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Social Media Habits through a New Media Literacy Perspective: A Case of Gifted Students

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The aim of this study is to find out the problems of gifted students using social media through a new media literacy perspective and according to the results obtained, to shed light on launching new media literacy in gifted centres called Science and Art Centres, Turkey. It has been tried to determine whether gifted students who are successful in the academic field use social media consciously on the axis of new media literacy. The social media habits of gifted students in a digital perspective constitute the basic framework of this research. A quantitative approach was used in the research. In quantitative research, a random sample of total 101 gifted students, between 6-17 ages with 51 females and 50 males at İzmit Science and Art Centre in Kocaeli, was applied. The data were analysed through descriptive research model in SPSS 22 (Statistical Package for the Social Sciences) statistical program. According to the preliminary results of the study, it was found that gifted students spent a lot of time on digital media and used YouTube channel more. In this study, their new media literacy education seems to be weak and they could obtain significant information on special education through new media literacy.

Keywords: New Media Literacy, Gifted Student, Social Media.

Introduction

In Turkey, the conception of giftedness is formally accepted for a person who demonstrates higher performance than the peers in the field of intelligence, creativity, arts, sports, leadership capacity and in special academic fields (MEB, 2009). Gifted students are defined as having higher performance than their peers in their learning speed, learning level and interests. (Marland, 1972). Science and Art Centres in Turkey aim to serve qualified and advanced level education for these gifted students. In this regard, the social media habits of the gifted students will be examined.

The widespread adoption of information and communications technologies (ICT) has brought with it many social and educational benefits. Mobile phones, email, live chat applications, and social networking websites now form an intrinsic part of adolescent communication and social life (Connoly, 2018). It enables the communication quicker and limitless and makes the social media more attractive. Enthusiasts for the electronic social media argue passionately for the new ease. So often, though, the widespread assumption seems to be that these powerful new tools are good for civilisation. Some educators are keen to set up and spread electronic networks as the way forward for the development of gifted individuals (Freeman, 2014).

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Educators need to meet students where they live and integrate technology and social media tools into their classrooms for several reasons. The ubiquity of digital connectivity throughout the entire extent of their lifetimes has fundamentally changed how students acquire and use knowledge. For modern students, learning often requires innovative social interactions and fun (Selwyn, 2012).

Today, most of the students constitute their social lives with technology. Therefore, schools need to keep their technological equipment actual. The gifted students want to establish academic contact with their peers. They can establish contact with people from all around the world and share their experiences through technology (Biçen & Arnavut, 2015). Many gifted students might establish contact with other gifted students by using technological tools in order to complete their identity developments (Cross, 2004).

Among the most prominent users of social media are the current generation of college students. (Grewal & Roggeveen & Shankaranarayanan, 2015). These students comprehend social media platforms splendidly. As early as 2007, 94% of students engaged with social media to connect and socialize with friends and family (Abe & Jordan, 2013). But beyond its importance for students' social lives, social media offers potential value as a source for education (Bal et all, 2015).

According to the National Science Foundation (1997), by 2010, one- fourth of all new jobs will be information- intensive and involve technology. Our future leaders and citizens will need to develop their skill and confidence in using and manipulating technology and information. As educators seek to provide quality educational programming to address the specialized needs of gifted learners, technology can provide an essential component in building an effective learning environment (Nugeni, 2001).

Maker and Neilson (1982) suggest that effective learning environments for gifted students have specific characteristics and student-centred. The environments should focus on self-directed learning, inventions and discoveries. They should also encourage the students for investigation. As the research of Clark (1994) started the depth in differentiated curriculum it encourages the advancement in knowledge. Technological integration in the gifted classroom is dependent upon adequate teacher training and the efforts of teachers to implement innovative technology. Teachers of gifted students should provide extra sources and grants to add and improve the available learning environments (Nugeni, 2001).

While planning appropriate educational experiences, teachers of gifted students often must acquire materials beyond what they have available in the regular curricular materials (Lewis, 1998). Teachers can find a wealth of resources for this purpose in technology from local businesses, governmental agencies, and organizations. When various technologies are incorporated into the learning environment, teachers can readily address the individual needs and learning preferences of the gifted student. Learning experiences can be structured to develop student strengths, provide flexible pacing so that they have the opportunity to work at their own speed and ability level, and encourage ownership of their learning as active participants (Jones, 1990).

Technology may lead gifted students to create new, original, and innovative products. It can prevent repeating what previously done, and expertise to build up

independent and original studies. Furthermore, technology can empower students to seek new roles as leaders, take new learning risks, and facilitate the learning of others. It gives them practice in using tools that are applicable to the real world. Moreover, integrating technology builds competencies needed for students to become technologically literate in an information based world (Nugeni, 2001).

A study conducted by Barak (2000) reported that two major factors influenced the motivation of gifted students to study technology: (a) the desire to learn interesting subjects and (b) the expectation for long-term benefits for students who study both electronics and physics. Smutney (2011) stated that gifted students need technology and critical thinking in integrated education and thanks to this education, they become active participants.

Gifted students use all facilities of technology and perceive technology as an assistive tool for their personal developments (Cross, 2004). They can become aware of their strong and weak sides through using internet effectively (Siegle, 2001). They can also develop learning techniques and styles through technology and learn about themselves better (Lowther et all., 2012). Gifted students who have membership in more than three social media accounts reported that they feel sad and angry when there is no internet connection (Özcan & Biçen, 2016).

The technology enables people to socialise, communicate, interact, search and learn by using applications in social media. There are both beneficial and harmful sides of social media usage in terms of quantity and quality. To examine their social media habits gains a special importance when considered the importance of the gifted students for the nations. This study makes a significant contribution to the literature from the perspective of new media literacy of gifted students.

Even though studies have been tried, in terms of social media, on gifted education there is a gap concerning new media literacy for gifted students. They exactly don't know how to utilise digital media consciously or at least there aren't enough detailed studies illustrating social media habits of gifted students with the framework of new media literacy (Kara, 2019). Continuing new media researches are insufficient to be able to respond gifted education. Studies are also inadequate because the gifted education through new media literacy is a new field compared to other educational fields.

There are very few studies in Turkey that directly contact the subject, as Köroğlu's research (2015), in which the use of social media by gifted students is analysed quantitatively, and the media literacy view of gifted students, by Gömleksiz and others (2012). In another study, it has been determined that gifted students have a pragmatic perspective in using new media when compared to ordinary users and their peers (Güzel et al., 2017).

In this study, uses and gratification theory is included. The media tells us to escape from the routine, get rid of problems, get out of worries or tensions, participate in the process of money social interaction in personal relationships, participate in information and discussions, use media characters and their experiences to solve our own problems (McQuail, 1989). While scientists continue to use traditional tools and typologies to answer questions about media use, we should be ready to expand the theoretical models of uses and gratifications of this time. Contemporary and future models should include concepts such as interaction,

demassification, hypertextuality, and asynchroneity. Researchers should be willing to explore the interpersonal and qualitative aspects of communication mediated by a more holistic method (Ruggiero, 2000).

In today's society with digital communication and media, gifted students' attitudes towards new media are very important in environments where there is asynchronousness compared to contemporary and future models. This situation has led the uses and gratification theory to come to the fore for this study.

It has been determined that the gifted students use technology very well with the previous studies and literature review (Nugeni, 2001; Barak, 2000). Therefore, researcher's working in a gifted centre and his findings (İşman & Kara, 2017) lead this study to initiate to determine whether these students, who use technology very well, use social media consciously in the context of new media literacy. A new media literacy for them will be prepared based on curriculum according to the findings of the problems the gifted students using social media because there is no media literacy in gifted centres, Turkey.

Hence, the aim of this study through quantitative research is to determine the social media habits and the aim of social media usages of gifted students through new media literacy. The subaims are as follows:

1. to designate for what purpose they use social media,
2. to specify whether they use new media effectively,
3. to analyse how much time they spend on social media and
4. to determine whether there are significant differences between the variables by considering gender, age and class level variables of social media attitudes through a new media literacy perspective.

Methodology

In this study, a quantitative research method was used to determine the intentions of social media use and levels of usage of gifted children in the context of new media literacy. Quantitative research is defined as a social research using empirical methods and expressions. An empirical statement reveals what it is like to research extensively in real world research (Cohen, 1980).

In quantitative research, a more positivist world view is dominant. These worldviews, also referred to as the paradigm, are argued to depend on the techniques used in the research and on the perceptions of different world views. Quantitative research methods are research methods dealing with the numbers that can be measured systematically of events and their relations. It is used to answer questions about relationships within measurable variables to explain, predict, and control an event (Leedy, 1993).

Using quantitative methods, researchers define one or more variables they want to use in their study and continue to collect data about these variables. Quantitative methods in the field of information and communication technologies are usually related to computation of results and system analysis with a scientific approach. The aim of the quantitative method is to develop and use models based

on mathematical approaches, hypotheses, theories about the nature of the phenomenon of information and communication technologies. The quantitative paradigm is considered by researchers as an interdisciplinary framework of science studies with a positivist perspective (Jasanoff & Markle & Peterson & Pinch, 2002; Hackett, 2007).

In quantitative research of this study, validity and reliability procedures were carried out in order to develop a scale designed to measure the attitudes of gifted students towards social media and to fit the five-likert scale model (Otrar and Argın, 2015, quoted from Köklü, 1995).

Survey was applied for 101 gifted students after measurement of reliability and validity. The Pearson Moments Multiplication Correlation Coefficient was calculated for all materials, sub-dimensions, and scale. SPSS 22 (Statistical Package for the Social Sciences) statistical program was used for all validity and reliability analyses. T test and Anova were used for data analysis.

İzmit Science and Art Centre in Turkey has been selected because of reliability and validity. The fact that the researcher's working in this gifted centre is important in terms of conducting studies such as test-retest and pilot studies. The number of gifted students is relatively less; however the location of the study mentioned is suitable to reach necessary numbers of the students.

The Problem Statement

The problem statement of the research was defined as follows: What are the aims and attitudes of gifted students to social media in context of new media literacy in Turkey?

Sub Problems

1. Is there a meaningful difference in answers to questions that measure students' habits of social media use compared to grade level?
2. Is there a meaningful difference in answers to questions that measure students' habits of social media use compared to gender?
3. Is there a meaningful difference in the answers given by students to the questions that measure social media usage habits according to the social media sites?
4. Is there a meaningful difference in the answers given by students to the questions that measure social media usage habits according to the duration of social media use?
5. Is there a meaningful difference in the answers given by students to the questions that measure social media usage habits according to the frequency of social media use?

Research Model

This study is quantitative based on empirical research. It focuses on the uses and gratification approach, because it is explored, what the students do in the new media not what the new media does to the students. Validity and reliability procedures were carried out in order to develop a scale designed to measure the attitudes of gifted students towards social media and to fit the five-likert scale model.

Survey was used as data collection technique. A pilot survey was applied to 100 gifted students. In order to determine the stability of the scale in the context of reliability, the test-retest method was carried out with an interval of three weeks. Reliability coefficients were also significant for each sub-dimension (0.72 - 0.89; $p < .001$) and the correlation coefficient calculated for the whole scale (0.83; $p < .001$) was found significant. All validity and reliability analysis has been carried out through SPSS 22 (Statistical Package for the Social Sciences) program.

Survey was applied for 101 gifted students after measurement of reliability and validity. All the students answered the survey. The Pearson Moments Multiplication Correlation Coefficient was calculated for all materials, sub-dimensions, and scale. SPSS 22 (Statistical Package for the Social Sciences) statistical program was used for all validity and reliability analyses. T test and Anova were used for data analysis.

In this study descriptive survey was utilized to determine the aim and attitudes of gifted students to social media in the axes of new media literacy. In this study; the validity and reliability procedures were performed by using the attitude scales of Otrar and Argın (2015) on social media. Studies are usually carried out in a natural setting, as descriptive or survey studies are required to determine the current situation. An event, individual or an object is tried to be defined in its own context, as it is within its own conditions. There are some techniques used with descriptive research. Survey, interviews and observations are among them. Survey study was applied in the context of descriptive survey model in this study.

Population Group

The population group consists of all of the gifted students who attend İzmit Science and Art Centre during 2017-2018 academic years.

Sample Group

Based on random sampling, 101 gifted students between the ages of 6 and 17 who were educated at İzmit Science and Art Centre were selected.

Data Collection Tool

The 'Social Media Attitude Scale' developed by Otrar and Argın in 2015 was used in the study. The scale consists of five-likert scale. Survey was used as data collection technique. In order to determine the stability of the scale in

the context of reliability, the test-retest method was performed with a three week search. Reliability coefficients for each subscale and the correlation coefficient calculated for the whole scale were meaningful. All validity and reliability analyses were performed with SPSS 22 (Statistical Package for the Social Sciences) package program.

Data Analysis

The data obtained from the study were analysed in the SPSS 22 (Statistical Package for Social Sciences) program. In the data analysis obtained, descriptive statistical methods such as percentage, T- test and one way Anova were used.

Assumptions

Since the researcher works in the gifted centre called Science and Art Centre as a teacher and with preliminary studies, it has been assumed as follows:

1. Gifted students use the social media in a productive way according to their aims and attitudes.
2. Gifted students use the social media consciously according to their needs.
3. The gifted students responded sincerely to the questions.

Limitations

1. The research is limited to gifted students between the ages of 6-17 who are educated in İzmit Science and Art Centre which is in Kocaeli province in 2017-2018 academic year.
2. The research is limited to the gifted students who are between 6-17 years old and the answers they give to the scales, and the attitude scale for social media usage.
3. The research is limited to 101 randomly selected gifted students in İzmit Science and Art Centre in Kocaeli province.

Findings/Results

In this part, findings related to the use of social media, internet and new media obtained as a result of the data analysis collected within the scope of the research are included. The survey study was carried out with 101 gifted students having education in İzmit Science and Art Centre. Percentages of the answers given in the survey questions were calculated. Findings were explained using tables as follows:

Table 1. *Gender*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	51	50.5	50.5	50.5
	Male	50	49.5	49.5	100.0
	Total	101	100.0	100.0	

According to Table 1, 50.5% (51 people) are females and 49.5% (50 people) are males of total 101 people in the study group when participants, who answered the survey questions, were examined in terms of gender change.

Table 2. *Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-9 age	21	20.8	20.8	20.8
	10-13 age	63	62.4	62.4	83.2
	14-17 age	17	16.8	16.8	100.0
	Total	101	100.0	100.0	

When compared to the age between 6 and 17 years old-participants in Table 2; it is seen that participants with the age of 6-9 consist of 20.8% (21 people), 10-13 consist of 62.4% (63 people), and 14-17 consist of 16.8% (17 people) of total 101 participants in the study group.

Table 3. *Grade*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-4	53	52.5	52.5	52.5
	5-7	44	43.6	43.6	96.0
	8-10	4	400	4.0	100.0
	Total	101	100.0	100.0	

As it is seen in Table 3, participants with the grades between 2-4 are 52.5% (53 people), 5-7 are 43,6% (44 people), and 8-10 are 4% (4 people). 2-4, 5-7 and 8-10 are school grades. The grades have been divided according to the groups in the gifted centre. 2-4 grades are *support groups*, 5-7 grades are *noticing individual ability groups*, and 8-10 grades are *special skills development program groups.*

Table 4. *Social Media Usage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	3	3.0	3.0	3.0
	YouTube	69	68.3	68.3	71.3
	Instagram	10	9.9	9.9	81.2
	WhatsApp	19	18.8	18.8	100.0
	Total	101	100.0	100.0	

According to Table 4, participants using Facebook consist of 3% (3 people). Participants using YouTube consist of 68.3% (69 people). Participants using Instagram consist of 9.9% (10 people). Participants using WhatsApp consist of 18.8% (19 people).

Table 5. *Internet Usage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	52	51.5	51.5	51.5
	1-2 days in a week	20	19.8	19.8	71.3
	3-5 days in a week	23	22.8	22.8	94.1
	1-2 days in a month	4	4.0	4.0	98.0
	3-5 days in a month	2	2.0	2.0	100.0
	Total	101	100.0	100.0	

As it is seen in Table 5, those of using internet everyday are 51% (51 people), those of using internet 1-2 days in a week are 19.8% (20 people), those of using internet 3-5 days in a week are 22.8% (23 people), those of using internet 1-2 days in a month are 4% (4 people), and those of using internet 3-5 days in a month consist of 2% (2 people).

Table 6. *New Media Usage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once more a day	35	34.7	34.7	34.7
	Once a day	20	19.8	19.8	54.5
	Once more a week	19	18.8	18.8	73.3
	Once a week	4	4.0	4,0	77.2
	A few times a month	23	22.8	22.8	100,0
	Total	101	100.0	100.0	

According to Table 6, those of using new media once more a day are 34.7% (35 people), those of using new media once a day are 19.8% (20 people), those of using new media once more a week are 18.8% (19 people), those of using new media once a week are 4% (4 people), and those of using new media a few times a month consist of 22.8% (23 people).

According to Table 7, the calculated α values (α:0.015 < α:0.05), (α:0.036 < α:0.05), (α:0.002 < α:0.05), and (α:0.018 < α:0.05) are smaller than 0.05. There are meaningful differences for gender of the questions: 'I use social media for sharing academic information (homework, projects, etc.)', 'I use social media to exchange ideas on topics of interest for me', 'I use social media to find solutions to everyday problems', and 'I like sharing text, video, music, etc. on social media sites.' There is no significant difference for the other survey questions according to the gender because the calculated α value is bigger than α: 0.05.

Table 7. *Gender for T-Test*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I use social media for sharing academic information (homework, projects, etc.).	Equal variances assumed	1.672	0.199	2.476	99	0.015	0.669	0.270	0.133	1.206
	Equal variances *not* assumed			2.472	96.276	0.015	0.669	0.271	0.132	1.207
I use social media to exchange ideas on topics of interest for me.	Equal variances assumed	.013	0.910	2.122	99	0.036	0.589	0.278	0.038	1.140
	Equal variances *not* assumed			2.122	98.780	0.036	0.589	0.278	0.038	1.140
I use social media to find solutions to everyday problems.	Equal variances assumed	1.204	0.275	3.238	99	0.002	0.816	0.252	0.316	1.317
	Equal variances *not* assumed			3.236	98.354	0.002	0.816	0.252	0.316	1.317
I like sharing text, video, music, etc. on social media sites.	Equal variances assumed	1.057	0.306	2.407	99	0.018	0.658	0.273	0.116	1.201
	Equal variances *not* assumed			2.410	98.224	0.018	0.658	0.273	0.116	1.200

The number of arithmetic mean for the question 'I use social media for sharing academic information (homework, projects, etc.)' of females is 3.53 while males is 2.86. It shows that females use social media for sharing academic information more than males. The number of arithmetic mean for the question 'I use social media to exchange ideas on topics of interest for me' of females is 3.55 while males is 2.96. It shows that females use social media to exchange ideas on topics for themselves more than males. The number of arithmetic mean for the question 'I use social media to find solutions to everyday problems.' of females is 3.18 while males is 2.36. It shows that females use social media to find solutions to everyday problems more than males. The number of arithmetic mean for the question 'I like sharing text, video, music, etc. on social media sites' of females is 3.10 while males is 2.44. It shows that females like sharing text, video, music etc. on social media sites more than males.

Table 8. *Anova Test for Age*

		Sum of Squares	df	Mean Square	F	Sig.
I use social media to express myself.	Between Groups	13.819	2	6.909	3.673	0.029
	Within Groups	184.340	98	1.881		
	Total	198.158	100			
I use social media to get away from the things that make me unhappy when I'm unhappy	Between Groups	16.774	2	8.387	4.268	0.017
	Within Groups	192.592	98	1.965		
	Total	209.366	100			
I like sharing conversations I see on social media sites with my friends.	Between Groups	15.630	2	7.815	4.046	0.020
	Within Groups	189.281	98	1.931		
	Total	204.911	100			
I'm happy to comment on the content on social media sites.	Between Groups	13.441	2	6.720	3.432	0.036
	Within Groups	191.886	98	1.958		
	Total	205.327	100			
I think I can reach people who have common interests and goals through social media sites.	Between Groups	15.322	2	7.661	3.601	0.031
	Within Groups	208.519	98	2.128		
	Total	223.842	100			
I can't spend enough time with my friends because of social media sites.	Between Groups	15.145	2	7.572	4.913	0.009
	Within Groups	151.053	98	1.541		
	Total	166.198	100			

According to Table 8, the calculated α values (α:0.029 < α:0.05), α:0.017 < α:0.05), α:0.020 < α:0.05), α:0.036 < α:0.05), α:0.031 < α:0.05), and α:0.009 < α:0.05) are smaller than 0.05. There are meaningful differences with the question 'I use social media to express myself' for ages 10-13 when compared to 14-17; the question 'I use social media to get away from the things that make me unhappy when I'm unhappy' for ages 6-9 compared to 14-17; the question 'I like sharing conversations I see on social media sites with my friends' for ages 6-9 compared to 14-17; the question 'I'm happy to comment on the content on social media sites' for ages 6-9 compared to 14-17; the question 'I think I can reach people who have common interests and goals through social media sites' for ages 6-9 compared to 14-17; and the question 'I can't spend enough time with my friends because of social media sites' for ages 6-9 compared to 10-13 and 14-17 years old.

Table 9. *Anova Test for Grade*

		Sum of Squares	df	Mean Square	F	Sig.
I'm happy to comment on the content on social media sites.	Between Groups	15.604	2	7.802	4.030	0.021
	Within Groups	189.723	98	1.936		
	Total	205.327	100			
I can't spend enough time with my family because of social networking sites.	Between Groups	12.739	2	6.370	3.354	0.039
	Within Groups	186.132	98	1.899		
	Total	198.871	100			
I think I can reach people who have common interests and goals through social media sites.	Between Groups	14.661	2	7.331	3.434	0.036
	Within Groups	209.180	98	2.134		
	Total	223.842	100			

According to Table 9, the calculated α values (α:0.021 < α:0.05), (α:0.039 < α:0.05), and (α:0.036 < α:0.05) are smaller than 0.05. There are meaningful differences with the question 'I'm happy to comment on the content on social media sites' for grade 2-4 when compared to 8-10; the question 'I can't spend enough time with my family because of social networking sites' for grade 5-7 compared to 8-10; and the question 'I think I can reach people who have common interests and goals through social media sites' for grade 2-4 compared to 8-10.

Table 10. *Anova Test for Social Media Sites*

		Sum of Squares	df	Mean Square	F	Sig.
I use social media to follow people and organizations I like.	Between Groups	18.704	3	6.235	3.232	0.026
	Within Groups	187.098	97	1.929		
	Total	205.802	100			
I like sharing conversations I see on social media sites with my friends.	Between Groups	18.601	3	6.200	3.228	0.026
	Within Groups	186.310	97	1.921		
	Total	204.911	100			

According to Table 10, the calculated two α values (α:0.026 < α:0.05) are smaller than 0.05. There is a meaningful difference of the question 'I use social media to follow people and organizations I like' between the social media users of Facebook and Instagram. There is also a meaningful difference of the question 'I like sharing conversations I see on social media sites with my friends' between the social media users of Facebook and Instagram. There aren't meaningful differences for the other social media users because α values are bigger than 0.05.

Table 11. *Anova Test for Duration of Social Media Usage*

		Sum of Squares	df	Mean Square	F	Sig.
I use social media to express myself.	Between Groups	18.611	4	4.653	2.488	0.048
	Within Groups	179.547	96	1.870		
	Total	198.158	100			
I use social media to follow people and organizations I like.	Between Groups	23.502	4	5.875	3.094	0.019
	Within Groups	182.300	96	1.899		
	Total	205.802	100			
I like sharing conversations I see on social media sites with my friends.	Between Groups	25.962	4	6.491	3.482	0.011
	Within Groups	178.949	96	1.864		
	Total	204.911	100			
It makes me happy when my friends comment on what I share.	Between Groups	20.551	4	5.138	2.473	0.049
	Within Groups	199.410	96	2.077		
	Total	219.960	100			

According to Table 11, the calculated α values (α:0.048 < α:0.05), (α:0.019 < α:0.05), (α:0.011 < α:0.05), and (α:0.049 < α:0.05) are smaller than 0.05. There are

meaningful differences for internet users of the question 'I use social media to express myself' as duration 3-5 days a month compared to 1-2 days a month; the question 'I use social media to follow people and organizations I like' as duration everyday compared to 3-5 days a month; the question 'I like sharing conversations I see on social media sites with my friends' as duration everyday compared to 1-2 days a month; the question 'It makes me happy when my friends comment on what I share' as duration 3-5 days a week compared to 1-2 days a month and 3-5 days a month.

Table 12. *Anova Test for Frequency of Social Media Usage*

		Sum of Squares	df	Mean Square	F	Sig.
I use social media for sharing music.	Between Groups	18.125	4	4.531	3.043	0.021
	Within Groups	142.964	96	1.489		
	Total	161.089	100			
I use social media to express myself.	Between Groups	21.208	4	5.302	2.877	0.027
	Within Groups	176.950	96	1.843		
	Total	198.158	100			
I use social media to contribute my personal development.	Between Groups	17.658	4	4.415	2.853	0.028
	Within Groups	148.560	96	1.547		
	Total	166.218	100			
I use social media to follow people and organizations I like.	Between Groups	24.473	4	6.118	3.239	0.015
	Within Groups	181.329	96	1.889		
	Total	205.802	100			
I want my friends to notice me through social media sites.	Between Groups	21.098	4	5.274	3.431	0.011
	Within Groups	147.595	96	1.537		
	Total	168.693	100			
I like sharing conversations I see on social media sites with my friends.	Between Groups	37.250	4	9.312	5.332	0.001
	Within Groups	167.661	96	1.746		
	Total	204.911	100			
I'm happy to comment on the content on social media sites.	Between Groups	28.447	4	7.112	3.860	0.006
	Within Groups	176.879	96	1.842		
	Total	205.327	100			
I like sharing text, video, music, etc.	Between Groups	22.405	4	5.601	3.066	0.020

on social media sites.	Within Groups	175.358	96	1.827		
	Total	197.762	100			
I think I got rid of loneliness thanks to social media sites.	Between Groups	31.009	4	7.752	5.207	0.001
	Within Groups	142.931	96	1.489		
	Total	173.941	100			
I think I can reach people who have common interests and goals through social media sites.	Between Groups	28.414	4	7.103	3.489	0.010
	Within Groups	195.428	96	2.036		
	Total	223.842	100			
I am happy to hear about the events organized by social media sites.	Between Groups	18.567	4	4.642	3.083	0.020
	Within Groups	144.522	96	1.505		
	Total	163.089	100			
It makes me happy when my friends comment on what I share.	Between Groups	22.408	4	5.602	2.722	0.034
	Within Groups	197.552	96	2.058		
	Total	219.960	100			

According to Table 12, the calculated α values (α:0.021 < α:0.05), (α:0.027 < α:0.05), (α:0.028 < α:0.05), (α:0.015 < α:0.05), (α:0.011 < α:0.05), (α:0.001 < α:0,05), (α:0,006 < α:0.05), (α:0,020 < α:0.05), (α:0.001 < α:0.05), (α:0.010 < α:0.05), (α:0.020 < α:0.05), and (α:0.034 < α:0.05) are smaller than 0.05. There are meaningful differences for new media users of the question 'I use social media for sharing music' as frequency *once a day* compared to *once more a week*; the question 'I use social media to express myself' as frequency *once more a day* compared to *once a week*; the question 'I use social media to contribute my personal development' as frequency *once a day* and *once a week* compared to *a few times a month*; the question 'I use social media to follow people and organizations I like' as frequency' as frequency *once more a day* compared to *a few times a month*; the question 'I want my friends to notice me through social media sites' as frequency *once a day* compared to *a few times a month.;* the question 'I like sharing conversations I see on social media sites with my friends' as frequency *once more a day* compared to *a few times a month*; the question 'I'm happy to comment on the content on social media sites' as frequency *once more a day* compared to *a few times a month*; the question 'I like sharing text, video, music, etc. on social media sites' as frequency *once more a day* compared to *a few times a month*; the question 'I think I got rid of loneliness thanks to social media sites' as frequency *once more a day* compared to *a few times a month*; the question 'I think I can reach people who have common interests and goals through social media sites' as frequency *once more a day* compared to *a few times a month*; the question 'I am happy to hear about the events organized by social media sites' as frequency *once a day* compared to *a few times a month*; the question 'It makes me

happy when my friends comment on what I share' as frequency *once a week* compared to *a few times a month*.

In this study a quantitative approach has been used. In quantitative research, survey questions have been answered by total 101 participants in Kocaeli, Turkey. They are 51 females and 50 males. The participants' age ranges are 6-17. The participants with the age of 6-9 consist of 20.8% (21 people), 10-13 consist of 62.4% (63 people), and 14-17 consist of 16.8% (17 people) in the study group. The participants with the grades 2-4 are 52.5% (53 people), 5-7 are 43.6% (44 people), and 8-10 are 4% (4 people). 68.3% (69 people) use YouTube while 3% (3 people) use Facebook, 9.9% (10 people) use Instagram and 18.8% (19 people) use WhatsApp. According to the results, most of the participants prefer using YouTube.

The participants who use internet every day are 51% (51 people), 1-2 days in a week are 19.8% (20 people), 3-5 days in a week are 22.8% (23 people), 1-2 days in a month are 4% (4 people), and 3-5 days in a month are 2% (2 people). Most of the participants use internet every day. The participants who use new media once more a day are 34.7% (35 people) while those of using new media once a day are 19.8% (20 people), once more a week are 18.8% (19 people), once a week are 4% (4 people), and a few times a month are 22.8% (23 people). Most of the participants use new media once more a day.

According to the result of 'Gender for T-Test', females use social media to share academic information; to exchange ideas on topics for themselves; to find solutions to everyday problems; to share text, video, music etc. on social media sites more than males. As for the tables, there are meaningful differences in the answers to questions that measure students' habits of social media use compared to grade level; to gender; to the social media sites; to the duration of social media use; and in the answers given by students to the questions that measure social media usage habits according to the frequency of social media use.

Conclusions

This study contributes to digital learning practices of Science and Art Centres dealing with gifted students' concerns on social media. The social media usage of gifted students is determined within the scope of new media literacy, and it sheds light on the importance of new media literacy in future studies. This can be provided through new media literacy activities at gifted centres.

Gifted students use social media at schools, Science and Art Centres and home consciously but indiscriminately. The information about social media outlet is important to determine which social media outlet is useful for gifted students in the context of new media literacy. The times of new media usage is also important to determine whether their new media usage affects their success in the context of new media literacy.

The fact that gifted students will lead the future of the country and that we live in the digital era increases the importance of the new media literacy at Science and Art Centres in Turkey. The new media literacy will bring along multidisciplinary

studies with other activities. This will lead to technological integration studies to help develop training applications at Science and Art Centres in the country.

The gifted students could do their homework and obtain special education according to their needs. They also need to be directed correctly in the digital media so that they can do better in education. However, Science and Art Centres don't have a new media literacy study. Gifted students need to be better directed in the new media in order to reach the desired level in education.

Apart from İzmit Science and Art Centre, the time processes of gifted students are quite intense. It seems that new media is very advantageous for them in order to be able to evaluate the time efficiently related to the homework and projects in their educational institutions. Therefore, they can do research in a very short time through new media. They take the advantages of getting all kinds of information easily and in a short time. However, when they spend time on social media, they can't use the time efficiently because of their entertainment content. However, it is important that they become aware of this situation or make them aware of it. Such awareness can be achieved through new media literacy.

The potential of gifted student and learning skills should be revealed in a short time with the right guidance in digital environment. Accordingly, Science and Art Centres are required to make efforts on the digital platform to maximize students' skills. New media literacy that can integrate the digital platform into special education can be presented to the Ministry of National Education with this study. In this way, gifted students who will determine the vision of the future will be able to use the digital media channels accurately and effectively within the framework of values education. The impact of using new media for gifted students' academic achievement can be studied through both qualitative and quantitative studies to get necessary information for future research.

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