences and includes innovative learning tools and resources that enable lifelong learning (Kesim, 2009).

Eby (2013) mentions that developments and innovations in information and communication technologies are integrated into both formal and informal learning activities; In this context, he states that the scope and design of distance education environments has changed both within the traditional understanding of education and within the framework of the philosophy of lifelong learning.

With the social change turning towards the digital society, the social connections that were previously established have also been transferred to the digital field and transformed. The society has been transformed into virtual communities by these technologies and thus has managed to expand and develop further (Kesim, 2009). This training reflection of the development of e-b renin-up also and social networks s also seen.

Although e-learning means learning through electronic media, it has become synonymous with education on the Internet today. The Internet provides diversity in learning due to its structure that allows the use of different environments. It is possible to access up-to-date, numerous and diverse resources at any time and in any format via the Internet. In this respect, e-learning has an important role to be successful by keeping up with this constant change (Kesim, 2009).

In addition, more intense interaction can be established and thus perhaps the relationship in the network faster, easier and causing large-scale formation and learner consumers outside the role of the manufacturer or the times l m c s roles as assumed to be allowing today's social media and social networking It can be said that it is one of the tools that transform societies into a 'global village'. It is also possible to say that it has an important potential in the field of education.

E-Learning

There were positive and negative points of view about e-Learning. Feenber (2005) argues that in the late 1990s, corporate strategists, government lawmakers, university senior management, and futurologists stood behind a vision of online education based on automation and de-skilling. According to this claim, the purpose is; The aim was to replace face-to-face instruction given by professional faculty with an industrial product at least for the masses that could be infinitely reproduced at low unit cost, such as CDs, video, or software. Thus, the burden of education would fall rapidly and the educational 'business' would finally become
profitable. Lecturers who contradict this view emphasize the human factor. This humanist opposition to computerization can take different forms. There are those who, in principle, oppose education through any electronic means. But at the same time, there are many lecturers who approve of the online education model based on human interaction on computer networks. On this side of the debate, a very different understanding of modernity prevails. In this alternative understanding, to be modern is to multiply the opportunities and types of communication for communication. The meaning of the computer transforms from a cold rational source of information to a communication medium, a support for human development and the online community (Feenberg, 2005).

Educational automation will decontextualize the learner and the educational product; there are claims that menus, exercises and questions will be presented to the learner instead of other individuals in the learning process. On the other hand, according to the online education model of the instructors, the person is face-to-face with a machine (computer); but rather than a window to an information center, the machine opens to a social world that is spiritually continuous with the social world of the traditional campus. The learner takes part as a participant in a new type of social activity and is not limited to the individual consumer role. Related software is opens the enterprise to a much wider range than automatic design. This is a more democratic understanding of the network that combines the network with a wider range of human needs (Feenberg, 2005).

E-Learning provides new expansions in the concept of education as a result of social and technological developments. With the flexibility it provides in terms of place and time, it allows individuals to receive education wherever and whenever they want. It can be said that accessibility is easy and high depending on the possibility of using the computer and the internet. By increasing the interaction, it can contribute to the permanent learning. It can make learning more effective, efficient and attractive by providing an individual learning environment with customized or personalized designs. Learning design can be enriched with audio-visual elements on the web. Access to up-to-date and accurate information can be provided very quickly.

Personal identity in social networks

When the effect of social networks on individuals is to be examined, it is necessary to mention the concept of personal identity. Self or kievil good seller kimlofik, it will be rebuilt with the individual's socialization process. The position and role of the individual in society are important in terms of identity construction. The construction of personal identity is a constantly evolving phenomenon that is not static. Being in interaction with other individuals is effective in the development of identity construction. With the increasing interest in the developments in communication technologies and portable communication tools, while social media gains power; the definition of the concept of 'socialization' also gains a new dimension. The concept of socialization is briefly defined as 'the process of integrating a person into society'. The socialization status mentioned in this definition is used not only to belong to a community, but also to express the adaptation process of individuals with certain norms and values to the environment (Karagülle & Çayci, 2014).

Social networks that connect all people and cultures on a global scale determine the lifestyles, habits and identities of individuals. In social networks, individuals are constantly interacting by establishing new connections and causing information flow. While the forms of communication change, there is also a change in information sharing. In this context, it is possible to say that social networks have an important potential for education. The integration of social
networks into education can have an impact on the identity of individuals in society and therefore on society itself.

**Distance education and social networks**

It can be said that the effect of Web 2.0 and social media has also caused changes in distance education. In this context, it can be mentioned that distance education applications, known as e-learning 2.0, in which learners and teachers are active in sharing information and resources, and as a result, a new learning culture has emerged (Yüzer, 2013).

Social networks of distance learning, Siemens's be ğ lanthanum icilik and Wedemeyer and Moore ‘s delta ģ renin the autonomy ģ i-ba ģ I ms then Z is O ģ renin Up explained by theoretical frames. Connectivity emphasizes the importance of accessing information, not having it, and it is necessary to have certain connections in the network structure in order to access information. The other theory mentions that the learner is at the center of learning and that learning activity takes place according to his needs (Bozkurt, 2013).

Social networks; strong communication and interaction, providing many learning environments to the learners, getting a lot of feedback instantly, and the structure in the learning process is very important.

It can be considered as an important distance, lifelong learning tool in terms of not being important (Bozkurt, 2013).

From a technical point of view, the use of social networks in education and especially in distance education, as social content, images, audio files, web addresses, video clips, presentations, event announcements or other media types can be used, shared or produced in line with the possibilities offered by social networks (Gülbahar et al., 2010).

Uça-Güneş (2014) states that social networks can affect learning in terms of communication-interaction, information-processing, learner characteristics and role. In this context, from a communication-interaction point of view, it is mentioned that instant and just-in-time interactions can be provided in social networks, more resources, institutions, people can be accessed quickly and easily, more focused communication (communication with the exact subject or expert) can be established. In addition, he states that in terms of information processing, social networks can play a role in comparing, validating and verifying a large number of different information, as well as synthesizing and reconstructing information; he also draws attention to the fact that the learner can assume a more active, more conscious and more critical role in terms of the characteristics and role of the learner. There are some skills that individuals need to have regarding the internet and social media in order to achieve these.

**Literacy and fluency in social networks**

Gülbahar et al. (2010), he begins a new era in global connections between people while taking care of the use of social networking and digital literacy i k through ideas and innovation, as well as being used to say that the world is rapidly spreading. The point to be emphasized here is; increasing digital literacy is beneficial, but it may not be sufficient on its own as it involves some risks. Digital current i c i s i k, media literacy i ģ and media flows i c i s i ģ I competencies acquired by individuals not the case in social change is negatively affecting the social network said that was likely. In addition, this purpose should be pursued in terms of both learners and teachers in the use of social networks for educational purposes so that the society can develop in a positive way.
Digital current i c i s i k are associated with the concept of the use of the Internet users reach a certain proficiency in the use of tools on the internet, be able to query the evidence concerning the current and reliability of critically evaluating the content, it can be expressed as being aware of the diversity of users. Media literacy then  لديك, access, analysis

It consists of skills that include the ability to evaluate, evaluate and produce content, and enable users to act as conscious and responsible individuals (Livingstone, 2004). Media aka i c i s i g then the concept of social networks is associated with the message and the message it presented / submitted to distinguish and analyze the environment is based on the evaluation stage (GDCF, 2016).

Having these skills becomes even more important given the speed and breadth of information sharing and dissemination in social networks, and its potential to influence and mobilize communities.

D. CONCLUSION

It can be said that e-learning and especially social networks and distance education are effective methods that can be used to meet the educational needs of individuals in today's conditions. Thanks to the possibilities offered by the Internet and e-learning, it is possible to reach students with different profiles and to respond to different needs. Social networks, in addition to their ability to appeal to many people due to their widespread and frequent use, have the capacity to provide fast access to information and experts, 'stay connected', and enable different interactions with different tools.

When social change is defined as a change in relationships, the speed of this change can be high thanks to social networks. The impact of this change will be greater as the virtual world and the real world are intertwined. The integration of social networks into education will have an impact on the identity of individuals in society and therefore on society itself.

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