



ASOS JOURNAL

The Journal of Academic Social Science

Akademik Sosyal Arařtırmalar Dergisi, Yıl: 5, Sayı: 61, Aralık 2017, s. 369-383

Yayın Gelif Tarihi / Article Arrival Date

06.11.2017

Yayınlanma Tarihi / The Publication Date

14.12.2017

Yeliz TUNGA

Manisa Celal Bayar University
Department of Computer Education and Instructional Technology
yeliz.tunga@cbu.edu.tr

Ali GERİŐ

Manisa Celal Bayar University
Department of Computer Education and Instructional Technology
ali.geris@cbu.edu.tr

EXAMINING TOP 100 TURKISH YOUTUBE CHANNELS¹

Abstract

In this study, most viewed 100 YouTube channels in Turkey is reviewed according to distributions of channels by categories, number of videos by categories, number of subscribers by categories, number of views by categories in order to determine current patterns of use of YouTube in Turkey and determine the current position of educational usage of YouTube. Descriptive statistics were used to analyze collected data. Findings show that entertainment and film and animation channels are most viewed channels in Turkey and there are only two educational channels in most viewed 100 Turkish channels. It is also found that although the total number of educational channel in Top 100 channel is quite limited, these channels have a large number of subscribers. Further research studies are necessary to the educational use of YouTube since these results were obtained from limited time data and YouTube has increasingly popularity and potential for educations.

Keywords: YouTube, social media, educational usage, video-content

¹ The part of this study was presented as oral presentation in 5th International Instructional Technologies & Teacher Education Symposium

TÜRKİYE’DE EN ÇOK İZLENEN 100 YOUTUBE KANALININ İNCELENMESİ

Öz

Bu çalışmada, YouTube’un Türkiye’deki mevcut durumunu ve desenlerini ortaya koymak amacıyla Türkiye’de en çok izlenme sayısına sahip olan 100 Youtube kanalı, kanalların kategorilere göre dağılımları, videoların kategorilere göre dağılımları, üyelerin kategorilere göre dağılımları ve izlenme sayılarının kategorilere göre dağılımları temel alınarak incelenmiştir. Toplanan veriler betimleyici istatistikler ile açıklanmıştır. Bulgular neticesinde, eğlence, film ve animasyon kanallarının Türkiye’deki en çok izlenen 100 YouTube kanalları arasındaki en yüksek izlenme sayılarına sahip oldukları belirlenmiş, en çok izlenen 100 Youtube kanalları arasında yalnızca iki eğitim kanalının olduğu tespit edilmiştir. Türkiye’de en çok izlenen 100 YouTube kanalı arasında yalnızca iki eğitim kanalı olmasına rağmen bu kanalların çok yüksek takipçi sayılarının oldukları belirlenmiştir. Gelecek çalışmalarda YouTube’un artan popülaritesi ve eğitimdeki potansiyeli göz önüne alınarak eğitsel açıdan kullanımının derinlemesine incelenmesinin gerekli olduğu düşünülmektedir.

Anahtar kelimeler: YouTube, sosyal medya, eğitsel kullanım, video içerik

1. INTRODUCTION

Social media is a term used for “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (Kaplan & Haenlein, 2010, p. 61)”. Facebook, Twitter, Myspace, YouTube, Flickr, blogs, Second Life, Wiki, forums, text messaging application are examples of social media (Cao, Ajjan, & Hong, 2013). These tools are categorized as social networking sites e.g. Facebook, content communities e.g. YouTube, virtual game worlds e.g. World craft virtual social worlds e.g. Second Life, blogs and collaborative projects e.g. Wikipedia (Kaplan & Haenlein, 2010).

Social media platforms are used for communicational, commercial or educational purposes is due to the great popularity of these platforms within the increased availability of technological affordances. Motivations behind use of social media (Lu, Lin & Lu, 2011; Oh & Syn, 2015) and effects and positions of social media usage in different discipline such as marketing (Kim & Ko, 2012; Vinerean, Cetine, Dumitrescu, & Tichindelean, 2013), society and political life (Shirky, 2011; Gil de Zúñiga, Jung & Valenzuela, 2012), education (Moran, Seaman & Tinti-Kane, 2011; Blankenship, 2011; Tess, 2013; Cheston, Flickinger & Chisolm, 2013; Mao, 2014; Cooke, 2017) have been investigated by scholars since the emergence of these platforms.

Social media has been included in learning and teaching process although these media don’t locate on themselves in educational promises (Friesen & Lowe, 2012). Adoption of the social media platforms such as Facebook, Myspace, Friendster, YouTube, Flickr into educational contexts is clarified with ease of use, rapid and continuous updating, analysing and sharing information from our personal life, providing chance to establish spontaneous relationships, informal

learning practice opportunities by means of interaction and communication, although these platforms were originally created for sharing personal information, content, videos, and photos (Ajjan & Hartshorne, 2008; Mejias, 2005). In recent years, literature reviews related to use of social media for educational purposes have conducted (Hew, 2011; Yang et al., 2011; Aydin, 2012; Gao, Luo, & Zhang, 2012; Manca & Ranieri, 2013; Greenhow & Askari, 2015; Greenhow, Gleason, & Li, 2014; Rodríguez-Hoyos, Haya Salmón, & Fernández-Díaz, 2015; Özsavaş Uluçay, 2017).

YouTube

YouTube launched in 2005 is the arguably among most popular social media website all over the world (Ahmad, Zahid, Shoaib, & AlAmri, 2017). According to Alexa ranking list that is used to determine the popularity of websites by calculating their overall visiting number (Alexa, 2017), YouTube is the most visited website after Google in the global ranking. YouTube official statistics show that YouTube is visited by nearly one-third of internet users and billion hours of video that mean billions of content is viewed on YouTube each day (YouTube, 2017). Similarly, YouTube is highly trendy social-media platform in Turkey, it is the second most visited website in Turkey after Google (Alexa, 2017). These numbers show that YouTube is visited more than Facebook and other social media platforms both in Turkey and worldwide.

YouTube has categorical content structure. User-generated content related to different subjects is located on YouTube freely under different categories. Several content categories such as education, entertainment, how-to style, music, film and animation, travel and events are available on YouTube. This structure helps users to access diverse type of content on YouTube. Users see YouTube as a place where they can find alternative content created by individuals who have similar interests and they don’t have to depend on mainstream media that was controlled and produced by media executives (Choi & Behm-morawitz, 2017). Besides, providing user-interaction with like, dislike and comment options other important reason of popularity of YouTube.

Although YouTube is seen as an entertainment platform because of the popularity of entertainment and film & music videos, YouTube has been used for different purposes. Educational usage is among of the reasons of YouTube popularity. Scholars stated that videos are in most powerful social media tools since they provide visualization of experiences and dialogues and also allow user interaction by using comments (Samuel, Alotaibi, & Lozano, 2017), therefore it could be concluded that YouTube videos are used in both informal and formal learning process. Educational usage of YouTube from different disciplines such as medicine (Kumar, 2017; Khalil, Megaly, Ibrahim, & Dimov, 2016; Clifton & Mann, 2011; Duncan, Yarwood-Ross, & Haigh, 2013; Rapp et al., 2016; Samuel, Alotaibi, & Lozano, 2017), foreign language education (Lo, 2012; Tolentino, 2016), art education (DeWitt et al., 2013; Lee, 2013), higher education (Stefania Manca & Ranieri, 2016a; Stefania Manca & Ranieri, 2016; Everson, Gundlach, & Miller, 2013), K12 education (Filkins, 2015; Lu, Hao, & Jing, 2016), business education (Orús et al., 2016; Lu et al., 2016) and science education (Torres-Ramírez, García-Domingo, Aguilera, & Casa, 2014; Akgun et al., 2014) are examples of fact that YouTube is not only most visited social media platform but also it is highly newsworthy research subject.

Rationale of The Study

Technological developments such as the emergence of mobile devices have made social media usage almost inevitable. Statistics show that YouTube is the most visited social media platform and second most visited website both in Turkey and all over the world. Based on these figures, the necessity to investigate to YouTube phenomena has arisen. In addition, it is known that using social media for educational purposes has been one of research subjects with since emergence of these platforms. In the literature, it is possible plenty of study related to educational outcomes of using social media especially Facebook. Though, the popularity of Facebook has decreased when it is compared to YouTube and the number of research regarding as educational use of YouTube is still limited. Therefore, it is also important to understand current usage pattern of YouTube to get benefit from YouTube popularity in terms of educational outcomes.

2. RESEARCH QUESTIONS

1. How is the distribution of Top 100 YouTube channels in Turkey by categories?
 - a. How is the distribution number of videos by categories on Top 100 YouTube channels in Turkey?
 - b. How is the distribution number of views by categories on Top 100 YouTube channels in Turkey?
 - c. How is the distribution number of subscribers by categories on Top 100 YouTube channels in Turkey?
2. How is the distribution number of subscribers, videos, and views by educational channels on Top 100 YouTube channels in Turkey?

3. METHODOLOGY

This is a survey study and archival data were used in this study. A survey is more than a particular technique of data collection, questionnaires are used generally in survey researches yet other techniques such as interviews, observations and content analysis and so forth are also used in these studies (De Vaus, 2002) Archives are document or records that used for describe to characteristics of individuals, groups or organizations Statistical archives usually consist of data in summary form such as means, rates, and proportions. Using archives having advantages such as being naturalistic, nonreactive and less expensive in the manner of time and source. Archival research has also some limitations such as validity (Whitley, Kite & Adams, 2001). In this study, statistics provided by socialblade.com website that provides all the statistical information about the YouTube channels were used. A Sample of the study was limited to Top 100 YouTube channels in Turkey due to practical and conventional reasons. Descriptive statistics were used to analyze data.

4. FINDINGS

The results of the analyzed data that obtained about YouTube from socialblade.com are explained in this section. Category names are taken from YouTube official category structure.

4.1. Distributions of Channels by Categories

Top 100 YouTube channels in Turkey are distributed under 12 different channel categories as seen in Table 1. This ranking is based on number of video views. That is, most viewed top 100 Turkish YouTube channel information was collected from socialblade.com website and they categorized and listed.

Table 1. Distributions of Channels by Categories

Category	The Number of Channels
Film & Animation	34
Entertainment	24
Music	20
Gaming	10
Education	2
People & Blogs	2
How-to & Style	2
Comedy	2
News & Politics	1
Show	1
Travel & Events	1
Science &Technology	1
Total	100

The film and animation channels are most popular YouTube category in Turkey with a percentage of 34%. Then, entertainment, music, and gaming categories are following a percentage of 24%, 20%, and 10%. Surprisingly technology category has just one channel in this distribution, similarly, education category has only two channels in top 100 YouTube channels in Turkey.

4.2. Number of Videos by Categories

The total number of videos on most viewed Top 100 YouTube channels in Turkey was founded as 190,172. Distribution of number of videos by categories is shown in Table 2 and Chart 1.

Table 2. Number of Videos by Categories

Category	The Number of Channels	The Number of Videos	Ratio of videos per Category	Percentage
Film & Animation	34	49,899	1,468	26,0 %
Entertainment	24	70,935	2,956	37,0 %
Music	20	36,944	1,847	20 %
Gaming	10	13,626	1,363	7,0 %
Education	2	662	331	0,3 %
People & Blogs	2	1,209	605	0,7 %
How-to & Style	2	1,610	805	0,9 %
Comedy	2	4,936	2,468	2,7 %
News & Politics	1	9,098	9,098	4,8 %
Show	1	249	249	0,1 %
Travel & Events	1	174	174	0,1 %
Science &Technology	1	830	830	0,4 %

Total	100	190,172	1,902	100 %
-------	-----	---------	-------	-------

As seen in Table 1 and Chart 1, the entertainment videos with a percentage of 37,0% are the category that has most videos. Film and animation, music, gaming and news and politics and comedy channels are also a high number of videos compared to other categories. On the other hand, the percentage of education videos (0,3%) seem very striking. Surprisingly, news & politics and comedy channels have more video than most of other categories, though they have only one channel in the ranking.

The ratio of channel number and video numbers are also given in Table 1 and Chart 2. The highest ratio is belonging to news& politics category. Although only one channel in news& politics category, there are 9,098 videos on this channel. Similarly, comedy, entertainment, and music channels ratio of video and channel numbers are higher than film& animation category.

Chart 1. Number of Videos by Categories

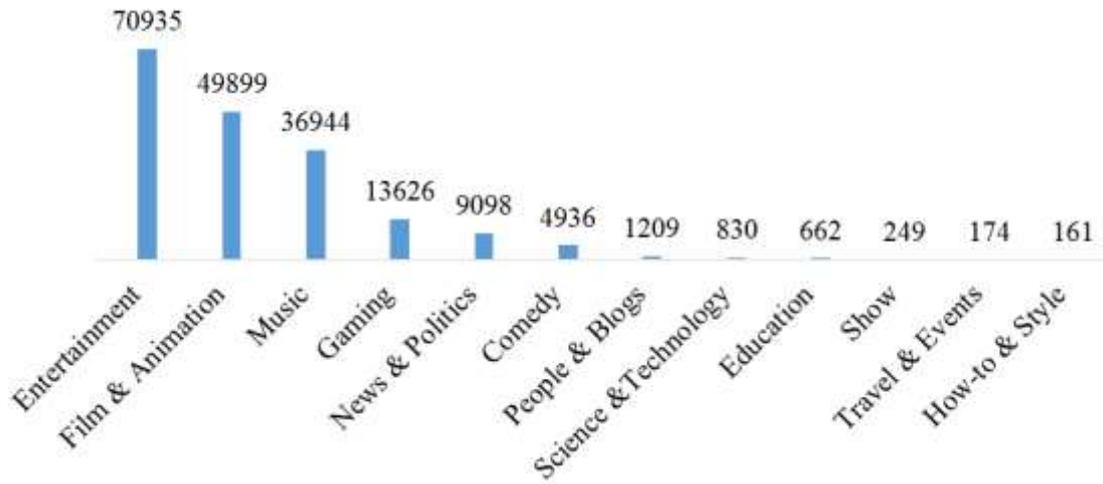
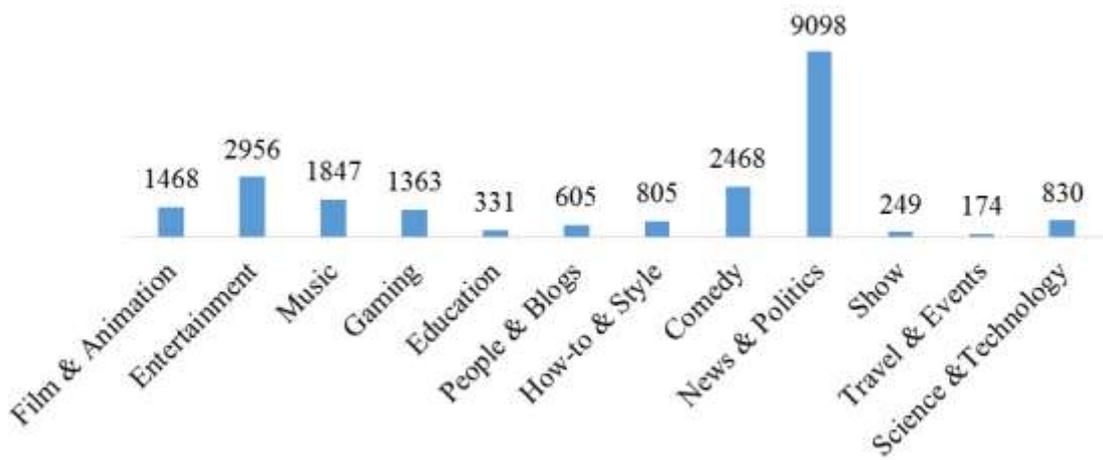


Chart 2. Ratio of Number of Videos and Channels by Categories



4.3. Number of Views by Categories

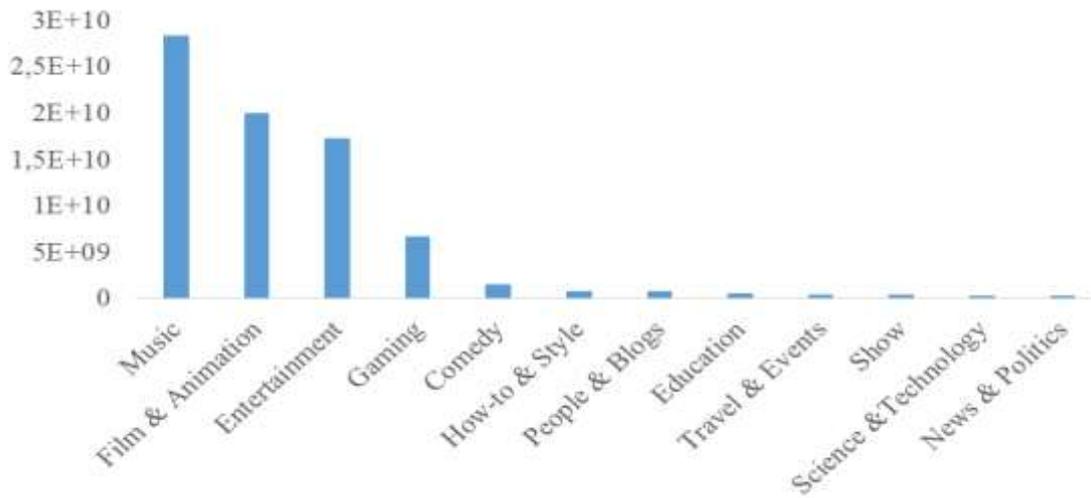
The total video views on Top 100 YouTube channels in Turkey was founded as 77,780,369,790. The average views of per category were found 778,303,698. Distribution of views by categories is shown in Table 3 and Chart 3.

Table 3. Number of Views by Categories

Category	The Number of Channels	The Number of Views	Ratio of views number per Category	Percentage	Ratio of views and video numbers
Film & Animation	34	20,014,277,220	588,655,212	26,0 %	401096
Entertainment	24	17,345,297,561	722,720,732	22,0 %	244524
Music	20	28,376,492,645	1,418,824,632	36,5 %	768095
Gaming	10	6,686,911,301	668,691,130	8,4 %	490746
Education	2	612,596,363	306,298,182	0,8 %	925372
People & Blogs	2	834,753,483	417,376,742	1,1 %	690450
How-to & Style	2	835,392,698	417,696,349	1,1 %	5188775
Comedy	2	1,559,061,346	779,530,673	2,0 %	315855
News & Politics	1	302,492,835	302,492,835	0,4 %	33248
Show	1	431,327,590	431,327,590	0,6 %	1732239
Travel & Events	1	510,095,957	510,095,957	0,7 %	2931586
Science & Technology	1	321,670,791	321,670,791	0,4 %	387555
Total	100	77,780,369,790	778,303,698	100%	-

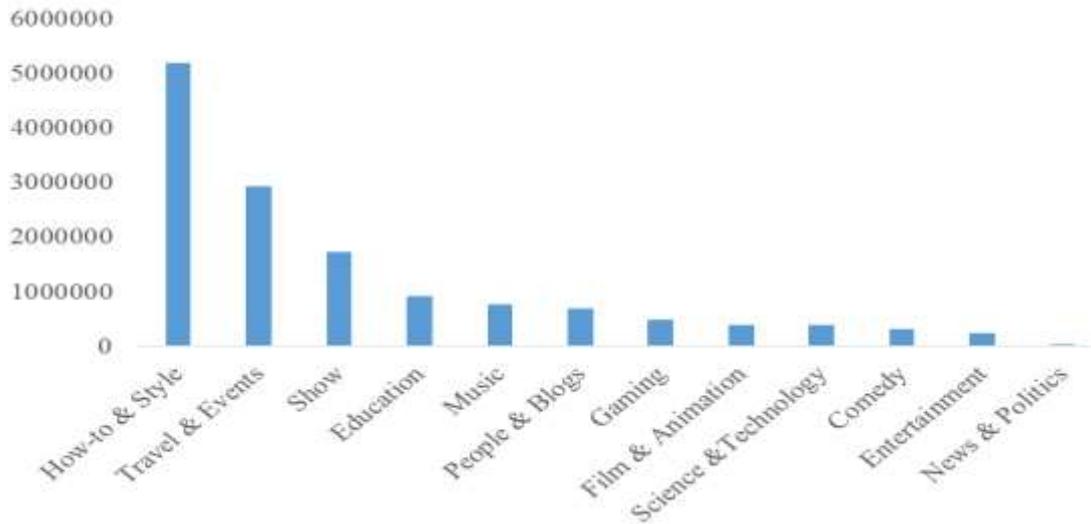
As seen in Table 3, the number of views on music category has a percentage of 36,5% and this rate is more than others. In other words, mostly music videos are watched on YouTube by Turkish users. The number of views of film & animation, entertainment, and music categories constitutes %84,5 of total video views and this result seems very striking. On other hands, the number of views of comedy category is noteworthy with a value of 1,559,061,346. The number of views of educational videos has a percentage of 0,8 %.

Chart 3. Numbers of Views by Categories



Graphical representation of the ratio of videos views and number of videos are shown in Chart 4. The how-to& style category has the highest ratio. This means that although there is a limited number of videos in this category, the numbers of views of this channel is enormously high. Similarly, travel & events, show, and education categories have high ratios. Surprisingly, the entertainment channel that is the third most viewed channel category has very low video numbers per views number ratio.

Chart 4. Ratio of Numbers of Views and number of videos by Categories



4.4. Number of Subscribers by Categories

The total number of subscribers on Top 100 YouTube channels in Turkey was founded as 95,091,100. The average subscribers of per category were found 950,911. Distribution of subscribers by categories is shown in Table 4 and Chart 5.

Table 4. Number of Subscribers by Categories

Category	The Number of Channels	The Number of Subscribers	Ratio of channel and Subscribers	Percentage
----------	------------------------	---------------------------	----------------------------------	------------

Film & Animation	34	19,966,680	587,255	21,0 %
Entertainment	24	25,628,146	1,067,839	27,0 %
Music	20	18,280,017	917,001	19,2 %
Gaming	10	19,340,544	1,934,054	20,0 %
Education	2	3,611,799	1,805,900	4,0 %
People & Blogs	2	2,930,692	1,465,346	3,1 %
How-to & Style	2	1,542,174	771,087	1,6 %
Comedy	2	1,357,637	678,819	1,4 %
News & Politics	1	173,658	173,658	0,2 %
Show	1	344,825	344,825	0,4 %
Travel & Events	1	188,016	188,016	0,2 %
Science & Technology	1	1,726,912	1,726,912	1,9 %
Total	100			100 %

As shown in Chart 5, entertainment channels have highest subscribers number. Film & animation, gaming, and music categories have also a high number of subscribers. Another finding is about the ratio of channels numbers and subscribers number. Gaming category has the highest ratio as seen in Chart 6. When the channel and subscribers’ numbers are examined, it is seen that there are 10 channels in the gaming category, however, subscribers following these channels are shown in Table 4 constitute 20% of the total subscribers. Similarly, subscribes of education and science & technology categories have a high ratio. On the other hand, entertainment and film and animation categories ratio of video numbers and subscribers’ numbers are remarkably low. This finding can be interpreted as gaming, education and science& technology and people & blogs categories have regularly followed by Turkish users considering the aim of the being subscribers. On the other hand, videos of entertainment and film& animation are mostly watched videos but Turkish users don't subscriber these category channels. Instead of being a purposeful and regular audience of these channels, they may randomly watch these channel videos for fun.

Chart 5. Number of Subscribers by Categories

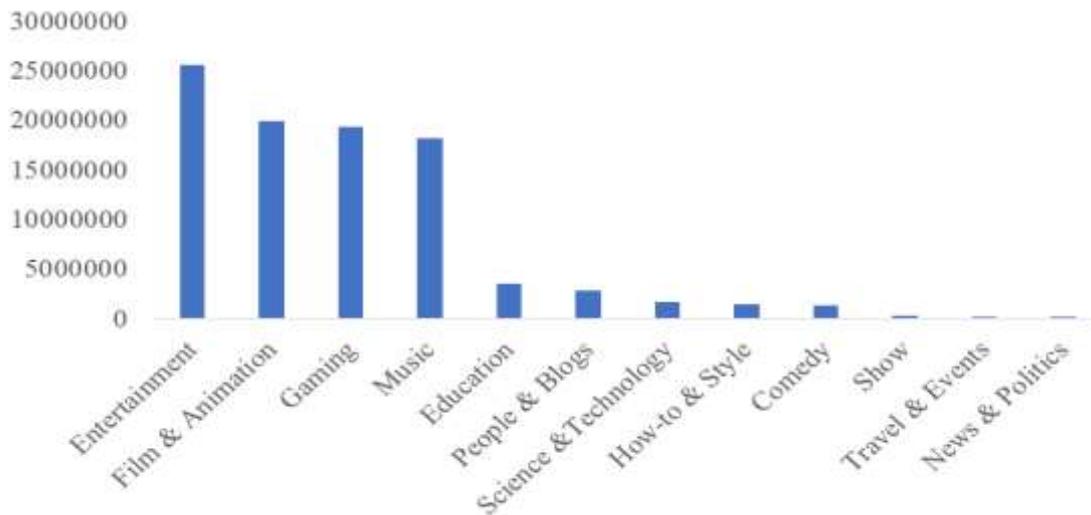
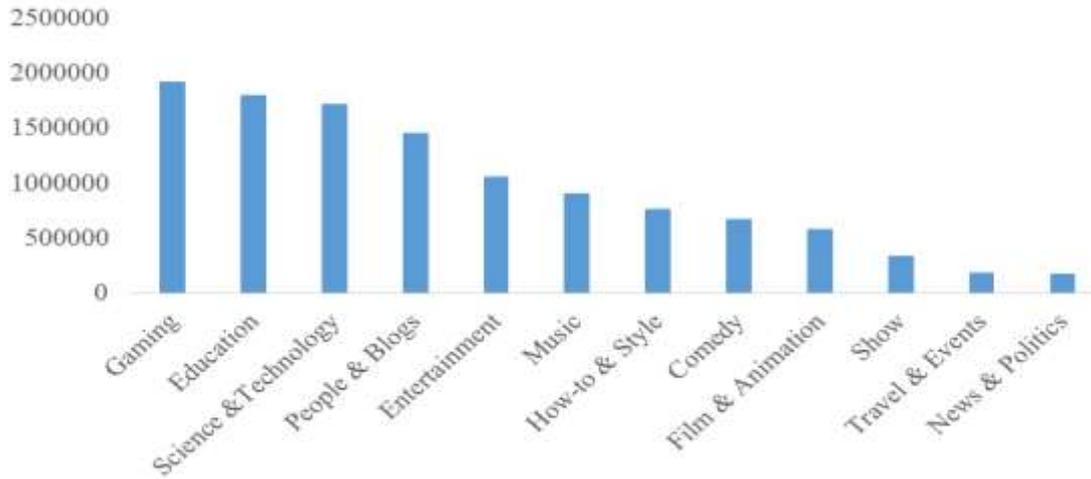


Chart 6. Ratio of Numbers of Channels and number of Subscribers by Categories



5. RESULTS AND DISCUSSION

YouTube is the second most visited website both in Turkey and worldwide. Therefore, current usage patterns of Turkish users and what is the position of educational use of YouTube in this frame have been tried to determine in this study.

First of all, distribution of channels has been analyzed. Based on users' view numbers, most visited 100 Turkish YouTube channels have determined. Then, these videos have been categorized compatible with YouTube existing category structure. Findings show that Turkish users mostly watched videos of film and animation channels. Entertainment, music, and gaming channels are following mostly viewed channel categories in Turkey. The one of important finding is that there are only two educational channels in most viewed 100 Turkish YouTube channels. This number is very inadequate when it is considering the popularity of Facebook and other social media platforms usage for educational purposes. Similarly, it is seen that percentage of a number of educational videos in is quite low compared to entertainment, music, gaming and film and animation videos. The number of entertainment category videos is higher than all other categories. Film and animation, music and gaming categories also have a high number of videos. A number of videos and number of views of these categories are parallel with one exception. To evaluate the productivity of categories in terms of video upload times, the ratio of video and channel numbers are calculated. It is seen that news and politics category has the highest ratio. This means that news and politics category channel have most frequently uploaded video. Entertainment, comedy, film and animation categories channels are also high ratio of video and channel numbers.

Considering view numbers of most watched 100 Turkish YouTube channels, it is seen that the most viewed YouTube channel category is music category, though there are more videos on entertainment and film and animation channels. When ratio of views and video numbers examined, an interesting result has appeared. How-to style and, travel and sport, show and education categories have remarkably high ratios although they aren't between most viewed channels and number of these channels is quite limited in Top 100 channel ranking.

Considering a number of subscribers, it is obtained that entertainment channels have highest subscribers number. Film & animation, gaming, and music categories have also a high number of subscribers. This finding makes sense with previous results. Since the entertainment, film & animation and music channels have highest numbers of views, it is expected that highest subscribers number would belong to these channels. Surprisingly, an interesting result has revealed when the ration of a number of channels and subscribers are calculated. Gaming channels are the highest ratio. Following channels type is education. This result implies that although the number of educational channels is quite limited on YouTube, contents of these channels have loyal audiences. Especially, the purpose of being subscribers on YouTube taken into account, it can be said that contents of educational channels on YouTube have been watched regularly. Based on these finding, the number of educational channels on YouTube will increase. It is necessary to produce qualified educational content by educators.

In summary, it is obvious that YouTube has a rising popularity and it will be probably more popular than all other social media platforms in close future. Using social media for educational and communicational purposes have been done since the emergence of these platforms. Results of this study show that there is an unemployed potential for educational purposes. The increased number of educational content on YouTube is necessary. In addition, results have revealed that it is necessary to increase the number of research studies about YouTube. Which type of educational content has been watched by users, what are their reactions to them, quality and reliability of the available educational content on YouTube are a few of the issues that need to be investigated. As this study covers, short-time statistics and YouTube has dynamic figures are due to the popularity, research studies conducted with long-term data is also required to get the better understanding about YouTube phenomena.

REFERENCES

- Ajjan, H., & Hartshorne, R. (2008). Investigating faculty decisions to adopt Web 2.0 technologies: theory and empirical tests. *The Internet and Higher Education*, 11(2), 71e80.
- Ahmad, U., Zahid, A., Shoaib, M., & AlAmri, A. (2017). Harvis:An integrated social media content analysis framework for YouTube platform. *Information Systems*, 69, 25–39.
- Akgun, T., Karabay, C. Y., Kocabay, G., Kalayci, A., Oduncu, V., Guler, A., ... Kirma, C. (2014). Learning electrocardiogram on YouTube: How useful is it? *Journal of Electrocardiology*, 47(1), 113–117. <https://doi.org/10.1016/j.jelectrocard.2013.09.004>
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development*, 60,1093–1106.
- Blankenship, M. (2011). How social media can and should impact higher education. *The Education Digest*, 76(7), 39.
- Cao, Y., Ajjan, H., & Hong, P. (2013). Using social media applications for educational outcomes in college teaching: A structural equation analysis. *British Journal of Educational Technology*, 44(4), 581–593. <https://doi.org/10.1111/bjet.12066>
- Cheston, C. C., Flickinger, T. E., & Chisolm, M. S. (2013). Social media use in medical education: a systematic review. *Academic Medicine*, 88(6), 893-901.
- Choi, G. Y., & Behm-morawitz, E. (2017). Giving a new makeover to STEAM: Establishing YouTube beauty gurus as digital literacy educators through messages and effects on viewers. *Computers in Human Behaviour*, 73, 80–91. <https://doi.org/10.1016/j.chb.2017.03.034>
- Clifton, A., & Mann, C. (2011). Can YouTube enhance student nurse learning? *Nurse Education Today*, 31(4), 311–313. <https://doi.org/10.1016/j.nedt.2010.10.004>
- Cooke, S. (2017). Social teaching: Student perspectives on the inclusion of social media in higher education. *Education and Information Technologies*, 22(1), 255-269.
- De Vaus, D. (2002). *Surveys in Social Research* (Vol. 5th edition). Routledge.: Taylor & Francis Group.
- DeWitt, D., Alias, N., Siraj, S., Yakub, M. Y., Ayob, J., & Ishak, R. (2013). The Potential of YouTube for Teaching and Learning in the Performing Arts. In 13th International Educational Conference (Vol. 103, pp. 1118–1126). Elsevier B.V. <https://doi.org/10.1016/j.sbspro.2013.10.439>
- Duncan, I., Yarwood-Ross, L., & Haigh, C. (2013). YouTube as a source of clinical skills education. *Nurse Education Today*, 33(12), 1576–1580. <https://doi.org/10.1016/j.nedt.2012.12.013>
- Everson, M., Gundlach, E., & Miller, J. (2013). Social media and the introductory statistics course. *Computers in Human Behaviour*, 29(5), A69–A81. <https://doi.org/10.1016/j.chb.2012.12.033>
- Filkins, M. E. (2015). YouTube as a K-12 Professional Learning Tool: What New Media Videos Can Teach Educators About RtI and PBIS by. University of Wisconsin-Madison.

- Friesen, N., & Lowe, S. (2012). The questionable promise of social media for education: connective learning and the commercial imperative. *Journal of Computer Assisted Learning*, 28, 183–194. <https://doi.org/10.1111/j.1365-2729.2011.00426.x>
- Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008–2011. *British Journal of Educational Technology*, 43,783–801.
- Gil de Zúñiga, H., Jung, N. and Valenzuela, S. (2012), Social Media Use for News and Individuals' Social Capital, Civic Engagement and Political Participation. *Journal of Computer-Mediated Communication*, 17: 319–336. doi:10.1111/j.1083-6101.2012.01574.x
- Greenhow, C., & Askari, E. (2015). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and Information Technologies*. doi:10.1007/s10639-015-9446-9
- Greenhow, C., Gleason, B., & Li, J. (2014). Psychological, social, and educational dynamics of adolescents’ online social networking. *Media Education. Studi, ricerche, buone pratiche*, 5,115–130.
- Hew, K. F. (2011). Students’ and teachers’ use of Facebook. *Computers in Human Behaviour*, 27,662–676.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68.
- Khalil, C., Megaly, M., Ibrahim, A., & Dimov, V. (2016). Reliability of YouTube Videos for Patient Education on Food Allergies. *Journal of Allergy and Clinical Immunology*, 137(2), AB159. <https://doi.org/10.1016/j.jaci.2015.12.651>
- Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. *Journal of Business Research*, 65(10), 1480-1486.
- Kumar, S. (2017). YouTube in Medical Education. *National Journal of Basic Medical Sciences*, 7(3), 192–196.
- Lee, A. (2013). YouTube Instruction on Ceramic Techniques in the Middle School Art Classroom. Arizona State University.
- Lo, Y.-H. (2012). What Is the Participant Learning Experience Like Using YouTube To Study A Foreign Language? University of Arkansas.
- Lu, J., Hao, Q., & Jing, M. (2016). Computers in Human Behaviour Consuming, sharing, and creating content: How young students use new social media in and outside school. *Computers in Human Behaviour*, 64, 55–64. <https://doi.org/10.1016/j.chb.2016.06.019>
- Manca, S., & Ranieri, M. (2013). Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment. *Journal of Computer-Assisted Learning*, 29,487–504
- Manca, S., & Ranieri, M. (2016a). Computers & Education Facebook and the others. Potentials and obstacles of Social Media for teaching in higher education. *Computers & Education*, 95, 216–230. <https://doi.org/10.1016/j.compedu.2016.01.012>

- Manca, S., & Ranieri, M. (2016). Is Facebook still a suitable technology-enhanced learning environment? An updated critical review of the literature from 2012 to 2015, (June), 503–528. <https://doi.org/10.1111/jcal.12154>
- Manca, S., & Ranieri, M. (2016b). “yes for sharing, no for teaching!”: Social Media in academic practices. *Internet and Higher Education*, 29, 63–74. <https://doi.org/10.1016/j.iheduc.2015.12.004>
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students’ technology affordances and perspectives. *Computers in Human Behaviour*, 33, 213-223.
- Moran, M., Seaman, J., & Tinti-Kane, H. (2011). Teaching, Learning, and Sharing: How Today’s Higher Education Faculty Use Social Media. Babson Survey Research Group.
- Mejías, U. (2005). A nomad’s guide to learning and social software. The knowledge tree.
- Oh, S., & Syn, S. Y. (2015). Motivations for Sharing Information and Social Support in Social Media: A Comparative Analysis of Facebook, Twitter, Delicious, YouTube, and Flickr. *Journal of the Association for Information Science and Technology*, 66(April), 2045–2060. <https://doi.org/10.1002/asi>
- Orús, C., Barles Jose, M., Belanche, D., Casalo, L., Fraj, E., & Gurrea, R. (2016). The effects of learner-generated videos for YouTube on learning outcomes and satisfaction. *Computers & Education*, 95, 254–269. <https://doi.org/10.1016/j.compedu.2016.01.007>
- Özsavaş Uluçay, N. (2017). Görsel Tasarım Eğitiminde Sosyal Medyanın Kullanımı. *The Journal of Academic Social Science*, 54, 372–379.
- Rapp, A. K., Healy, M. G., Charlton, M. E., Keith, J. N., Rosenbaum, M. E., & Kapadia, M. R. (2016). YouTube is the most frequently used educational video source for surgical preparation. *Journal of surgical education*, 73(6), 1072-1076.
- Rodríguez-Hoyos, C., Haya Salmón, I., & Fernández-Díaz, E. (2015). Research on SNS and education: The state of the art and its challenges. *Australasian Journal of Educational Technology*, 31,100–111.
- Samuel, N., Alotaibi, N. M., & Lozano, A. M. (2017). YouTube as a Source of Information on Neurosurgery. *World Neurosurgery*.
- Samuel, N., Alotaibi, N. M., & Lozano, A. M. (2017). Youtube as a Source of Information on Neurosurgery. *World Neurosurgery*, 105, 394–398. <https://doi.org/http://dx.doi.org/10.1016/j.wneu.2017.05.111>
- Shirky, C. (2011). The political power of social media: Technology, the public sphere, and political change. *Foreign affairs*, 28-41. (Oh & Syn, 2015)
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in Human Behavior*, 29(5), A60-A68.
- Tolentino, C. L. (2016). Content Analysis Of Teachertube And Youtube Videos For Instructing English Language Learners. University of Hawaii.
- Torres-Ramírez, M., García-Domingo, B., Aguilera, J., & Casa, J. de la. (2014). Computers & Education Video-sharing educational tool applied to the teaching in renewable energy

subjects. Computers & Education, 73, 160–177.
<https://doi.org/10.1016/j.compedu.2013.12.014>

- Toy, B. Y. (2015). Türkiye’deki Hizmet Öncesi Öğretmen Eğitimi Araştırmalarının Tematik Analizi ve Öğretmen Eğitimi Politikalarının Yansımaları. *Eğitim ve Bilim*, 40(178), 23-60.
- Whitley, B. E., Kite, M. E., & Adams, H. L. (2001). Principles of research in behavioral science. McGraw-Hill Publishing.
- Vinerean, S., Cetina, I., Dumitrescu, L., & Tichindelean, M. (2013). The effects of social media marketing on online consumer behavior. *International Journal of Business and Management*, 8(14), 66.
- Yang, Y., Wang, Q., Woo, H. L., & Quek, C. L. (2011). Using Facebook for teaching and learning: A review of the literature. *International Journal of Continuing Engineering Education and Life-Long Learning*, 21,72–86.