

Utilizing Instagram for Educational Purposes: An Analysis of Book Reviews in Turkish Teacher Training

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Abstract

This study aims to examine pre-service Turkish language teachers' self-efficacy beliefs in rapid Web 2.0 content development and their motivation levels as they experience book reviewing through video sharing on Instagram. Additionally, the study explores their perspectives on using Instagram for educational purposes. A convergent parallel mixed-method design was employed. The research was conducted with 45 pre-service teachers enrolled in the "Modern Turkish Literature II" course. Participants were required to read and review Turkish literary classics from the Republican era through Instagram. The implementation lasted for eight weeks. The findings indicate that participants' self-efficacy beliefs in content development were "moderate", while their motivation levels—particularly in the

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Qualitative data suggest that participants perceived social media as a facilitator of knowledge sharing, enabling users to transition from mere consumers to active content creators. Additionally, they reported that this process contributed to their self-confidence. Pre-service teachers highlighted that Instagram, as a widely used social media platform, could effectively engage their future students. Regarding the use of Instagram in Turkish language education, participants generally viewed the platform as functional and beneficial for instructional purposes. While some initially regarded Instagram as an unproductive or even harmful social media tool, they later acknowledged that social media could be utilized in an effective and purposeful manner. Dimensions of attention-relevance and confidence-satisfaction—were found to be "high.". At the end of the study, pre-service teachers expressed positive attitudes toward the educational use of Instagram.

Keywords: Instagram, Web 2.0 rapid content creation self-efficacy, Motivation, Analysis of book reviews, Turkish language teaching

Özet

Bu çalışmanın amacı, Türkçe öğretmen adaylarının Instagram'da hazırladıkları video paylaşımları aracılığıyla kitap yorumlamayı deneyimlemeleri sürecinde, Web 2.0 hızlı içerik geliştirme öz yeterlik inançları ve motivasyon düzeylerini belirlemek; ayrıca Instagram'ı eğitim amaçlı kullanmaya yönelik görüşlerini incelemektir. Çalışmada yakınsayan paralel karma yöntem kullanılmıştır. Araştırma, "Yeni Türk Edebiyatı II" dersi kapsamında 45 öğretmen adayı ile gerçekleştirilmiştir. Katılımcılardan, Cumhuriyet dönemi Türk klasiklerinden sorumlu oldukları eserleri okuyarak Instagram üzerinden yorumlamaları istenmiştir. Sekiz hafta süren uygulamalar sonucunda öğretmen adaylarının içerik geliştirme öz yeterlik inanç düzeyleri "orta", dikkat-ilişki ve güven-memnuniyet boyutları ile toplam motivasyon düzeyleri ise "yüksek" olarak belirlenmiştir. Nitel veriler doğrultusunda katılımcılar, sosyal medyanın bilgi paylaşımını kolaylaştırdığını, bireylerin yalnızca tüketici olmaktan çıkıp üretici konuma geçmesine katkı sağladığını ve bu sürecin kendilerine öz güven kazandırdığını ifade etmişlerdir. Öğretmen adayları, Instagram'ın yaygın kullanılan bir sosyal medya platformu olması nedeniyle, ileride kendi öğrencilerinin de ilgisini çekebileceğini belirtmişlerdir. Türkçe eğitimi bağlamında Instagram'ın kullanımına ilişkin olarak, platformun eğitimde işlevsel ve faydalı olabileceği yönünde görüş bildirmişlerdir. Başlangıçta Instagram'ı yararsız hatta zararlı bir sosyal medya aracı olarak gören bazı katılımcılar, sürecin ardından sosyal medyanın etkin ve işlevsel biçimde kullanılabileceğini fark ettiklerini ifade etmişlerdir. Çalışmanın sonunda, öğretmen adaylarının Instagram'ı eğitim amaçlı kullanmaya yönelik genel olarak olumlu görüşler bildirdikleri gözlemlenmiştir.

Keywords: Instagram, Web 2.0 hızlı içerik oluşturma öz yeterlilik, Motivasyon, Kitap yorumlarının analizi, Türkçe öğretmenliği.

INTRODUCTION

Technological advancements have significantly transformed individuals' communication practices and language use. With the rise of digitalization, traditional text-based communication has increasingly been replaced by multimedia-supported content, directly impacting the four fundamental language skills: reading, writing, listening, and speaking. For instance, reading and listening activities have shifted from printed materials to e-books, audiobooks, and digital texts, while writing and speaking skills have evolved through social media platforms, introducing new modes of expression. Digital platforms such as Wattpad, Facebook, Instagram, Twitter, and blogs have become prominent spaces where individuals engage in both written and oral communication. Among these, Instagram is

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particularly popular among users under the age of 35, serving as an interactive medium for sharing photos, videos, and stories (Hu, 2014). This digital transformation has reshaped language skills and influenced traditional language practices, warranting further examination. This study explores the impact of social media and digitalization on language skills, with a particular focus on how platforms like Instagram can be leveraged within an educational context.

As of June 2018, Instagram had become one of the most popular social networking platforms, with one billion monthly active users (Clement, 2020). Instagram users can share photos, videos, live broadcasts, and stories with their followers. Unlike Facebook and Twitter, Instagram prioritizes visual content over text. Yakar, Jacobs, and Agarwal (2020) emphasize this distinction by stating that "images speak louder than words." Given its interactive and highly visual nature, Instagram serves as a tool for fostering communication between students and teachers both inside and outside the classroom, enhancing learning experiences, and promoting collaboration among students (Phillips, 2013, as cited in Manca, 2020).

In this context, Instagram can be viewed as a Web 2.0 tool, as it enables users to create, share, and interact with content rather than passively consuming information. Web 2.0 tools facilitate user-generated content, active participation, and collaborative learning environments, all of which align with Instagram's core features. As Gürkan (2012) highlights, Web 2.0 tools serve as platforms that allow individuals to develop social relationships, share content, and support educational activities. Social media tools, in general, encourage social interaction and provide new-generation students with both formal and informal learning opportunities (Junco, 2014; Siemens & Weller, 2011). For instance, studies have shown that WhatsApp, one of the most frequently used social media applications among university students, enhances learning motivation (Mazana, 2018), while Facebook increases the motivation of pre-service teachers (Mazer, Murphy, & Simonds, 2007). In this regard, research investigating the impact of Instagram on students' motivation in learning environments can provide valuable contributions to the literature.

Motivation, in its simplest definition, is "the desire to complete a task or achieve a goal" (Keller, 2010). To enhance the effectiveness of learning environments, Keller (1987) developed the ARCS Motivation Model, which was later refined based on various motivation theories (Shellnut, 1996). This model comprises four dimensions: attention, relevance, confidence, and satisfaction. According to Keller, students need to experience all four dimensions to maintain motivation. Research on the first dimension, attention, focuses on curiosity, stimulation, and the avoidance of boredom (Kopp, 1982). The second dimension, relevance, is linked to students' perception of whether the learning experience aligns with their personal goals. In such cases, students often question, "Why do I have to study this?" or "Do I really need this?"—indicating a potential disconnect between their goals and the subject matter, which may lead to disengagement (Curless, 2004, as cited in Gürol & Demirli, 2006). Even when students find a topic intriguing and relevant to their goals, they may still struggle with motivation due to excessive or insufficient confidence or unrealistic expectations of success. Additionally, pre-existing fears related to a particular subject can negatively impact students' confidence in their ability to learn. Addressing this issue requires ensuring that students believe in their capacity to learn the content, thereby fulfilling the third dimension of the ARCS Model—confidence (Keller, 2010). While the first three dimensions are essential for initiating student motivation (Keller, 2008), the fourth dimension, satisfaction, is crucial for sustaining motivation and fostering positive

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learning experiences. Rodgers and Withrow-Thorton (2005) assert that continued participation in the learning process depends on students' satisfaction with and enjoyment of their learning activities. High levels of motivation are directly linked to students' sense of satisfaction with their learning experiences.

With Instagram's growing popularity, research on its educational applications has also expanded. Studies have demonstrated that using Instagram enhances knowledge acquisition and improves learning outcomes. For instance, Handayani (2017) explored students' attitudes toward using Instagram for foreign language writing instruction and found that they developed a positive perception of its use in acquiring writing skills. Similarly, Nugroho and Rahmawati (2020) concluded that Instagram not only improved students' writing skills but also facilitated the learning process itself (Nurdiansyah & Abdulrahman, 2020). The use of Instagram in medical education has also been investigated. Courneya and Cox (2020) found that visual content shared by medical students on Instagram enhanced their learning. Additionally, Yakar et al. (2020) found that Instagram provided valuable educational support to neurosurgery trainees and offered health-related information to patients. In the field of radiology education, Kauffman, Weisberg, Eng, and Fishman (2020) highlighted the positive impact of social media, particularly Instagram, on learning outcomes. Another study suggested that incorporating Instagram into home exercise programs effectively motivated university students to maintain their physical activity levels (Al-Eisa et al., 2010).

In today's digital era, social media platforms play a significant role in shaping individuals' reading habits, motivation, and content creation skills. Among these platforms, Instagram stands out as one of the most widely used by young people, offering an interactive and visually driven environment that encourages user engagement. However, while Instagram is primarily associated with entertainment and social interaction, its potential as an educational tool remains an area that requires further exploration.

Given this context, it is crucial to investigate how Instagram can be leveraged to foster students' motivation and self-efficacy in content creation. Specifically, this study examines the motivation levels and rapid content creation self-efficacy beliefs of pre-service Turkish language teachers who shared video-based book reviews on Instagram. The integration of digital platforms into educational settings has the potential to enhance students' engagement with reading materials and sustain their motivation. Therefore, this study aims to assess the impact of using Instagram as a content creation tool on students' motivation and self-efficacy in rapid content development. Additionally, it seeks to explore pre-service Turkish language teachers' perceptions of Instagram's role in education, shedding light on its potential benefits and challenges in instructional contexts.

As part of this research, pre-service teachers were required to read selected literary works from the Republican era of Turkish literature and share their reviews on Instagram. Through this process, participants not only engaged with literary texts but also gained experience in leveraging social networks for educational purposes. Existing studies on the use of social networks in educational settings suggest that such applications enhance academic performance, foster interaction among users, increase classroom participation, and boost motivation. Given that the study participants are future Turkish language teachers who will play a crucial role in fostering reading habits, critical reading skills, and a love for literature among their students, the significance of this research is further heightened.

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Research Questions

Based on the research objectives, the study seeks to answer the following questions:

Quantitative Research Questions

1. What is the overall motivation level of pre-service teachers using Instagram?
 - What is their level of attention-relevance, a sub-dimension of motivation?
 - What is their level of confidence-satisfaction, a sub-dimension of motivation?
2. What is the self-efficacy belief level of pre-service teachers in Web 2.0 rapid content creation?

Qualitative Research Questions

3. What aspects of using Instagram for educational purposes capture pre-service teachers' attention and interest?
4. How do pre-service teachers perceive the use of Instagram in education?
5. What are their views on integrating Instagram into Turkish language education?
6. What emotions did they experience while preparing and sharing book review videos on Instagram?
7. How do they evaluate Instagram's usability in educational settings?

METHOD

Research Design

This study employs a convergent parallel mixed-methods design to determine the self-efficacy beliefs in Web 2.0 rapid content development and motivation levels of pre-service Turkish language teachers who engage in book reviews via Instagram. Additionally, the study examines their perceptions of using Instagram for educational purposes. Mixed-methods research integrates qualitative and quantitative approaches to enhance the breadth and depth of the research by combining various components, including perspectives, data collection, data analysis, and interpretation (Creswell & Plano-Clark, 2011).

In a convergent parallel design, qualitative and quantitative phases are conducted simultaneously within the same stage of the research process. This design assigns equal priority to both methods, maintains their distinct analysis procedures, and ultimately integrates findings during the interpretation phase (Creswell & Plano-Clark, 2011). Consistent with the nature of mixed-methods research, in this study, quantitative and qualitative data were collected concurrently, analyzed separately, and subsequently merged during the interpretation phase. Furthermore, combining qualitative and quantitative data collection instruments was intended to yield more comprehensive insights.

Study Group

The study was conducted with 45 pre-service Turkish language teachers (35 female, 10 male) enrolled in the Modern Turkish Literature II course at the

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Limitations and Assumptions of the Study

It was assumed that pre-service teachers adhered to the specified evaluation criteria while reviewing and analyzing the assigned literary works on Instagram. Due to time constraints on Instagram videos, the number of videos produced for the same book varied.

Data Collection Instruments

Quantitative Data Collection Instruments

Personal Information Form: Designed by the researchers to collect demographic information about the participants.

Web 2.0 Rapid Content Development Self-Efficacy Scale: Developed by Birişçi, Kul, Aksu, Akaslan, and Çelik (2017) to assess students' self-efficacy in using Web 2.0 rapid content development technologies. The scale consists of 21 items in a 5-point Likert format, ranging from "Completely Inadequate" to "Completely Adequate". Scores range between 21 and 105. The scale's Cronbach's alpha internal consistency coefficient is $\alpha = 0.955$, indicating high reliability (Büyüköztürk et al., 2014). It was administered to participants in the final week of the study.

Instructional Material Motivation Survey: Originally developed by Keller (1987) and later adapted into Turkish by Kutu and Sözbilir (2011). Designed to assess the impact of instructional materials on students' motivation, based on the ARCS instructional design model. The original scale consists of 36 items across four dimensions: Attention, Relevance, Confidence, and Satisfaction. The Turkish adaptation comprises 24 items categorized into two dimensions: Attention-Relevance and Confidence-Satisfaction. Rated on a 5-point Likert scale. Cronbach's alpha reliability coefficients for Attention, Relevance, Confidence, Satisfaction, and overall motivation are 0.79, 0.69, and 0.83, respectively..

Qualitative Data Collection Instrument

Semi-Structured Interview Form: To gain in-depth insights into pre-service teachers' perceptions of Web 2.0 rapid content development self-efficacy and motivation, a semi-structured interview form consisting of five open-ended questions was developed. To ensure content validity, feedback was obtained from experts in Educational Technologies and Turkish Language and Literature, and necessary revisions were made.

Development and Validation of the Semi-Structured Interview Form

A semi-structured interview form was developed to collect qualitative data for this study. The questions were designed to explore pre-service teachers' perceptions of using Instagram as an educational tool, with a particular focus on motivation, engagement, and self-efficacy in content creation. The process of formulating the interview questions followed a systematic approach to ensure clarity, relevance, and research alignment.

Question Development Process

The interview questions were carefully designed by two field experts: one specializing in Turkish Language Education and the other in Educational Technologies. The inclusion of experts from both disciplines ensured that the questions were pedagogically meaningful while also considering the affordances of digital learning environments. During the question development process, the following criteria were taken into account:

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Relevance to Research Objectives: Each question was aligned with the study's aim of investigating pre-service teachers' motivation, self-efficacy, and perspectives on Instagram's role in education.

Clarity and Comprehensibility: The wording was kept clear and concise to ensure that participants could easily understand and respond effectively.

Coverage of Key Themes: The questions addressed multiple dimensions, including engagement, suitability for instructional purposes, emotional responses, and overall usability in educational settings.

Openness to Exploration: Open-ended questions were preferred to allow participants to express their thoughts freely without being confined to predefined answers.

Ensuring Validity and Reliability

To enhance the validity and reliability of the interview form, the following measures were undertaken:

Expert Review: The initial set of questions was evaluated by experts in both Turkish Language Education and Educational Technologies. Their feedback helped refine the wording and ensure that the questions effectively captured the intended constructs.

Final Interview Questions

The finalized open-ended questions included in the semi-structured interview form were as follows:

What aspects of using Instagram for educational purposes captured your attention and interest? (e.g., motivation enhancement, engagement, functionality, real-time updates, social sharing, exposure to similar content, etc.)

In what ways do you find Instagram suitable for presenting your chosen novel? (e.g., visual appeal, ability to share with others, etc.)

What are your thoughts on using Instagram in Turkish language education? How confident do you feel about engaging in this activity?

How did preparing and sharing a book review on Instagram make you feel?

After completing the activity, what are your views on the usability of Instagram in education?

By following this structured approach, the interview form was designed to yield in-depth insights while maintaining methodological rigor, thereby contributing to the reliability and credibility of the study.

Validity and Reliability

Intercoder Reliability Calculation

The qualitative data obtained from the semi-structured interview questions were analyzed using content analysis. To ensure reliability, two researchers independently coded the responses. After the initial coding, the consistency between the researchers' analyses was assessed by comparing the number of coding agreements and disagreements for each question. Discrepancies were carefully reviewed, discussed, and resolved through consensus, with necessary adjustments made to improve coding consistency (Baltacı, 2017).

The intercoder reliability for Question 1, which explored participants' attention and interest in using Instagram for educational purposes, was found to be 0.98, indicating a very high level of agreement between the researchers. Only a minimal number of discrepancies were identified and successfully resolved through discussion. For Question 2, which examined participants' perspectives on Instagram's suitability for presenting literary works, the reliability score was 0.86.

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Although a few coding differences emerged due to variations in categorization, they were reconciled through researcher discussions, ensuring consistency in the final coding scheme. Regarding Question 3, which focused on participants' opinions on using Instagram in Turkish language education and their confidence in engaging in such activities, the agreement level was calculated as 0.90. While minor variations were observed in coding responses related to confidence levels, these were addressed through collaborative revisions, leading to a highly consistent interpretation. For Question 4, which investigated the emotions participants experienced while preparing and sharing book reviews on Instagram, the reliability score was 0.89. Some initial differences arose in categorizing specific emotional responses, but after discussion and refinement, a strong alignment was achieved between the researchers' analyses. Lastly, for Question 5, which assessed participants' views on Instagram's usability in educational settings, the calculated reliability was 0.94. This high level of agreement reflects the clarity and consistency in how responses were interpreted and categorized by both researchers.

Given that an agreement level of at least 80% is considered acceptable in qualitative research (Miles & Huberman, 1994), the reliability scores obtained in this study confirm that the analysis was conducted with a high degree of consistency, ensuring the credibility of the findings.

Ethical Issue

Committee Name: Kütahya Dumlupınar Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Decision Date: May 11, 2020

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Data Analysis

Quantitative data were analyzed using descriptive statistics such as percentages, frequencies, and arithmetic means. Qualitative data were analyzed using content analysis, which aims to identify patterns, categorize similar data under themes, and interpret findings (Yıldırım & Şimşek, 2006).

In the content analysis approach, key themes and sub-themes were derived from participant responses, and their frequency of occurrence was recorded in tabular format. Direct quotations from participants were included in the findings section, with each pre-service teacher represented by a code (e.g., Participant 1: P1).

Procedure and Implementation

Stage

- Informing students about the study content
- Providing information on Instagram usage
- Assigning literary works to participants
- Establishing review and evaluation criteria
- Reading and analyzing assigned works
- Evaluating student projects on Instagram

Prior to the book review process, each group representative was provided with academic resources (e.g., articles, theses, books) related to the assigned novel. Participants were expected to utilize these references while formulating their analyses.

The review and evaluation criteria included:

- Understanding the author's biography and literary works

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- Identifying and describing characters (physical and psychological traits)
- Analyzing the impact of events on characters and their interactions
- Evaluating setting descriptions (macro/micro settings, their impact on events and characters)
- Discussing chronology and narrative perspective (first-person, third-person, omniscient)
- Identifying linguistic features, narrative style, and the central theme

Each book group comprised six to seven participants, randomly assigned to analyze one of the following Turkish literary classics:

Assigned Novels and Authors

1. Grup Yakup Kadri Karaosmanoğlu: Yaban
2. Grup Tarık Buğra: Küçük Ağa
3. Grup Necati Cumalı: Zeliş
4. Grup Peyami Safa: Yalnızız
5. Grup Kemal Tahir: Esir Şehrin İnsanları
6. Grup Sabahattin Ali: Kuyucaklı Yusuf
7. Grup Ahmet Hamdi Tanpınar: Saatleri Ayarlama Enstitüsü
8. Grup Adalet Ağaoğlu: Bir Düğün Gecesi
9. Grup Yusuf Atılgan: Anayurt Oteli
10. Grup Hasan Ali Toptaş: Gölgesizler

Appendices include screenshots of book reviews shared by pre-service teachers on Instagram.

FINDINGS

This section presents findings regarding the attitudes of pre-service teachers toward reading and writing, as well as their levels of ICT competencies.

Table 1: Descriptive Statistics of Pre-Service Teachers Participating in the Study

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Duration of ICT Tool Usage	n	%
1-2 years	3	6
3-4 years	8	18
5-6 years	7	16
7 Year(s) and more	27	60

Duration of Instagram Usage	n	%
Never	7	16
Less than 1 year	4	9
1-2 years	7	15
3-4 years	16	36
5-6 years	11	24

Daily Instagram Usage Duration	n	%
Never	10	22
Less than 1 hour	13	29
1-2 hours	12	27
3-4 hours	7	16
5 hours and more	3	6

Duration of ICT (Smartphone, Tablet, Computer) Usage Among Pre-Service Teachers: Among the pre-service teachers, 6% reported using ICT tools for 1-2 years, 18% for 3-4 years, 16% for 5-6 years, and 60% for 7 years or more.

Duration of Instagram Usage: Regarding Instagram usage, 16% of pre-service teachers stated that they had never used Instagram, 9% had used it for less than 1 year, 15% for 1-2 years, 36% for 3-4 years, and 24% for 5-6 years.

Daily Instagram Usage Duration: In terms of daily Instagram usage, 22% of the pre-service teachers reported that they did not use Instagram at all during the day, 29% used it for less than 1 hour, 27% for 1-2 hours, 16% for 3-4 hours, and 6% for 5 hours or more.

Table 2: Normality Test Values for Scale Scores

	Kolmogorov-Smirnov		
	Statistic	sd	p
Rapid Content Development Scale	.152	45	.011
Motivation Scale	.131	45	.52
Attention-Engagement	.103	45	.200
Confidence-Satisfaction	.106	45	.200

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The normality of the numerical variables was assessed using the Kolmogorov-Smirnov test. As shown in Table 2, the p-values for the Rapid Content Development Scale and the Motivation Scale were greater than .05, indicating that the data followed a normal distribution. Therefore, parametric methods were employed for data analysis.

Findings on Quantitative Data

Findings on Motivation

Table 3: Arithmetic Mean, Standard Deviation, Minimum, and Maximum Values of Pre-Service Teachers' Attention-Engagement, Confidence-Satisfaction Dimensions, and Total Motivation Scores

	N	Minimum Score	Maximum Score	\bar{X} Mean	\bar{X} /number of items	Standard Deviation (SD)
Attention-Engagement	45	22	55	38.66	3,51	7.14
Confidence-Satisfaction	45	30	65	49.86	3,83	10.07
Total Motivation	45	57	116	88.53	3,68	15.51

According to the results presented in Table 3, the data obtained from the Instructional Materials Motivation Survey were categorized as follows: "Very Low" (1.00 – 1.79), "Low" (1.80 – 2.59), "Moderate" (2.60 – 3.39), "High" (3.40 – 4.19), and "Very High" (4.20 – 5.00).

The Attention-Engagement dimension had a mean score of 38.66, with a standard deviation of 7.14, a minimum score of 22, and a maximum score of 55. The mean score divided by the number of items resulted in a value of 3.5, indicating that motivation in the Attention-Engagement dimension was at a high level.

For the Confidence-Satisfaction dimension, the mean score was 49.86, with a standard deviation of 10.07, a minimum score of 30, and a maximum score of 65. The mean score divided by the number of items resulted in 3.83, demonstrating that motivation in the Confidence-Satisfaction dimension was also at a high level.

The total motivation score had a mean of 88.53, with a standard deviation of 15.51, a minimum score of 57, and a maximum score of 116. The mean score divided by the number of items resulted in 3.69, indicating that the overall motivation level among pre-service teachers was high.

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Findings on Web 2.0 Rapid Content Development

Table 4: Arithmetic Mean, Standard Deviation, Minimum, and Maximum Values of Pre-Service Teachers' Perceived Self-Efficacy in Web 2.0 Rapid Content Development

	N	Minimum Score	Maximum Score	\bar{X} Mean	\bar{X} /number of items	Standard Deviation (SD)
Perceived Self-Efficacy in Rapid Content Development	45	21	93	68,15	3,24	13.02

According to the results presented in Table 4, the mean score for pre-service teachers' perceived self-efficacy in rapid content development was 68.15, with a standard deviation of 13.02, a minimum score of 21, and a maximum score of 93.

Based on the classification by Birişçi, Kul, Aksu, Akaslan, and Çelik (2018), the mean score divided by the number of items indicates different levels of self-efficacy beliefs in using Web 2.0 tools:

Below 2.6: Low self-efficacy

Between 2.6 and 3.4: Moderate self-efficacy

Above 3.4: High self-efficacy

In this study, the mean self-efficacy score (3.24) suggests that pre-service teachers' perceived self-efficacy in rapid content development is at a moderate level.

Findings on Qualitative Data

The qualitative findings were obtained through content analysis of pre-service teachers' responses to open-ended questions. The key insights derived from the data are as follows:

1. Pre-Service Teachers' Perceptions of Instagram's Usability in Education

a) Positive Perceptions: The Role of Instagram in Disseminating Knowledge

Pre-service teachers generally perceived Instagram as a valuable tool for disseminating knowledge effectively and reaching a wider audience. Their responses highlighted Instagram's accessibility, widespread usage, and potential for rapid information sharing, making it a suitable platform for educational purposes.

Several participants emphasized Instagram's ability to reach large audiences efficiently due to its widespread accessibility. One participant noted that Instagram allows for the dissemination of educational content to a broader audience (P1), while another pointed out that it serves as an effective tool for quickly delivering information to a larger group (P3). Similarly, Instagram's ease of access was highlighted as a key advantage, with a participant stating: "Since everyone has access to it and it is easily accessible, I believe it can be utilized in education" (P12).

Additionally, participants recognized the internet's efficiency in spreading knowledge, reinforcing the idea that Instagram, as a popular online platform, can play a significant role in education (P36). The growing number of Instagram users

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was also cited as an advantage, as it increases the potential reach of educational videos shared on the platform (P43).

Moreover, some pre-service teachers emphasized the importance of concise and clear educational content when utilizing Instagram for learning. They suggested that short, well-structured educational videos can be particularly effective in conveying information to learners efficiently (P40, P41).

Overall, these responses indicate that pre-service teachers view Instagram as an accessible, efficient, and widely used platform that can facilitate the rapid sharing of educational content, making it a promising tool for knowledge dissemination in educational settings.

b) Confidence-Building and Engagement

Several pre-service teachers reported that creating content for Instagram played a significant role in increasing their self-confidence and active engagement in the learning process. They highlighted how this experience helped them transition from passive consumers—who primarily watch and listen—to active contributors who generate educational content.

One participant noted that the ability to create and share their own video content was a valuable step in taking an active role in the learning process: "I contributed to making my video available for others to watch" (P4). This suggests that producing content for Instagram encouraged students to take initiative and actively participate in knowledge dissemination.

Another participant emphasized how their perception of Instagram changed through this experience. Initially, they had used Instagram only to consume content, such as following book and poetry pages. However, engaging in content creation for an educational purpose allowed them to share knowledge with others, which they found gratifying and inspiring: "I used to only watch and listen to book and poetry pages on Instagram in my free time. This experience, however, allowed me to create content that others could watch and learn from, which made me happy and strengthened my belief in Instagram's educational potential" (P8).

Additionally, the ability to reach a wide audience through Instagram was seen as a motivational factor that fosters long-term confidence among students. As one participant noted, consistently engaging in content creation and sharing could contribute to students' self-confidence development over time: "The ability to share content widely helps build students' confidence over time" (P11).

Overall, these responses indicate that using Instagram for educational content creation can empower pre-service teachers, enhancing their confidence by shifting them from passive learners to active content creators who contribute to the learning environment.

2. Elements That Attracted Pre-Service Teachers' Attention in Using Instagram for Educational Purposes

a) Instagram's Role in Enhancing Motivation, Engagement, and Functionality

Pre-service teachers identified Instagram as a motivational, engaging, and functional platform for educational purposes. They emphasized its potential to make learning more interactive, appealing, and relevant to students' daily lives. The

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responses highlighted that Instagram's multimedia capabilities, accessibility, and widespread usage could enhance the overall learning experience.

Several participants noted that Instagram's diverse content-sharing features, such as live lessons, videos, presentations, and visuals, could be effectively utilized to improve students' learning experiences (P10). The ability to integrate various media formats into educational content was seen as a significant advantage that could help sustain student interest and engagement.

Another commonly mentioned point was Instagram's role as an already familiar and widely used platform among students. One participant stated that since Instagram is an integral part of students' daily lives, incorporating it into lessons could be both engaging and beneficial for knowledge retention (P13). This suggests that using Instagram in educational settings could create a seamless and natural learning environment where students feel comfortable and motivated.

Additionally, the platform's suitability for sharing educational videos was frequently emphasized. Participants believed that Instagram could serve as a useful tool for delivering short, engaging, and visually appealing educational content (P18, P19).

Another significant factor was Instagram's popularity among students. One participant argued that leveraging social media platforms, particularly due to their widespread use, is essential for capturing students' attention in modern education (P22). This perspective suggests that integrating Instagram into learning environments could bridge the gap between students' social media habits and educational engagement.

Furthermore, the interactive and dynamic nature of Instagram was highlighted as a motivating factor for learning. One participant mentioned that coming across educational posts while casually browsing Instagram makes learning more engaging and interactive (P24). This reflects the idea that incidental learning—where students absorb information naturally through exposure—can be fostered through Instagram's algorithm-driven content discovery.

Lastly, the general widespread usage of Instagram was seen as a key reason why it could be an effective tool in education. A participant stated that since Instagram is widely used today, integrating it into education can attract students' attention (P26), reinforcing the argument that using familiar digital platforms in learning environments can create a more engaging and student-centered educational experience.

Overall, these responses suggest that Instagram's popularity, multimedia features, and interactive nature make it a promising educational tool, capable of enhancing motivation, increasing student engagement, and providing a functional platform for sharing educational content.)

b) Exposure to Different Perspectives on the Same Topic

Another aspect that pre-service teachers found valuable in using Instagram for educational purposes was the opportunity to engage with different perspectives on the same topic. They emphasized that seeing a variety of interpretations enriched their understanding and made the learning experience more dynamic.

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Some participants highlighted how Instagram provided a platform for sharing diverse viewpoints, allowing them to broaden their perspective and develop a deeper appreciation for different interpretations. One participant noted that the activity was meaningful because the shared content presented multiple perspectives, enriching the learning experience (P7). This suggests that Instagram fosters an environment where students can explore various opinions, enhancing their analytical and critical thinking skills.

Another participant expressed fascination with the different interpretations of the same book, stating: "I found it fascinating to see varied interpretations of the same book, which made the activity even more meaningful" (P9). This perspective underscores how exposure to diverse viewpoints can increase engagement, deepen comprehension, and make learning more interactive.

c) General Positive Attitudes Toward Instagram's Educational Use

In addition to its specific benefits, many pre-service teachers expressed general positive attitudes toward the use of Instagram as an educational tool. They viewed the platform as a valuable and effective medium for enhancing learning experiences.

Some participants believed that Instagram's accessibility, multimedia capabilities, and user-friendly interface made it suitable for educational purposes. One participant confidently stated: "I believe Instagram can be used effectively in education" (P16), highlighting their trust in the platform's potential as a learning tool.

Others emphasized Instagram's potential as an educational platform, with one participant noting: "It has great potential as an educational platform" (P21). Similarly, another participant pointed out that "Instagram can significantly contribute to education" (P25), suggesting that its features align well with modern teaching methodologies.

Furthermore, multiple participants recognized Instagram as a valuable tool for educational purposes, reinforcing the idea that the platform's widespread usage and interactive nature could positively impact student engagement and learning outcomes (P33, P38, P42).

Overall, these responses indicate that pre-service teachers view Instagram as an effective, engaging, and dynamic educational tool that has the potential to enhance learning experiences, encourage diverse perspectives, and support student motivation.

d) Critical Views and Challenges

While many pre-service teachers viewed Instagram as a valuable educational tool, a few participants expressed concerns and reservations regarding its limitations and challenges in educational settings. These concerns primarily revolved around technical constraints, user engagement patterns, and the overall suitability of social media for educational purposes.

One of the key criticisms was Instagram's time restrictions on videos, which some participants believed limited its effectiveness as a seamless educational tool. One pre-service teacher pointed out that "The time restrictions on Instagram videos reduce their effectiveness for delivering educational content in a seamless

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manner” (P14). This perspective suggests that the platform’s format may not always be conducive to in-depth educational discussions or detailed instructional content.

Another concern was Instagram’s primary association with entertainment rather than education. One participant expressed skepticism about whether the platform could effectively capture users’ attention for educational purposes, stating: “I don’t think Instagram would capture people’s attention for educational purposes, as most users engage with it for entertainment” (P2). This highlights the challenge of shifting users’ perceptions of Instagram from a leisure-oriented platform to an educational one.

Additionally, some participants questioned the overall suitability of social media for educational use, with one stating directly: “I don’t find social media suitable for educational use” (P15). This reflects a broader concern that the informal, fast-paced nature of social media may not align well with structured learning environments.

Finally, one participant indicated that they did not engage in the activity at all (P23), which could suggest a lack of interest, perceived irrelevance, or discomfort with the method. This points to a potential barrier in integrating Instagram into education, as not all students may feel inclined to participate in such digital-based learning activities.

Overall, these critical perspectives underscore the challenges of using Instagram as an educational tool, particularly regarding technical constraints, user engagement patterns, and the perception of social media as primarily an entertainment platform. These insights suggest that while Instagram has potential educational benefits, its limitations must be carefully considered when integrating it into learning environments.

3. Suitability of Instagram for Literature Instruction

a) The Role of Visuals, Rapid Dissemination, and Motivation

Pre-service teachers highlighted Instagram’s effectiveness in literature instruction, particularly in terms of visual learning, rapid information dissemination, and motivation enhancement. They emphasized that Instagram’s ability to integrate multimedia elements into learning activities made it a valuable tool for engaging students and promoting interaction.

One of the key aspects that participants found appealing was the excitement and motivation derived from reaching a large audience. One participant expressed enthusiasm about the visibility of their content, stating: “My video was watched by 100 people—it was very exciting!” (P20). This response suggests that Instagram’s potential to provide instant feedback and interaction enhances learners’ motivation and sense of achievement.

Additionally, participants acknowledged the platform’s ability to increase engagement and awareness about literary works. One participant pointed out that “Reaching more people in a short time increases engagement and awareness about the book being discussed” (P24). This implies that Instagram serves as an effective tool for promoting literary discussions, as it allows students to share their insights with a broad audience, fostering interaction and dialogue.

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Moreover, Instagram's visual-oriented nature was seen as particularly beneficial for literature instruction. One pre-service teacher noted that "The ability to visually present a book and discuss its content in an engaging way makes Instagram a suitable platform" (P14). This response highlights how Instagram's multimedia features—such as images, videos, and interactive elements—enhance comprehension and make literary analysis more dynamic and accessible.

Overall, these findings suggest that pre-service teachers perceive Instagram as a motivating, interactive, and visually engaging platform that can be effectively utilized in literature instruction. Its ability to disseminate information quickly, foster engagement, and enhance learning through visual representation makes it a promising tool for modern educational practices.

b) Knowledge Sharing and Interaction

In addition to its visual and motivational aspects, pre-service teachers highlighted Instagram's role as a platform for knowledge exchange and interactive engagement in literature instruction. They emphasized that the ability to share interpretations, receive feedback, and engage in discussions made Instagram a valuable tool for literary analysis and collaborative learning.

One participant expressed that sharing their thoughts about a book and receiving feedback from others was a meaningful experience (P6). This response suggests that Instagram fosters active participation and dialogue, allowing students to reflect on their ideas while considering different viewpoints.

Another participant noted that the platform provided an opportunity to present their personal interpretation of the novel to a wider audience (P7). This implies that Instagram allows for individual expression and the dissemination of diverse perspectives, enabling students to engage in literary discussions beyond traditional classroom settings.

Furthermore, Instagram's interactive nature was seen as a key advantage for literature-related discussions. One participant emphasized that "The interactive nature of the platform makes it advantageous for literary discussions" (P8). This highlights how features such as comments, likes, and shared posts facilitate engagement, encouraging students to participate in discussions and develop a deeper understanding of literary works.

Overall, these insights suggest that pre-service teachers perceive Instagram as a dynamic and collaborative platform that promotes knowledge sharing, critical thinking, and engagement in literary discussions. By allowing students to share their interpretations and interact with others, Instagram contributes to a more engaging and participatory approach to literature instruction.

4. Perceptions of Instagram's Use in Turkish Language Education

a) Positive Perspectives on Social Media in Turkish Language Teaching

Several pre-service teachers expressed enthusiasm and a positive outlook regarding the integration of social media into Turkish language instruction. Their experiences during the project led them to recognize the potential of platforms like Instagram as effective tools for language learning and engagement.

One participant described their experience as highly rewarding, emphasizing the sense of accomplishment they felt upon completing the project: "At

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the end of this project, I felt a sense of accomplishment, and it was a very rewarding experience” (P5). This response suggests that engaging with social media for educational purposes can enhance students’ motivation and personal fulfillment.

Another participant reflected on how the project changed their perception of social media’s role in education. Initially skeptical about its educational value, they stated: “I used to question whether social media could be used for education. Now, I have my answer” (P6). This indicates that actively using Instagram for instructional purposes helped reshape their understanding of its potential as a learning tool.

Moreover, some participants recognized Instagram’s effectiveness for Turkish language instruction. One pre-service teacher noted that the project inspired them to approach future educational activities with greater enthusiasm, stating: “Instagram can be an effective tool for Turkish language instruction. This project motivated me to approach future educational activities with greater enthusiasm” (P8). This highlights the platform’s ability to engage students and cultivate a more dynamic learning environment.

Lastly, a participant emphasized the relevance of social media in today’s digital learning landscape, arguing that social media tools align well with modern teaching approaches: “Considering today’s digital landscape, social media is the most relevant learning tool” (P10). This perspective underscores the importance of integrating technology into education to meet the needs and preferences of contemporary learners.

Overall, these responses reflect a growing recognition among pre-service teachers of Instagram’s potential as an engaging, effective, and modern educational tool in Turkish language teaching. Their experiences with the project helped them appreciate social media’s role in facilitating interactive and motivating learning experiences.

b) Constructive Reflections on the Integration of Social Media into Education

In addition to expressing enthusiasm for Instagram’s use in Turkish language education, some pre-service teachers offered constructive reflections on how social media can be integrated effectively into language instruction. They acknowledged its potential to facilitate active participation, collaboration, and interactive learning experiences.

One participant highlighted the opportunities for student engagement and content creation, emphasizing that social media allows learners to generate their own content, participate in online discussions, and collaboratively analyze literary works (P14). This perspective suggests that integrating platforms like Instagram into education can promote active learning, critical thinking, and peer collaboration.

Another participant reflected on how their initial skepticism toward using social media for educational purposes evolved over the course of the project. While they had previously perceived social media as an unsuitable tool for education, their experience demonstrated its potential for creating engaging and interactive learning environments. They stated: “While I initially thought social media was unsuitable for education, I realized its potential for effective and interactive learning” (P13). This response highlights the transformative impact of hands-on engagement,

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showing that direct participation in social media-based educational activities can change perceptions and reveal new instructional possibilities.

Overall, these reflections indicate that pre-service teachers are recognizing and exploring the educational value of social media, particularly its ability to enhance collaboration, student engagement, and active learning in Turkish language instruction. Their experiences suggest that, when thoughtfully implemented, social media platforms like Instagram can serve as innovative tools for language teaching and literary analysis.

5. Emotional Reactions to Creating and Sharing Book Reviews on Instagram

a) Excitement and Novelty

For many pre-service teachers, creating educational content on Instagram was a new and exciting experience. Engaging in this type of digital content creation for the first time evoked feelings of enthusiasm, curiosity, and personal growth. One participant shared that the experience was both thrilling and valuable, stating: “Since this was my first time, I was quite excited. It was a valuable experience” (P2). Similarly, another participant described the process as a mix of amateurism and exhilaration, reflecting on how unfamiliar yet rewarding it felt: “I had never done anything like this before, so it felt both amateurish and exhilarating” (P12).

Beyond the novelty of the experience, some participants found the act of sharing knowledge particularly fulfilling. One pre-service teacher explained that sharing insights about a book contributed to their sense of accomplishment, stating: “Sharing what I knew about the book made me feel accomplished and thrilled” (P43). This suggests that content creation can be a meaningful way for students to reinforce their own learning while contributing to a broader educational community.

b) Motivation and Confidence

Engaging with an audience and taking on the role of an educator enhanced participants’ motivation and self-confidence. Several pre-service teachers expressed that receiving responses from viewers and knowing that their content was reaching others made them feel more empowered in their ability to contribute educationally. One participant emphasized that interacting with an audience motivated them and boosted their confidence, stating: “Engaging with an audience and educating them motivated me and boosted my confidence” (P24).

Similarly, another participant reflected on the personal growth that came from the process, explaining that it helped them develop self-confidence in their ability to create and share knowledge (P27). These insights suggest that content creation on digital platforms like Instagram can serve as a confidence-building exercise, allowing students to take ownership of their learning and instructional abilities.

c) Responsibility and Anxiety

While many participants found the experience rewarding, some also felt a strong sense of responsibility regarding the accuracy and reliability of their content. Knowing that their explanations could influence others’ understanding of a subject created a pressure to provide well-researched and balanced information. One participant described this feeling positively, stating: “Knowing that people would listen and learn from my explanations was a great feeling” (P3). This suggests that some pre-service teachers appreciated the real-world impact of their contributions.

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However, others expressed concern over the accuracy and fairness of their content, highlighting the challenges of ensuring credibility in digital learning spaces. One participant admitted to feeling anxious about providing accurate information and maintaining a balanced critique of the book, illustrating how educational content creation involves a level of academic responsibility (P5).

d) Sense of Fulfillment

Despite initial hesitations, many participants ultimately found the process gratifying and fulfilling. Some pre-service teachers acknowledged that they were initially unsure about the quality of their content, but receiving positive feedback reinforced their motivation. One participant shared: “Although I was unsure about the quality of my content, creating something and receiving positive feedback made me happy” (P8).

Additionally, another participant reflected on the impact of their work, explaining that knowing their content could benefit others gave them a deep sense of satisfaction (P10). These responses highlight the potential of digital learning spaces to provide students with a sense of purpose, contribution, and validation for their efforts. Overall, pre-service teachers recognized Instagram's potential as an educational tool, particularly in knowledge dissemination, engagement, and motivation. However, some raised concerns regarding its limitations for in-depth learning and potential distractions. The findings suggest that social media can be an effective supplement to traditional education when used strategically and with clear learning objectives.

Overall Reflections on Instagram as an Educational Tool

Pre-service teachers recognized Instagram's potential as an educational platform, particularly in terms of knowledge dissemination, student engagement, and motivation. The ability to create and share content provided them with a new way to interact with educational materials and take on active roles in their learning process.

However, some participants also raised concerns about Instagram's limitations in facilitating in-depth learning. The fast-paced, entertainment-driven nature of social media was seen as a potential distraction, suggesting that while Instagram can be a powerful tool for engagement, it may not fully replace more structured forms of academic study.

Overall, the findings suggest that social media, when used strategically and with clear learning objectives, can serve as an effective supplement to traditional education. By integrating digital platforms into educational practices, students can develop new skills, enhance their confidence, and engage with knowledge in more dynamic and interactive ways.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This study aimed to investigate the self-efficacy beliefs of pre-service Turkish language teachers regarding Web 2.0 rapid content creation and their motivation levels while engaging in book review activities on Instagram. Additionally, the study explored their perceptions of Instagram as an educational tool. The findings, derived from both quantitative and qualitative data, provide valuable insights into the role of Instagram in education, particularly in fostering motivation, self-confidence, and content creation skills.

1. Findings on Motivation and the Use of Instagram in Education

The study's quantitative findings indicate that pre-service teachers demonstrated high levels of motivation, particularly in the dimensions of attention-

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engagement and confidence-satisfaction. This suggests that Instagram, as a widely used social media platform, can effectively capture students' interest, encourage participation, and enhance their confidence in educational activities.

The qualitative findings further reinforce this interpretation, as many pre-service teachers reported that Instagram increased their enthusiasm for learning and knowledge sharing. Participants highlighted Instagram's ability to disseminate information quickly, foster interaction, and enhance engagement. Notably, some pre-service teachers who initially perceived Instagram as an unproductive or even harmful tool later recognized its potential for educational purposes when used strategically.

These results align with previous research, which indicates that integrating social media into education can enhance student motivation and encourage active participation in learning (Pujati & Tamela, 2019; Dunn, 2013; Handayani, 2016). The findings from the Instructional Materials Motivation Scale further support this, revealing that pre-service teachers exhibited consistently high motivation levels across all measured dimensions.

Instagram's Potential as an Educational Tool

Studies on Instagram's role in education support these findings. Research by Pujati and Tamela (2019) suggests that Instagram enhances students' motivation and improves their knowledge and skills in foreign language learning. Similarly, Dunn (2013) and Handayani (2016) found that social media integration in the classroom leads to higher motivation, increased participation, collaboration with peers and instructors, and greater opportunities for content creation. Moreover, Kirst (2016) reported that Instagram makes learning environments more engaging and visually appealing, contributing to sustained student interest.

The qualitative findings of this study confirm that Instagram's widespread use among students makes it a compelling tool for educational purposes. Participants emphasized that Instagram's ease of access, ability to reach a broad audience, and capacity to foster diverse perspectives contributed to its perceived suitability for education. Additionally, as a visually driven and interactive platform, Instagram was found to accelerate knowledge sharing and enhance students' content creation skills.

Pre-service teachers reported that using Instagram for book reviews transformed their perception of the platform. Initially seen as a leisure-oriented tool, Instagram was later recognized as an effective and functional medium for education. The process of creating and sharing content evoked various emotions, including excitement, motivation, curiosity, confidence, responsibility, and engagement, further reinforcing its role in enhancing learning experiences.

Implications for Education

The findings suggest that leveraging social networking sites for educational content creation enhances student motivation and engagement, making learning more interactive and enjoyable. Given these benefits, it is recommended that universities and educators integrate technology and social media applications into academic activities. Specifically, social media platforms like Instagram can be effectively utilized to encourage students to read, analyze, and interpret literary works, fostering both digital literacy and critical thinking skills.

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By strategically incorporating Instagram into instructional practices, educators can capitalize on its motivational benefits while addressing its limitations, ensuring that it serves as a valuable supplement to traditional learning methods.

2. Findings on Web 2.0 Rapid Content Development Self-Efficacy

The quantitative findings indicated that pre-service teachers' self-efficacy beliefs regarding Web 2.0 rapid content development were at a moderate level. While participants engaged in creating and sharing content, they did not exhibit high confidence in their ability to develop digital materials.

Qualitative data further illustrated that, despite initial hesitations, many participants found the experience of producing and sharing educational content rewarding. Several pre-service teachers noted that the process helped them transition from passive consumers of content to active creators, which in turn contributed to their self-confidence. However, some expressed concerns about the quality, accuracy, and credibility of their content, indicating a need for additional training in digital content development.

These findings suggest that while Instagram can facilitate entry-level digital content creation, structured training programs and instructional support are essential to enhance pre-service teachers' self-efficacy in Web 2.0 content production.

Perceptions of Instagram's Educational Use

Participants generally viewed Instagram as a functional and engaging educational tool, particularly in Turkish language instruction and literature education. The platform's visual appeal, interactive nature, and widespread usage were identified as key advantages.

Many pre-service teachers emphasized that Instagram made literature discussions more dynamic and interactive, allowing them to engage with different perspectives on the same book.

The ability to create and share book reviews contributed to their sense of accomplishment and engagement.

Some participants highlighted that Instagram could be an effective tool for knowledge dissemination, particularly in a digital era where students are already accustomed to social media-based interactions.

However, concerns were also raised about Instagram's limitations:

Some participants noted that Instagram's time constraints on videos reduced the platform's effectiveness for detailed educational discussions.

Others expressed skepticism about whether Instagram could truly shift from being an entertainment-focused platform to an educational tool.

Overall, while Instagram was seen as a valuable tool for engagement and motivation, its potential distractions and limitations in fostering in-depth learning were acknowledged.

The findings of this study reinforce the growing role of social media in education. Instagram, when used strategically, can enhance student motivation, encourage content creation, and foster engagement. However, successful integration into education requires clear instructional guidelines, appropriate scaffolding, and strategies to mitigate potential distractions.

These results align with prior studies that highlight how social media platforms like Instagram, WhatsApp, and Facebook can enhance learning

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motivation, student interaction, and digital literacy skills (Mazana, 2018; Mazer, Murphy & Simonds, 2007). Given that Instagram is one of the most widely used social networks among young people, its integration into educational practices can provide students with a familiar and engaging learning environment.

Moreover, the moderate self-efficacy levels observed in the study suggest that while pre-service teachers are capable of creating digital content, they may require additional training in instructional design, multimedia production, and critical digital literacy to maximize the benefits of Web 2.0 tools.

Conclusion

This study highlights that Instagram has the potential to enhance motivation, engagement, and knowledge-sharing in Turkish language education, particularly when used strategically and with clear educational objectives. However, its limitations, such as time constraints and the challenge of maintaining academic depth, must be addressed.

The findings suggest that social media can be an effective supplement to traditional education rather than a full replacement. With proper guidance, Instagram and similar digital tools can be leveraged to create interactive, student-centered learning experiences that foster motivation, self-efficacy, and collaboration.

Future research should continue to explore how digital platforms can be integrated into pedagogy, focusing on strategies to maximize their benefits while minimizing potential drawbacks. As digital literacy and content creation become increasingly vital skills, the role of social media in education will likely continue to expand, shaping the future of teaching and learning.

Recommendations

Based on the study's findings, the following recommendations can be made:

Integrating Digital Content Creation Training into Teacher Education

Universities should offer training programs in Web 2.0 content development, helping pre-service teachers gain confidence in creating and sharing educational materials.

Workshops on video editing, digital storytelling, and online pedagogy could be incorporated into teacher training curricula.

Strategic Use of Social Media in Education

While Instagram can enhance engagement, its integration should be aligned with structured instructional objectives to ensure meaningful learning outcomes.

Educators should develop strategies to balance entertainment-driven social media use with focused academic engagement.

Expanding Research on Social Media in Education

Further studies should explore the long-term impact of Instagram-based learning activities on academic performance, literacy skills, and critical thinking.

Comparative research can be conducted on the effectiveness of different social media platforms in enhancing learning experiences.

Encouraging Collaborative Learning and Peer Interaction

Instagram can be leveraged as a collaborative tool, where students engage in discussions, peer feedback, and content co-creation.

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Educators should encourage students to use Instagram not just for content consumption but as an interactive learning space.

Addressing Limitations and Challenges

To overcome time constraints on Instagram videos, educators can supplement video-based learning with other instructional materials (e.g., blog posts, discussion forums).

Digital literacy training should focus on helping students critically evaluate information and ensure the credibility of shared content.

Authorship Contribution

All authors have contributed equally to this study.

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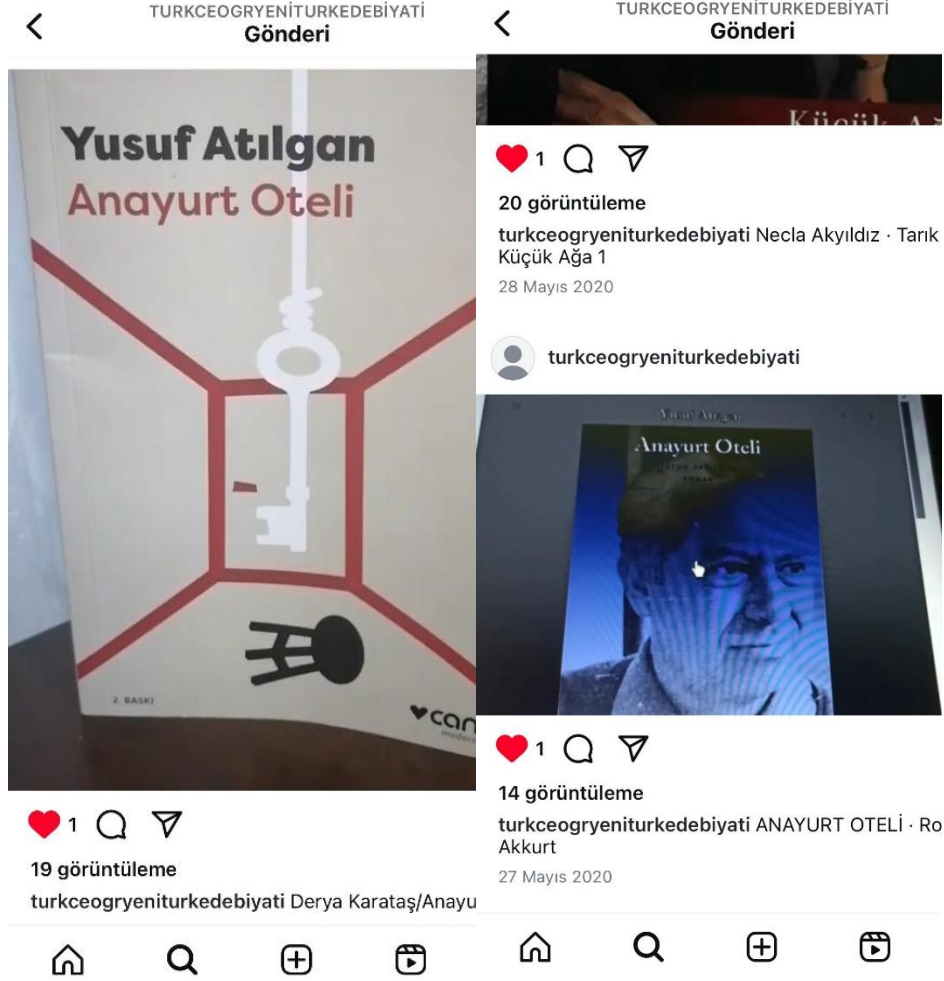
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APPENDICES



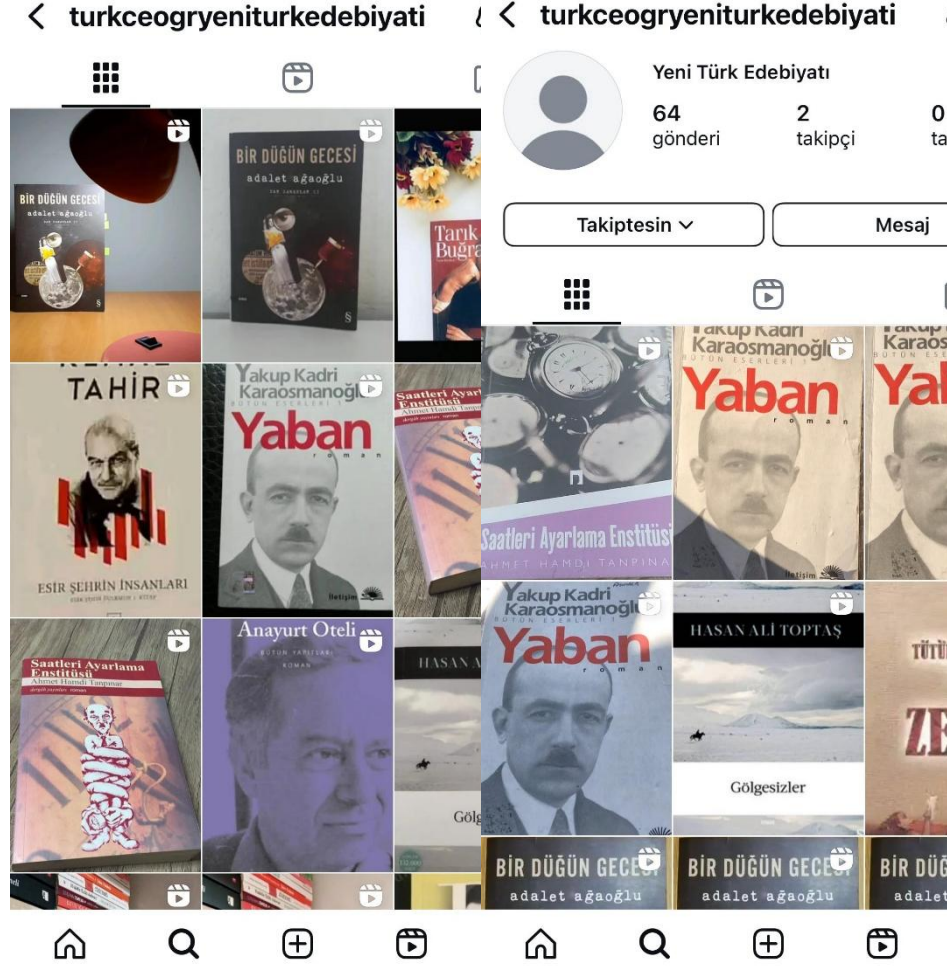
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