


## Chapter 6

# Evaluation of Social Media Interaction in Design Education and Design Process

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### ABSTRACT

*In the changing world with technology, differences and new expansions are seen in the education structure. The purpose of this study is to evaluate design education and the design process in terms of Web 2.0 software and social media application. In this context, studies on the structure of social media in education have been examined. As a methodology of the study, document analysis and descriptive research method, among the qualitative analysis methods, were used to reveal the subject's current state. As a result of the study, it was determined that social media contributes positively to education, as in every field, and changes the learning structure of students. In addition to the contributions such as the ease of access to information in design education, it has been observed that there may be negative consequences such as the loss of the original structure in design and deterioration in the professional culture.*

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## **INTRODUCTION**

With technological developments in the 21st century, simultaneous information transfer in the world forms the central communication structure. As a result of this technology, new communication techniques have developed, and the internet has become a part of daily life. Information has become more accessible with the internet and provides flexible dissemination (Lester, 2012). The internet, which brings individuals together with their friends, colleagues, family members, and even strangers, provides social interaction, information exchange, and individuals to share their lives in a single form (Hung & Yuen, 2010). One of the differences between what social media users do when interacting online and what they do face-to-face is the easy access to information, and because the digital medium has a highly accessible and permanent character, this disseminated information is long-lasting (Palfrey & Gasser, 2010).

The widespread use of the internet, computers, and mobile devices has led to the developing of some applications used in these environments. Applications used extensively, especially in design areas, have become the fastest way to obtain visual information. Obtaining information through sight occurs rapidly, and information transfer occurs faster than other types of communication (Özdem, 2013). Therefore, social media applications in which visual sharing is actively used are within the scope of this study. Social media applications provide simultaneous communication globally through communication and technology interaction. With its features such as practicality, speed, and being mobile, it has widespread and effective use in sectors such as education, business, research, shopping, games, and personal communication of individuals. With the new learning technologies emerging in the field of education, social media is now used extensively by both instructors and students. Changing the structure of social media learning-teaching environments can be transmitted to large masses without time and place limits (Sarsar et al., 2015). Thus, it has a compelling benefit regarding geographical limitations in reaching education.

Design education can be explained as the forms of expression and thought system that enables the communication of a new language learned (Ledewitz, 1985). In design education, vocational education should be related to social culture and technological developments, and design is aesthetic, functional, and user-oriented to interact with the individual physically and psychologically. The profession's education should also offer a unique and correct interaction at such an important point. Social media is actively involved in the research of young designers and design students. The correct establishment of this relationship and the correct use of social media applications in an integrated manner with education are also crucial regarding professional culture. In this study, this interaction is examined, and social

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