JEAS
Journal of Economics and Administrative Sciences
E-ISSN: 2148-1792 P- ISSN: 1302-2024
Volume 3, Supplement Issue3
www.jeasweb.org

The relationships between SNs, school and family according to education experts

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ABSTRACT
The purpose of the study was to examine the effect of SNs on the education of the young generation and to present a proper model of interaction between SNs, school and family with a focus on students. The study was applied in terms of purpose and qualitative in terms of approach, conducted using grounded theory method. The population was education experts, 30 of whom were interviewed through open-ended questions. The retest reliability of the interviews was 88%, according to which the interview coding was confirmed. Results: Superficiality of education, the dual identity in cyberspace and real world and endangering students' safety because of the excessive dissemination of personal information in cyberspace are of the major causes of inefficiency of current interaction between school, family and social networks (SNs). The impossibility of managing foreign media, the lack of a proper domestic alternative environment and the lack of clear and codified cyberspace laws at the level of school and family are of the factors affecting strategies to promote media literacy and monitor the use of SNs. The main subject of the study is the suitable model of interaction between school, family and SNs, which can be realized by teaching how to use SNs at the level of parents, students and teachers with the expert advice of media experts. Of the outcomes of this theory is the strengthening of critical thinking against media messages and the safe use of cyberspace.
Keywords: SNs, cyberspace, education experts, interaction model, media, grounded theory

Introduction

SNs have transformed the life nowadays. Its numerous benefits in providing different communication services are known to everyone. Moreover, the children and adolescents are of the main user groups of SNs, and because of the growing popularity of SNs among them, the parents are concerned about the privacy and security of their children. Nowadays, like in other parts of the world, Iranian students and teachers make extensive use of smartphones and other portable devices. Moreover, they constantly look for cutting-edge technologies. Nevertheless, the use of these devices is often not in the way envisioned by technology fans. All of these smartphones and other portable devices are equipped with or ready to use SNs applications like Facebook, Twitter and YouTube, which is part of what is known as Web 2, with the best attributes including the concepts of social interaction, content sharing, and collective intelligence. SNs affect various aspects of our lives, so our argument that they can also be used in teaching and learning is not surprising (King & Sen, 2013: 622). The role of the emerging SNs may provide new opportunities to enhance teaching and learning experiences. Students' motivation and willingness affect their ability to participate in interactive learning, and students spend most of their time on computers, game consoles, camcorders, cell phones, and the web (Jovanovic, Chiong & Weise, 2012: 39).

SNs are Internet-based channels that offer users the opportunity to selectively interact and introduce themselves simultaneously or asynchronously to a wide range of audiences (Carr & Hayes, 2015: 50). A review of the existing literature on SNs and education shows that educational use of specific programs and channels like Wiki or Facebook enhances learning.

As the population is young in Iran, active users of SNs have a high ratio to the total population of the country and the penetration rate of SNs is increasing. As SNs is based on providing personal information to connect with others, children and adolescents face different risks. The unintended consequences of over-disclosure of personal information make them more vulnerable to hacking, identity theft and the use of personal data or information by third parties such as advertisers, employers and others.

Conceptual framework

Currently, parents participate in their children's educational affairs in the following manners:

1. By direct visiting the school and interacting with the educational system with the concurrence of school officials and teachers

2. Through participating in the meetings of the Parents and Teachers Association and using each other's experiences to enhance the educational quality of their children

However, when it comes to interacting with SNs, the family, school, teacher, and students interact directly with SNs without the involvement of other elements, and there is no pattern for coverage and coordination. The problem becomes more complicated when none of the above media literacy factors is enough to manage this interaction smoothly. Thus, it is necessary to provide a model of appropriate interaction between school, family and SNs. The current relationships of the above elements, as shown in Figure 1 have been examined with the help of the opinion of education experts.

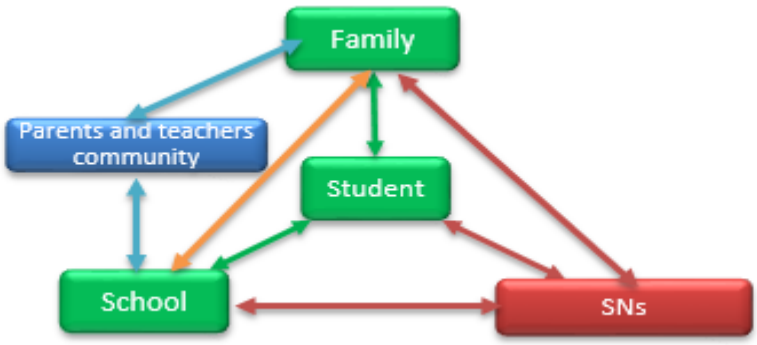

Figure 1: Current relationships of SNs, school and family

As Figure 1 shows, the family and school interact with SNs through an IT consultant, which means that parents and the school interact with SNs professionally rather than superficially. Using this framework allows us to examine the hypotheses about the conditions and consequences in these areas given the complexities involved.

Problem

The family was fully responsible for education in the past. Each family trained their children in the field to help the family economy, preserve customs and continue the path of their ancestors in how to generate and earn income. Thus, education was received from one source. After the age of agriculture and the specialization of some education, families had to send their children to someone else to acquire the necessary skills. In other words, they sent them to school and expected the whole process of education to happen there. Over time, the inefficiency of this method became apparent with the different behaviors of the children, received differently from school and family. Hence, education experts tried to involve parents in the education process and by forming an institution like the Association of Parents and Teachers, the families began to play a role in curricula and other school-related matters. Over time, with the advent of new media like television and satellite, and in recent years the Internet and SNs, education has changed. This emerging element had an attractive environment and its very rich content had a surprising effect on the behavior and education of children. Over time, it has emerged as the third most influential element in education alongside the school and family, and recently the virtual SNs network has penetrated deep into community life. The school, family and students use SNs, yet there is no good pattern for using them and how to interact with them.

The purpose of the study is to examine the positive and negative effects of SNs on the education of the young generation and to provide an appropriate model of interaction between SNs, school and family with the student at the center.

Questions

The study main question is "What is the appropriate model of interaction between school, family and SNs according to the Iranian education experts? To cover this question from various aspects, four sub-questions have been designed that are important in understanding and expectations of teachers, families and schools about the use and effectiveness of SNs in the education process:

Question 1: What is the necessity of using SNs in school-family relations in the process of education?

Question 2: What is the role and responsibility of families in the safe use of SNs by their children?

Question 3: What is the role and responsibility of school parents and teachers in the safe use of SNs by students?

Question 4: How is effective interaction of the schools, families and SNs in the education process?

Theoretical foundations and review of the literature

Real learning calls for daily social interaction between students and teachers on the one hand and between students and everyday events on the other. In other words, it is filling the obvious gap between the class and the real world. Learning has meaning and is related to the real world, as it is modeled on real world systems (Klopfer, et al., 2009: 9). Schools have developed and supported methods to enhance the effectiveness and efficiency of interaction and collaboration between their students and teachers. Many web-based SNs tools are designed to maintain, manage, and enhance social interactions, where people can easily evaluate and re-use content written by others or comment on them. Evolving learning environments allow students to learn anytime, anywhere. Educational studies convincingly indicate that immediate and repeated feedback enhances learning (King & Sen, 2013: 622). SNs may have a significant role in promoting awareness of trusted resources among students and the community by providing alternative resources.

UNESCO Media Information Literacy Model for Teachers indicates that the increase in the proper use of media information among the students calls for that their teachers be trained in media literacy and information technology literacy. This increases the capacity of students to empower themselves through

their own efforts in learning and lifelong learning. Teachers must first act on their role as an informed and rational citizen and then act on their role as educators to teach media literacy to students. This is because teaching moves away from teacher centeredness and moves towards the student centeredness (Wilson, et al., 2011: 17). The UNESCO Media Information Literacy Model states that teachers are more likely to use information and media tools if they are involved in educational strategies that improve the way the traditional lessons are taught at school.

There are three main ways that a school can engage parents. Firstly, the school can consider the parents as recipients of information, acting only by informing the parents, for instance, about school events and school affairs. Secondly, the school can engage parents as partners and promote positive youth growth by finding common ground between parents and teaching. Thirdly, the parents can get involved as a customer, and the school can be a source of information for parents by providing training on topics of interest to them. After the rapid development of SNs, it was found that many parents lack the necessary skills to guide and support their children's use of the Internet. Thus, teaching Internet-related skills and literacy is essential not only for adolescents but also for parents. We will discuss the main concepts related to the interaction of school, family and SNs.

Social networks

SNs can be defined as a group of Internet-based applications, interactive operating systems that are based on the principles and technology of Web 2 and have the ability to create and exchange user-generated content (Ralph, 2013: 451). The number of SNs users is growing dramatically. Moreover, the capabilities of SNs are increasingly being used. One of the most valuable features of social media is the conversation in them. However, conversation is ideally achieved in a network space when users are literate about how to use SNs and conversation in it. This needs user training in the two areas of conversation and its prerequisites in real and virtual space and media literacy (Khajir & Khaniki, 2019: 75).

By creating new forms of human interaction, providing a context and cyberspace for people to meet, overcoming temporal and spatial boundaries, promoting free and democratic dialogue on the Internet, and strengthening collective action, SNs fact put renewal and reconstruction of social life on the agenda (Anvaari et al., 2019: 202). SNs and e-government through computer communications by providing the possibility of realizing the public sphere provide the possibility for users to experience different domains according to their interests (Afrasiabi, 2019: 87).

Moreover, SNs are becoming more complicated and accessible, where young and old can create and share content and easily connect through SNs. SNs content can include text, audio, video, images, podcasts, and other multimedia communications. In today's social environment, SNs are undoubtedly one of the most powerful sources of information and news and are updated with the help of networks such as Twitter, Facebook and Wiki View (Ralph, 2013: 451).

Furthermore, there are downsides to using SNs. One of the negative aspects of using social media technologies is the reduction of learners' active participation in learning. Learning technologies are essentially teaching technologies that reliably deliver content and measure learning regardless of the learner context or situation (Halverson & Smith, 2009: 51).

Social interaction

SNs have a major role in creating social interaction between students and the community, meaning that the scope of teaching extends beyond the school walls to the community. King and Sen (2013, 622) state the three principles of learning the sciences of social communication in education as follows:

Principle 1: Creating social relationships meaning that the students take some actions that involve social interaction or benefit the community

Principle 2: Teaching teaches the teacher. In the context of traditional teaching, the teacher's wandering and social preoccupation cannot help students learn.

Principle 3: Immediate feedbacks enhance learning, and immediate and repeated feedbacks enhance learning and teaching.

Safety of SNs tools

Popular SNs like Facebook, Twitter and YouTube have received strong reactions from schools stating that fear for the online security of students using these sites, as well as for students' abuse of networks socially concerned during formal education. Thus, many alternative sites have emerged that provide teachers with better platforms for hosting online classrooms. Additionally, the teachers can create their own personal social network on trusted servers (Klopfer, et al., 2009: 9).

Methods

The study was applied in terms of purpose as it is applicable in educational systems and qualitative type in terms of approach is done using Grounded theory. Qualitative study has a complex process, which is very time-consuming and its data are analyzed by inductive inference (Danaeifar et al., 2004: 54). The systematic method was used to analyze the data, which was first used by Strauss and Corbin. The systematic method has three stages: open coding, axial coding and selective coding.

Population, sample and sampling method

The population was the experts in the fields of education, communication, IT and media of the country identified using snowball method. The sample size was in the qualitative stage according to the saturation level, meaning that the researcher continued the interviews to the extent that more interviews led to newer data and more knowledge was gained about its quality and its effective and inhibiting factors. Ultimately, 18 people in the fields of education and media were interviewed.

Data validity and reliability

The survey method was used by members (interviewees) to ensure the validity of the study - the accuracy of the results. The researcher asked some of the interviewees to review the final report of the first stage, the analysis process, or the categories obtained, and to express their views on them. According to these people, the results of the study have largely reflected the existing reality, showing the acceptable validity of the results of the present study.

Measuring retest reliability

The method of calculating the reliability between the coding performed by the researcher in two time intervals was as follows:

$$\text{The percentage of retest reliability} = \frac{\text{Number of agreements} \times 2}{\text{Total number of codes}} \times 100$$

The retest reliability of the interviews conducted in the study using the formula stated is 88%. As this reliability is more than 60%, the reliability of the coding interviews was confirmed.

Table 1: The result of measuring reliability

Row	Interviewees	The number of codes	The number of agreement	Disagreement	Retest reliability (%)
1	First	28	12	6	86%
2	Second	44	19	10	86%
3	Fifth	17	8	3	94%
Total		89	39	19	88%

$$\text{The percentage of retest reliability} = \frac{39 \times 2}{89} 100 \times = 88\%$$

Results

The results, which are the result of studying upstream documents like the document of fundamental change in education and interviews with experts in education, family, IT and media, are described below.

Characteristics of the interviewees

1. Education: 11 doctoral students and 7 postgraduate students
2. Gender: 16 males and 2 females
3. Organizational post: 4 general managers, 3 deans, 2 university deans, 1 deputy minister, 3 school principals and 5 experts
4. Expertise: 5 experts of IT and media, 8 experts of education, and 5 experts of family

The coding steps in grounded theory are Step 1: Open Coding, Step 2: Axial Coding, and Step 3: Selective Coding.

Open coding: This step of the grounded theory, which starts early in the interviews, assigns labels to the concepts the researcher is interested in. Open coding has some steps: analysis and coding, identifying categories, describing categories and their properties, and preparing an open source table. In this section, given the large amount of information obtained, one of the interviews has been selected and presented.

Table 2: Raw codes from one of the interviews

1) The effect of cyberspace on the school
2) The effect of cyberspace on the family
3) The effect of cyberspace on the student
4) Vulnerability in cyberspace
5) Consistency and synergy of family and school in the field of education
6) The need to pay attention to social network content
7) The need for school and family interaction with the Parents and Teachers Association
8) The need to unify educational strategies between school and family
9) The need to share common hardware and software at school and at home
10) Monitoring software and hardware at school and home
11) The need to compile electronic contents in accordance with educational goals
12) The presence of parents in the cyberspace used by the student
13) Supervision of student profiles by school and family
14) The need to pay attention to the appropriate age of using mobile and SNs
15) The need to increase the knowledge of families and teachers in the field of social media and cyberspace
16) The quality of the interaction with state and foreign media
17) The need to inform families and students about the dangers of SNs
18) The need to monitor students' use of SNs tools

After reviewing the primary codes, duplicate codes were removed and presented in the form of secondary codes in the table below.

Table 3: A part of the secondary code derived from the raw codes

1) The focus on the negative effects of SNs on students
2) Sharing the experiences of parents and children regarding SNs use
3) Establishing a platform for secure use of SNs
4) Increasing the knowledge of families about the use of SNs
5) Purposeful use of SNs in education
6) Providing uniform and universal services and eliminating time constraints
7) Facilitating affairs using SNs
8) The need for interaction between teachers and students in SNs
9) The need to pay attention to the needs of students in cyberspace
10) The need to pay attention to the age of students in the use of SNs
11) The widespread use of SNs
12) Cost effectiveness and positive effect on solving environmental problems
13) Developing and implementing cyberspace laws equally for all
14) Diversity of content in SNs and ease of access to them
15) Families involvement in education and using SNs
16) Revising traditional teaching methods
17) Using consultant about SNs
18) The need for school-family interaction in the use of SNs
19) The need to guide students in the use of cyberspace
20) The need for families to monitor student behavior in cyberspace
21) The need for the school to monitor student behavior in cyberspace

After assigning a conceptual code to several secondary codes and forming categories, the categories were categorized in the form of classes to build a theory.

Table 4: Formation of the main classes

Classes	Categories	Frequency
Developing SNs access rules	Mechanisms for formulating rules for using SNs	5
	SNs access mechanisms	8
Changing training strategies and practices	Changing training strategies	9
	Changing teaching methods	3
Design of empowerment mechanisms	Using cyberspace and media consultant	12
	Mechanisms for transferring experiences	3
	Motivation and incentive mechanisms	3
	Mechanisms for empowering families and promoting media literacy	13
Designing management and supervisory mechanisms	Management mechanisms	1
	Mechanisms for monitoring using SNs	19
Designing hedging and bedding mechanisms	Mechanisms for creating a secure platform	7
	Hedging mechanisms	4
Designing and implementing SNs interaction model	Secure use of SNs network	3
	Strengthening social interaction	1
	Strengthening media coping skills	2
	Saving resources and facilitating affairs	3
	Mechanisms for strengthening critical thinking	1

	Hardware and software management mechanisms	3
Creating a culture of using SNs	Changing social structure	4
	Creating a culture of using SNs	4
	The need to create and develop student, scientific, intellectual, artistic and literary associations	1
Electronic content production and management mechanisms	Content generation mechanisms in SNs	7
	Electronic content monitoring	2
Financial mechanisms and resources	Economic problems and environmental challenges	9
	Mechanisms of family interaction with SNs	6
	Mechanisms of family and school interaction with the Parent-Teacher Association	9
	Mechanisms of student interaction with SNs	12
	The need to use SNs	19
	Mechanisms of school interaction with SNs	2

Axial coding: in the second stage of coding, the scholar chooses one of the categories as the central class, explores it as the central phenomenon, and determines the relationship of other classes with it. Figure 2 shows the results of the axial code and the relationships between classes.

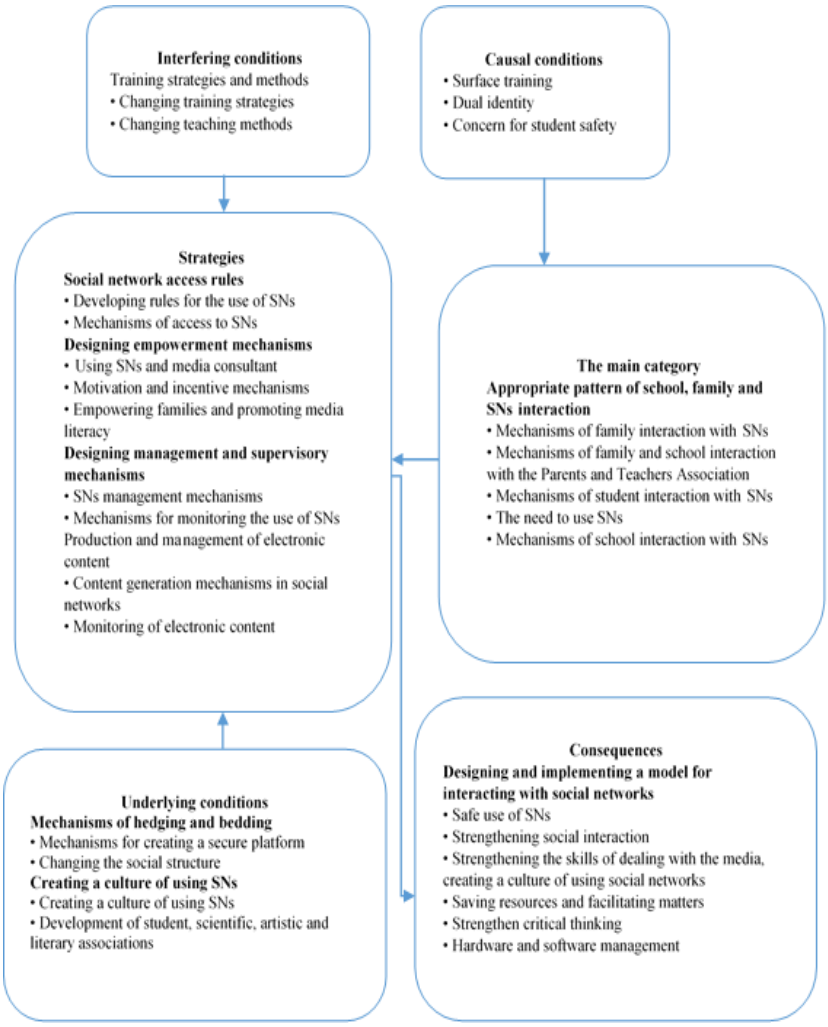

Figure 2: Axial coding from the previous steps

Selective coding (theorizing stage): The selection of the main category systematically depends on the other categories, validating the relationships, and filling in the gaps with new or modified categories. This process has several steps: The first step needs defining the main direction of the study topic. The second step is relating the new or complementary categories to the main category using the paradigm proposed in central coding. The third step is determining the relationship of the categories in the next step. The fourth step is to verify the relationships using the data. The final step is completing the categories that need to be corrected or expanded (Danaeifar et al., 2010: 112).

The results in form of a general model are shown in Figure 3

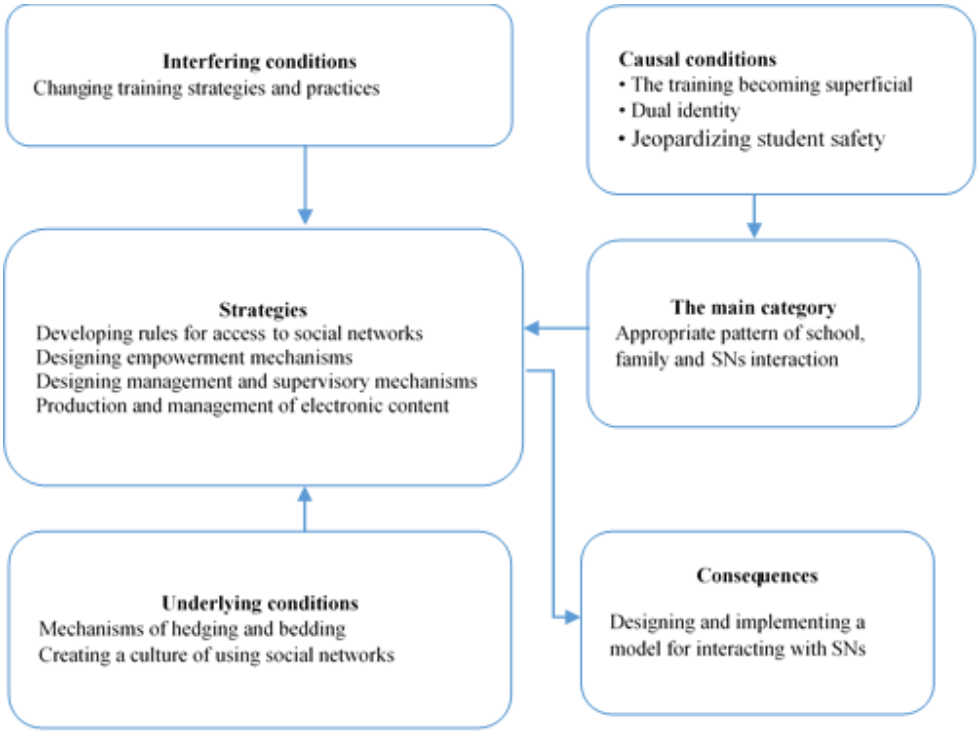

Figure 3: Model of the mechanisms of school, family and SNs interaction pattern

In this section, the results of the study regarding the use of SNs at the school, teacher, family and student levels are described according to the literature and the views obtained from interviews with education experts. As is seen in Figure 3, the superficiality of education, the dual identity in cyberspace and the real world, and jeopardizing students' security due to the over-dissemination of personal information in cyberspace are among the main causes of the inefficiency of the current school, family, and SNs interaction. Impossibility of managing foreign media in terms of hardware and software, lack of appropriate internal alternative platform and lack of codified and transparent rules of cyberspace at school and family level are among the factors affecting strategies to promote media literacy and monitoring use of SNs. The main category of this study, a suitable model for the interaction of school, family and SNs, can be realized by teaching using SNs at the level of parents, students and teachers with the expert advice of media experts. Among the outcomes of this theory is the strengthening of critical thinking against media messages and the safe use of cyberspace. The stated point will be described.

Discussion and Conclusion

Question 1: What is the necessity of using SNs in school and family relations?

Interactions within human society have become so widespread that they need constant and online communication between various strata of society. In fact, communication based on internet networks, which is of the online and active type, has replaced the traditional interpersonal type among people in community.

The fact is that given the speed of change and the effect of cyberspace and the need for care and control, monitoring and performance of students' behavior and thinking, these interactions between family and the school should exist and continue in a timely and continuous manner to control and care at an early age.

Beyond this discussion, the families need the necessary training to raise their children, which used to be done by family education classes and as occasional and short-term workshops, whereas this can be done continuously, more widely, and effectively. On the other hand, the transfer of experiences through school to families can help in the process of education and promotion. Moreover, there can be interactions and consensus between families through SNs connections. Interactions between families should be constructive and effective and they can help each other to be effective in the growth, excellence and success of students and the school. Additionally, information about the student's status and academic achievement is easily provided to the family through social media, and vice versa. In case there is a need for communication with the school and the teacher on the part of the family, this way and without reference, this will be easily achieved by attending and spending time and money. Knowing the status of students without using general SNs produces physical work for school parents. However, all this can be done by using SNs and using the parents' mobile phone and a username and password like attendance and other related matters. The family and school should be in touch and have relationship with each other, so the use of SNs is completely justified, and without them, things will be very costly and time-consuming.

Question 2: What is the role and responsibility of school parents and teachers in the safe use of SNs by students?

Generally, our results showed problems in the educational use of SNs given the low quality of educational contents and its great diversity. Teachers use social media specifically to motivate students and improve education. The purpose of school parents was to enhance their relationship with their colleagues and the world. Moreover, school parents use social media to promote social learning and professional development of teachers. They do this by using blended learning, which not only improves ICT skills but also enhances teacher productivity. The considerations regarding the use of SNs can be summarized as follows: access to a wider audience, motivating students and improving transparency in communication (internal and external), evaluation and assessment. One of the important points at the school level is to provide facilities to teachers, especially organizational facilities and their technical support. Additionally, the teachers require support to develop their SNs knowledge and skills. They experience a lack of this support as a barrier.

To the education experts who participated in the interview, several opinions were expressed that the view was that the safe use of SNs should be facilitated by the development of rules for the use of cyberspace. It is inevitable that families will participate in the equal use of school and home facilities.

The students should be leave to themselves to some extent and instead teachers should be trained to manage the use of SNs and smart tools in school according to some education experts. They should not be afraid of SNs, but should adapt to the virtual world. Although this will be hard for humanities teachers, an approach has to be found. In the first and second periods of high school, the students must have access to cyberspace facilities, and this access needs skills and supervision from the school and family. The negative effects of leaving students alone in cyberspace far outweigh the positive effects. However, monitoring in this space does not mean controlling all activities, but the student should feel that he has a companion and guide who will support him in case of any problems. In other words, for children under the age of 18, monitoring should be limited to access to profiles and not more, and this access should be by both family and school to ensure equal use of SNs at home and at school.

Question 3: What is the role and responsibility of families in the safe use of SNs by their children?

Concerning the effect, given the responsibility of parents for educating and supervising their children and not burdening this vital task solely on the shoulders of education officials, it is definitely necessary to supervise and guide children by promoting media literacy of both parents and students. In other words, knowledge management and students' mind-opening process has a great effect on the optimal use of SNs appropriate to education. Hence, the role of the family in benefiting from and using new communication

models and transferring experience to children is effective in strengthening family relationships as the most important basic institution in societies. This is because the method of establishing secure communication in SNs by effective use of the desired media models has a significant role for families to enable the safe use of their children. Unfortunately, the families do not have much control over their children's use of SNs currently. Like adults, the children have access to all the facilities of cyberspace, and this greatly compromises their security.

Concerning learning, almost all interviews showed that learning happens through SNs. Nevertheless, the risk of posting too much personal information on SNS is a serious concern, and the interviewees emphasized the privacy settings. The dangers of using SNs have somehow become evident to the student. However, they still need training to communicate securely on social media.

Question 4: How do schools, families and SNs interact effectively in the education process?

This question, as the main question of this study, can be put forward in more details. This means how this three-party relationship of school, family and SNs should be and what relationship should exist between these three to have the least vulnerability on the students as the main pillars should. These three factors are taken from the document of the fundamental transformation of education. Concerning the interaction between the school and the family, there is an institution called the Parents and Teachers Association that eases this interaction. However, the family can be in direct contact with the school for various matters. School and family members are present at the meetings of the Parents' Association, but the main absentee of the media is another influential element in the education process.

Regarding the media, one has to state that the media are divided into two groups of manageable and unmanageable media. Manageable media are mainly domestic, for instance, national media (radio and television) and local papers and SNs, and so on. One can interact constructively with these media and use the potential in them to advance training goals. Nevertheless, some media are unmanageable, and we have little control over them: the Internet, foreign SNs, and satellite radio and television. In this section, it is impossible to create an institution similar to the Parents and Teachers Association, and inevitably, we must move towards protection. Home and school education strategies for dealing with such media have to be the same. If students in the school have access to the Internet within a certain framework and under the supervision of teachers, they have to have access at home under the supervision and guidance of parents. To this end, it is suggested to establish the Cyberspace and Electronic Content Commission under the High Council of Education. Another scenario is that the supervision of the hardware and software and the content used by the student in the school should be the responsibility of the parents and at home of the parents and is coordinated with the interaction of these two pillars of this supervision. It has to be noted that in a scenario with a specialized approach, it is necessary to consult the field of media and information technology so that both institutions can manage these fields.

Regarding unmanageable media, and especially in the field of satellite programs, it is critical to build culture between families, realized through interaction between families and school and compliance with the rules of equal use of media at school and at home. This is because the use of these media happens at home and affects schoolwork.

The study indicated that the existing studies have repeatedly focused on a single aspect regardless of all the elements affecting education. Future studies on the educational applications of SNs can address the complexity of related factors, which raises the awareness of hidden situations and aspects of the curriculum. Moreover, cause and effect must be determined clearly and objectively to specify the effectiveness of special educational applications of SNs in classrooms, considering the content areas, SNs, the educational system and the family.

Our research has brought about an integrated model that considers students, teachers and schools, families and SNs correlated. Thus, the proposed model helps know and understand the educational application of SNs in education and support of educational processes. This in turn assists schools and teachers enrich their education through SNs.

The purpose of the study was to examine the relationship between school, family and SNs in the process of education according to education experts and finally to provide an appropriate model of this interaction.

The study tried to clarify and examine the advantages and disadvantages of using SNs as a new and effective element in education. Ultimately, we reviewed the existing conceptual model and suggested the optimal model as is seen shown in Figure 3.

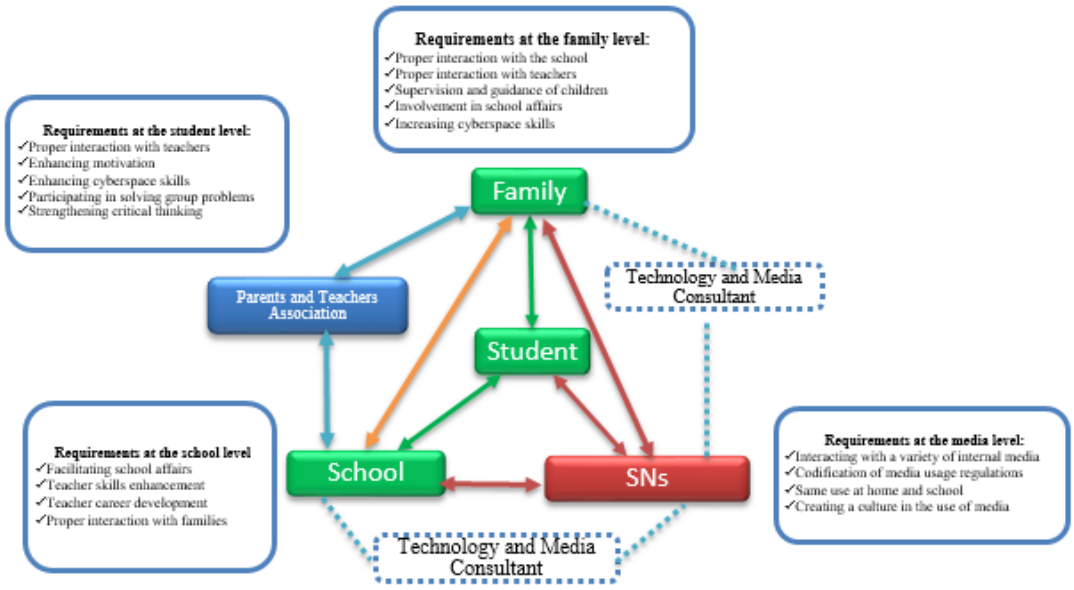

Figure 3: Proposed requirements for SNs, school and family relationships at various levels

Our results showed that the information age is effective in increasing the skills and literacy of parents. Moreover, most of the parents who attend IT courses provide their children with information about the dangers of SNs and how to behave more safely afterwards. Thus, one can conclude that parental involvement is at least somewhat effective. Engaging parents as customers by providing workshops or information is not the only way to engage parents and they should be involved as partners in education. This active approach may be more appropriate for all parents and has a positive effect on adolescent behavior on SNs.

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