PRE-SERVICE SOCIAL STUDIES TEACHERS' PERSPECTIVES TOWARDS NETIZENSHIP[1]

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ABSTRACT
Nowadays, in technologically mediated discourses of citizenship, new kinds of political, social, economic and cultural forms of belonging are discussed. This study tried to formed a general frame for netizenship and civic virtues in views of pre-service social studies teachers because, social studies teachers are expected to be both model citizens and netizens and they must endeavor to guide their students to demonstrate civic competencies when using technology. Thus, in this study how technology effected pre-service social studies teachers' civic virtues is discussed and their opinions about netizenship are found out. In this qualitative study at hand, research group was formed of ninety pre-service social studies teachers who were enrolled in a state university in Turkey. The selection of pre-service teachers was based on purposeful sampling with no gender-specific selection. A data collection tool was developed based on qualitative means which included open-ended questions regarding the pre-service social studies teachers' views about netizenship. The data gathered in this study were analysed through content analyse technique. In conclusion, it was found that pre-service social studies teachers' views about netizenship were focused on technological common-wealth as fundamental to the exercise of policy, identity and the actualisation of humanity.
Keywords: Netizen, netizenship, social studies, millenial generation, pre-service social studies teachers

1. INTRODUCTION

Citizenship is a contested term and defined as a way of thinking about membership status and social belonging. It has always been a dynamic notion. The concept of citizenship and its' perception both by the governors and citizens have changed by technology during history. Technologies power as a crucial agent of change has prominent place in almost every governments agenda. For instance, the compass and other navigational instruments are followed by colonization while the printing press is a virtual cause of the reformation. According to Smith and Marx (1994) the belief in technology as a key governing force in society dates back at least to the early stages of the Industrial Revolution, but we can back it to first human beings and their efforts to use bone, antler and stone to survive. These first tools (technologies) gave people the opportunity to control over the natural environment and to specialise in different works. This caused social, economical and political changes in life. States and governments reformulated their structures and assumed new functions due to adapted themselves to these new technologies and to the technological change. War and transportation technologies especially have provided some societies new lands they needed to expand their boundries (Diamond, 2006). Technology is called as the "engine of the history" because of its' historical effect on cultural norms, political movements, local and global economies and daily life (International Technology Education Association, 2007). New technologies linked with the emergence of new political subjectivities (like cybersubjectivity), processes and territories.

Technology impacted almost every aspect of our lives, and the links between citizenship and new technologies are broad. Policies, rights, responsibilities and duties change in parallel with technological developments and societal changes relevant with technology. Technology also effect main values in citizenship and their priorities both in societal and governmental views. Moreover citizenship, especially the modern meaning of it is based on cannonball technology. Medieval empires are collapsed because of its' usage by armies and, democracy and nation states created the new form of citizenship. According to Cammaerts and Audenhove (2005) recent technological, economic and political transformations have led to the development of alternative notions of citizenship that go beyond the classic understanding of citizenship relating to nation states and rights. Nowadays, in technologically mediated discourses of citizenship, new kinds of political, social, economic and cultural forms of belonging are discussed because, from infancy new generation had grown up with electronic toys and games. There is a distinctive Millennial Generation and this cohort is profoundly apolitical, as highlighted by a rejection of traditional citizen roles centered around civic duties such as voting. For example, 71 percent of British Millennials believe that voting makes no difference (Bennett, 2008). Young people's limited political participation is considered as a major problem in most Western European countries. This situation is perceived as a challenge for the future representative democracy. According to Bennett (2008) the Millennials are less guided by encompassing ideologies, mass movements, party and governmental support structures, and other

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factors that might help individuals focus on government and politics in times of strain. Today's children and youngs are the Internet generation, born and brought up with online technology at their fingertips, and with high expectations of content and delivery. To motivate young people to engage in civic life electoral communication is important which campaigns seek votes, a process that often excludes substantial voter blocs such as young people. Civic activists and public officials are often available to address the concerns of young citizens, whether through personal visits or participation in computer chats (Lei, 2011). Most policy makers form civic education based on the idea of "dutiful citizen" and expected them to about the basic workings of government, to understand the values of the national civic culture, to become informed about issues and make responsible voting choices. However, new "self-actualizing citizen" may see its' political activities and commitments in highly personal terms that contribute more to enhancing the quality of personal life, social recognition, self esteem, or friendship relations, than to understanding, support, and involvement in government. (Bennett, 2008).

Citizenship has transformed due to processes of globalisation, transnationalisation and the interactive potentials of information and communication technologies (ICTs). There are distinct shifts in the organisation of citizenship according to the re-articulation of rights to access, participation, education and freedom of association. As cited by Mosco (2000) "*citizenship in the new electronic age means treating cyberspace as a public space or new commons. Here, all people have rights of access and participation, reasonable expectations of privacy and security, and, along with these rights, civic responsibilities of active involvement and mutual respect for fellow cyber-citizens*." The terms of netizenship and netizen (as illustrated in Figure 1) were introduced by Hauben (2007) and Hauben (2007) capture the emergence of "citizens of the Net" citizens who carry invigorated rights and obligations and are people who care about Usenet and the bigger Net and work towards building the cooperative and collective nature which benefits the larger world". Like cyber citizenship, netizenship re-prioritises rights of access and participation while positioning the individual within a 'technological common-wealth'. It is about recognition and legitimisation of a technologically bounded public and communities and, merges civil, political and social rights through new technologies. And, technological citizenship is another concept about technologically mediated discourses of citizenship. Philip Frankenfeld (1992: 470) defines technological citizenship as a general means for instituting protective measures against dangerous technologies (e.g. the atom bomb, genetically modified foods and pharmaceuticals like thalidomide). He is arguing that science and technology are pervasive forces capable of transforming everyday life, and without a system for regulating these forces, their capacities can invite threatening and negative consequences. According to him, humans must formalise new spheres of citizenship to account for and protect against such hazards.
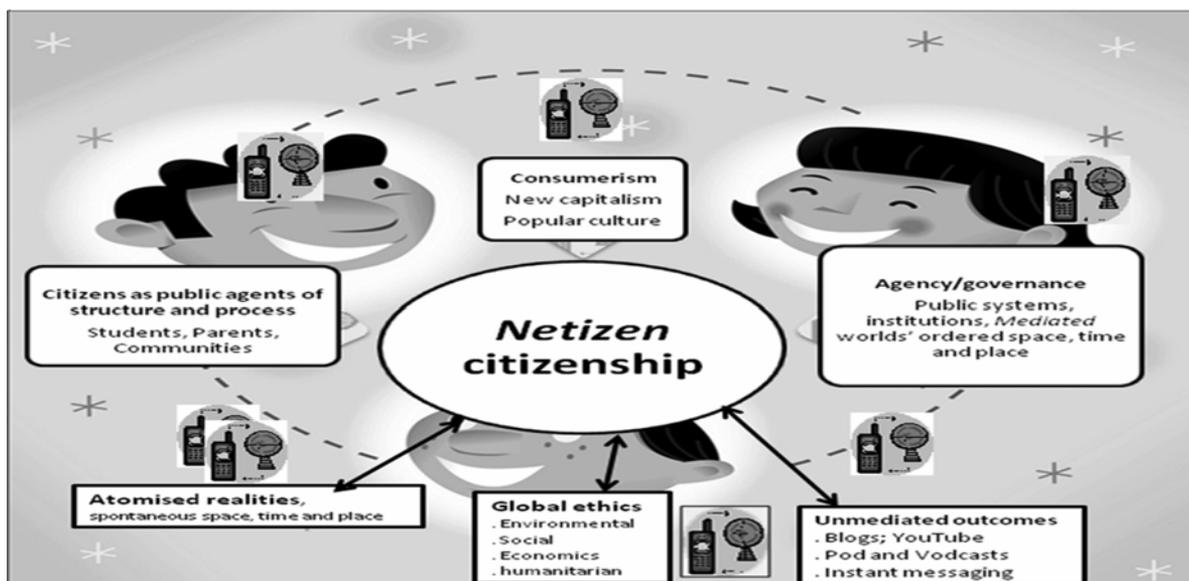

Figure 1. Netizen citizenship cited in Robertson, 2009

Access to information creates more informed citizens, and netizens are more likely to be politically opinionated. Netizenship was presented as net users who are empowered by collecting, creating, sharing information and knowledge with others, and who, help make the world a better place, by Hauben and Hauben in 1996 to represent the impact of Usenet in the US. In their view, abybody on the globe can access to the net to improve

the quality of the human life. Rebecca MacKinnon (2012) expresses the netizen as the citizens of a globally connected Internet, and argues that it is no longer sufficient for people to assert their rights and responsibilities as citizens of nation-states, they also need to assert their rights and responsibilities as netizens. The term of netizen refers to a citizen of the Internet and suggests that people in cyberspace are more than just users, that they are still citizens and their civic responsibilities in the real world are maintained (Milson and Wan-Chu, 2002). In their survey Keeter, Zukin, Andolina, and Jenkins (2002) termed the American Millennials as the "DotNEts", and discussed about their strong self identification and their willingness to see government play a larger role in their lives and the life of the country. Like their European counterparts, the American DotNets are turned off to conventional politics and government, but highly involved in issue activism, political consumerism, and protest activities. BBC can also be used as an example for netizenship because of its' experiment called iCan, which enables citizens to define and post their own issues, link to broad networks of similarly concerned individuals, find information about public actions and government responses, and, ultimately, push for BBC coverage of their concerns. Besides, in a research which was done in U.S. by Pew Research Center (2004), the information habits of netizens were propounded like this: 1) young people increasingly prefer their information in online, interactive environments, and 2) veteran internet users are among the most informed citizens.

As we have seen, technological developments change the nature of political communication and the character of citizenship (Neuman, Bimber and Hindman, 2011). In his study, Hartley (2000) described the radio as one of the pillars of civil society, combining entertainment and democracy, sound and citizenship. Besides, the Net facilitates social connections and opens a new life for people. Geography and time are no longer boundaries and, netizens are meeting other netizens from far-away and close by that they might never have met without net. People now have the ability to broadcast their observations or questions around the world and have other people respond. The computer networks allows the excluded sections of society to have voice. Each user contributes to the whole intellectual and social value and possibilities of the net and, netizens working together continually expand the store of information worldwide. The net brings people together and put them into connection with other people, it allows them to realize their power. The emergence of Internet does not merely mean an increase in the quantity of information, but different information and communication opportunities enhance democracy and contribute to a democratic culture. With access to the Internet, citizens can have more opportunities to speak out and be heard, so information, communication, and viewpoints become more diverse (Lei, 2011). Technology allows people to make the world a better place by making their unique contributions available to the rest of the world and, allows much more and public interaction over a much larger body of people than available before. Citizens of a country can learn about events in another country from the Net before the government decide to release the information to the public via the media. Thus, governments can no longer easily keep information from their people and this opportunity gives the power to citizens.

An excerpt from Hauben (1995)'s article about it follows:
> Welcome to the 21st Century. You are a Netizen (a Net Citizen), and you exist as a citizen of the world thanks to the global connectivity that the Net makes possible. You consider everyone as your compatriot. You physically live in one country but you are in contact with much of the world via the global computer network. Virtually you live next door to every other single Netizen in the world. Geographical separation is replaced by existence in the same virtual space.

According to Hauben (1995) net society differs from off-line society by welcoming intellectual activity. People are allowed to be intellectually inretesting and interested, and they are encouraged to have things on their mind and to present those ideas to the Net. Netizens work together continually expand the store of information worldwide. Every user adds her or his opinions and interests to the general body of specialized knowledge on the Net. It allows them to take control over their lives. Because of the information available and the new connections possible, people also have changed their lifestyles.

Netizens of 21st century are generally the members of Generation Z. There are different definitions about this term. For example, Hauben and Hauben (1997) defined it in the context of e-democracy, nationhood and national identity, and identified it as people born since 1995 (cited in Robertson, 2009). Malone (2007) identified the generation Z as children born after 1991, in the age of terrorism, mobile phones, internet and un-zoned schooling. However, Generation Z is defined by Jones, Jo and Martin (2008) as those born since 2000. That generation differs from past generations because of their socialisation in online spaces and, as mobile citizens they share ideas and react to public issues. They use online networks as intellectual spaces and build global bridges to the outside world within their local contexts. Cyberspace create possibilities for publishing their opinions on any topic at anytime. Blogs, podcasts, vodcasts, wikis and online sites like Facebook, My-Space, Second Life and digital games are among the myriad of ever expanding online tools to hand. This situation opens

up to the community the notion of e-democracy where counter-voices and other perspectives can gather momentum at local, national and global levels simply through the Internet.

Along with the rise of Internet, for example China has accepted the emergence of a new population called as netizens. Online commentaries, criticisms, and mockery of state policies have flourished in the relatively democratic and elusive cyberspace. A cyberpublic made up of millions of online Chinese uses the internet for accessing foreign news, spreading stories of injustice, and promoting alterative cultural forms (Ong, 2006). Despite the authoritarian state, technology has contributed to a more critical and politicized citizenry in China's cyberspace. China's netizens has constituted a new social force challenging authoritarian rule. Chinese state proactively uses the Internet to disseminate official views and ideologies, but through interaction with diverse points of view, citizens could become relatively free from manipulation of the state. Chinese netizens are more critical of the political conditions and the party-state, be willing to engage in politics, and they are also more likely to have experience in collective action (Lei, 2011). Youth of the post-1980s and 1990s express themselves online and people under thirty comprise sixty-nine percent of China's netizens, part of the world's largest online community. Young Chinese netizens are writing about themselves in blogs and online novels, breaching firewalls to connect globally, and posting clips on Tudou. Despite government efforts to control content, online users are exposed to freer media and opportunities for independent networking. The Net has also proven its value by providing an important medium for students in the Chinese Pro-Democracy movement. The Net provided an easy way to evading government censors to get new around the world about events in China and to receive back encouraging feedback (Lei, 2011). In a similar way, students in France used the French Minital system to organize a successful fight against plans by the French government to restrict admission to government subsidized universities (Hauben, 1995). Because, in cyberspace there is no central power, no real territory, and no hierarchical structure (Milson and Wan-Chu, 2002). Indians have also increasingly turned to the internet to construct a web-based 'global citizenship' (Ong, 2006).

Lee (2009) explains that, in Korea, by netizens some people refer to Internet-based protesters and for others netizens represent reform minded and participatory internet users. Besides, they define the term as amorphous and hybrid groups of Internet users who are aware of citizenship, participating in a variety of collective action in horizontally networked forms. South Korea's status as perhaps the world's most wired society makes it a fruitful case study for considering how digital culture may develop (Epstein and Jung, 2011). In the aftermath of the deadly incident in June 2002, South Korean Internet users constructed the girls' deaths as a "national tragedy" by situating it in the historical narrative of the U.S. presence in Korea, and created a collective identity of netizens by circulating affective responses to this tragic event. Based on this nascent collective identity, netizens became involved with the Presidential election in December 2002, transferring their newfound political agency at the vigils into participation within the dominant political realm (Jiyeon, 2009).

As we have seen above, participation has become easier and more attractive because of net. Internet offers a good opportunity for freedom of speech for political, social and critical aims (Vickery and Wunsch-Vincent, 2007), and provides a good opportunity for citizens to participate in various societal issues and discuss them critically. In particular, Facebook has provided an appropriate arena for political discussions. Besides, other social networking sites and blogs have increasingly been used for political purposes by both politicians and ordinary people. In election campaigns those social networking sites are used as platforms and, websites like YouTube are used to introduce canditates (Fersangi, 2010). People can use Facebook to create political groups to express their opinions about one specific issue and invite others to join. In discussion boards people discuss and express their agreeing or disagreeing viewpoints (Fersangi, 2010). Many people in the world tend the use internet and the social media for democratic purposes. Fersangi (2010) explained the Indonesian case as an example in her research to show the unique opportunities that Facebook has given to in 2009 presidential elections. She identified active citizenship with civility and, said that, in order to reach towards a democratic society, not only should citizens be well informed and actively participate in discussions, but they should also interact with others in a civil way. During the 2009 presidential election in Indonesia, Facebook was utilised as one of the possible ways of advertising and disseminating election news. There were some Facebook groups that provided people with general information about elections and tended to educate them about this event, as it was assumed a very significant event for Indonesia's democracy. As it is not possible for ordinary citizen to meet their popular candidates all the time to express their viewpoints, Facebook was an alternative for electorates during the presidential election and even afterwards. It also provided candidates with an informal forum to express their opinions. It was the first time that Indonesian candidates could provide such a participatory medium for both their supporters and opponents to converse directly (Fersangi, 2010).

In USA the post-9/11 border security and bordering practices are integral to contemporary citizenship because satellite technology and the Internet bring all media across national boundaries as if those borders did not exist.

Global processes run deep and wide, rendering problematic the figure of the citizen as a member of a national community (Poster, 2002). This emerging redesigned citizenship shares much with conceptions of 'netizenship' – a conception of the notion of citizenship and/in networks – raised in relation to the effects networks have on economy, society, and politics (Muller, 2010). As Luke argues in his discussion of how citizenship and networks meet, the netizen is more about 'bits' rather than 'atoms', reflecting distinctions between 'have nows' and 'have laters' rather than more conventional 'haves' and 'have nots' (Luke 1999). In South Australian case ICTs are being used by government agencies to engage citizens in interaction with the government (Alport and Macintyre, 2007). Online interactive arenas have created a new form of citizenship in Tanzania too, that is, 'Tanzanian netizenship', which is fluid and flexible enough to mobilize diverse people online to effect social transformation 'offline'. This form of citizenship becomes continuously plead for Tanzania to adopt dual citizenship so as to accommodate their dual nationality (Chachage, 2010).

Although involvement in discussions is a significant feature of active citizenship, the quality of online discussions is also an important issue that should be taken into consideration. Internet is capable of giving social, economic and political advantages to its users but, netizenship is associated directly with narrow accounts of technology and one's ability to use and access it. Thus, in countries like Indonesia where access to Internet technology is unequal, it is at best yet another index of inequality and, at worst, yet another impediment to equal rights of all individuals in a democracy (Hill and Sen, 2002). Besides, while Internet supports anonymity, for most users criminal activities such as hacking and piracy conduce to inhibition and disengagement (Milson and Wan-Chu, 2002).

While educating children for life and citizenship in the twenty-first century, educators are remiss if they ignore the impact of technology on our lives. Young people should learn acceptable use policies and guidelines. They must also learn to recognize when they might be vulnerable and what steps to take in problematic situations. Training in how to be a responsible netizen could come a part of teaching and especially the social studies teaching. Thus, social studies educators should expand their notions of citizenship to include netizenship. As teachers make use of technologies, they can model and practice virtuous netizenship. When modeling good netizenship through lessons and activities, teachers can also review and discuss issues of cyberethics (Milson and Wan-Chu, 2002). Thus, in this study how technology effected pre-service social studies teachers' civic virtues is discussed and their opinions about netizenship are tried to found out. Besides, social studies teachers have a ciritical role in establishing a strong foundation of skills for interaction in digital spaces that primes children as citizens who optimize the iterative functions of the Web for self-expression and participatory forms of citizenship (Berson and VanFossen, 2008). So, in this research a general frame was also tried formed about pre-service social studies teachers' netizenship virtues.

2. METHOD
In this study qualitative method has been applied. Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of quantification" (Strauss and Corbin, 1990) and that produces findings arrived from real-world settings where the "phenomenon of interest unfold naturally" (Patton, 2002). This means that qualitative researchers generally study a phenomenon in an open-ended way, without prior expectations, and they develop hypotheses and theoretical explanations that are based on their interpretations of what they observe (Johnson and Christensen, 2012). This kind of research research allows the researcher to familiarize him/herself with the problem or concept to be studied, and perhaps generate hypothesis to be tested (Golafshani, 2003).

Qualitative method starts with the assumption that social setting are unique, dynamic and complex. It provide means whereby social contexts can be systematically examined. Qualitative data are detailed descriptions that can not be reduced to numbers without distorting the essense of the social meaning they represent. Qualitative reports are detailed narratives that include the voices of the participants being studied (Hatch, 2002). This method has been chosen in this research due to capture participants views about the issue at hand.

This is a intrinsic case study which describes the pre-service social studies views on netizenship in depth. This design was used because of the researchers' attempt to learn about a little-known phenemenon by studying a single case. Here, the primary interest was in understanding a specific case. The aim was to understand the case as a holistic entity and a more general process.

2.1. Sample/Research Group
This study tried to formed a general frame for netizenship and civic virtues in views of pre-service social studies teachers because, social studies teachers are expected to be both model citizens and netizens and, they must endeavor to guide their students to demonstrate civic competencies when using technology (Bennett, 2008).

Besides, social studies teachers have a ciritical role in establishing a strong foundation of skills for interaction in digital spaces that primes children as citizens who optimize the iterative functions of the Web for self-expression and participatory forms of citizenship (Berson and VanFossen, 2008). Thus, in this study how technology effected pre-service social studies teachers' civic virtues is discussed and their opinions about netizenship are found out. Due to this, research group was formed of 90 pre-service social studies teachers who were enrolled in a state university in Turkey. The selection of pre-service teachers was based on purposeful sampling with no gender-specific selection. The cohort that began the citizenship course in 2013 consisted of 90 pre-service social studies teachers (42females and 48 males). Those are selected as participants of this research because; it was thought that if researcher understood participants' perspectives in natural context and spent enough time with those participants in those context, they might feel confident while the researcher was capturing their views (Hatch, 2002). Although 135 people took the course, the questionnaire, given to them, was completed in full by 90 of pre-service social studies teachers and, those people created the research group.

2.2. Data Collection Tool
A data collection tool was developed based on qualitative means which included open-ended questions regarding the pre-service social studies teachers' views about netizenship. These questions were formed due to determine the pre-service social studies teachers' conceptions of netizenship and civic virtues. Those questions were as following:

- Which tools do you use to get information about citizenship issues?
- Which are the websites that you use to get information?
- Do you test the reliability of the websites that you use? How do you test it?
- Are there any websites that you are among members?
- Do you use websites to share your political ideas?
- What do you think about the role of technology hearing people from different parts of the society and the world?
- According to you, how do technological developments impact people's citizenship perceptions?
- How can you define the citizen of the 21st century?

This questionnaire designed to assess the subjects' opinions about netizenship and how technology effected their civic virtues. It was a qualitative questionnaire that included mostly open-ended questions. It consisted of both open and close ended items to extract the approaches of this group of pre-service social studies teachers. Open-ended questions were used due to provide qualitative data. Closed-ended questions were used in case to determine the websites they used. Closed-ended questions exposed all participants to the same response categories and allowed standardized quantitative statistical analysis. Questions were designed according to the literature reviewed. Five specialists' views were taken regarding the questions. Questions were redesigned according to these views. Questionnaire was applied to ten pre-service social studies teachers that began to same course in an other state university in Turkey, due to validity concerns. After participants of the pilot test completed the test, researcher discussed the questionnaire with them in a group session and explained the purpose of the questionnaire and, asked them whether they believed anything important was left out and whether the instructions were clear. Participants also commented on the appearance and clarity of it. Incomprehensible questions were taken out from the questionnaire and it revised according to both participants' and specialists' views.

2.3. Data Collection
Participants of the research took a citizenship course during their fourth term in their program of study. Before giving the questionaire, reseacher gave a general information about citizenship, new citizenships (like digital citizenship, global citizenship, environmental citizenship and netizenship), impacts of technology on citizenship and civic virtues. During the course, participants had opportunities to analyze and discuss citizenship and netizenship. In this course, author also asked pre-service teachers to some specific readings both about technology's effects on citizenship and the term of netizenship. These readings also gave the participants a chance to rethink about these issues. After that process, 90 pre-service social studies teachers answered the questions in the questionnaire. It administered to the subjects to take their opinions about netizenship.

2.4. Data Analyse
Quantitative data were analyzed through content analyze technique. The written data obtained from interview questions were read to obtain a general sense of the information and to reflect on its overall meaning. Notes and general thoughts about data were written in margins at this stage. Similar topics were clustered together. Detailed analyses were begun with coding process. In open coding process discrete elements in the data examined, named and categorized. During axial coding the researcher developed the concepts into categories. Topics were

abbreviated as codes and codes were written next to appropriate segments of the text. Most descriptive words were found for the topics and they were turned into categories. Categories were reduced by grouping topics that relate to each other. Lines were drawn between categories to show interrelationships. Member-checking was used to determine the accuracy of the findings. Figures were used to convey the findings of analysis.

3. FINDINGS
3. 1. Pre-service Social Studies Teachers' Information Resources on Citizenship

Table 1. Pre-service social studies teachers' Internet usage as first tool in gaining knowledge about citizenship

Internet		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	28	31,1	31,1	31,1
	1	62	68,9	68,9	100,0
	Total	90	100,0	100,0	

As we have seen in Table 1 68,9% of the participants used Internet in gaining knowledge about civic issues. They explained its' reason as it made possible to receive the information they need. Besides they mentioned their opinions towards Internet has developed quickly and speeded up processes of news dissemination. It bridges public and private spaces. They said that they shared their opinions about public issues and received information about current events. Acording to them, internet was the best and quick way that you could use to get knowledge about every issue. It closed the gap between the governed and those who govern and, increased the level of civic engagement.

31,1% of the participants used other resources for the aim of get information about civic issues. They specified those resources as television, newspapers, textbooks and books. It was noteworthy that books were ranked as last. Moreover, majority of the participants who sourced books refered e-books. That situation showed us the power of Internet ones again. It is also important that the majority of the participants of the research (82,4%) answered the question about the reliability check for resources they used as "*no*". They explained its' reason as they didn't need it. Besides, participants who answered that question as "yes" were stated that they checked reliability through other websites about any issue. They said that if any information was same in different websites they were sure that it was reliable. This bad attitude unfolds the need for media and technology literacy cources for pre-service teachers one again.

When data were analysed it was sen that majority of the participants (89,7) were just pasif users of the net. They said that in citizenship context they only use websites to get information but they didn't share with or give any information to other netizens. Only a minority explained that they were active members of some blogs about civic issues and they tired to inform people about current issues. Participants expressed their civic experiments at Internet as they joined some groups and blogs and, they learned current issues especially by Facebook. We have seen from Table 2 the importance of Facebook in their lives.

Table 2. Pre-service social studies teachers' usage of Facebook

Facebook		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	26	28,9	28,9	28,9
	1	64	71,1	71,1	100,0
	Total	90	100,0	100,0	

71,1% of the participants have Facebook accounts and they are active. 28,9% who stated that thet were not users also had accounts but they presented their case as "no" because they haven't use it actively. We have seen from their answers that Facebook became the main tool in communication and, it have shaped new spaces for interaction between people from different parts of the society. The have met together on Facebook and shared their ideas about issues. Comments were also effective on their opinions. They mentioned that other peoples' comments on issues had an impact on their views.

Facebook give allow them to present themselves, and establish or maintain connections with others. They use this site to interact with people both they already know and new people. They also join virtual groups base on common interests and learn something about each other. This process gives them a power which they haven't when they are off-line. Thus, partipants highlighted that power and its' value. They stated that they felt themselves more self-confident, valuable and important. They like the opportunity to have a say in governmental issues and feel themselves as a real member of the state although it is virtual indeed.

Participant also had Twitter accounts although to a lesser extent. We have seen it from Table 3 and their cases about Twitter were peresented as follow:

Table 3. Pre-service social studies teachers' usage of Twitter

Twitter		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	52	57,8	57,8	57,8
	1	38	42,2	42,2	100,0
	Total	90	100,0	100,0	

42,2% of the participants have Twitter accounts and they are active users of Twitter. As we have seen in Table 3 Twitter is less popular than Facebook among them. They stated its' reason as the general predominance of Facebook among people in the world. They believed that you could reach to less people via Twitter. Twitter's character limit showed as the inadequacy of it. Twitter users tweet about any topic within the 140-character limit and follow others to receive their tweets. Being a follower on Twitter means that the user receives all the messages from those the user follows. Besides, the retweet mechanism empowers users to spread information of their choice beyond the reach of the original tweet's followers. Politicians and governers use Twitter more than Facebook on the contrary of our participants. Especially in the weeks leading up to elections politicians communicate with the electorate and try to mobilize supporters, and some of them utilize it as an indicator of political opinion (Tumasjan and et.al, 2010). So, this finding can be interpreted as participants of this research are not good at netizenship and majority of them can't follow governers' ideas and opinions in real. And, we can say that they couldn't use the power of Twitter.

YouTube was also among information sources of the participants. We have seen it from Table 4 and their cases about YouTube were peresented as follow:

Table 4. Pre-service social studies teachers' usage of YouTube

YouTube		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	60	66,7	66,7	66,7
	1	30	33,3	33,3	100,0
	Total	90	100,0	100,0	

33,3 % of the participants of this research expressed that they used YouTube to get knowledge about civic issues. YouTube provided a public access platform that allowed them to upload, view and share video clips. It is one of the most well-known and widely discussed sites of participatory media in the contemporary online environment, and it is the first genuinely mass-popular platform for user-created video (Burges and Green, 2009). Except two participants they used it for the aim of downloading and watching videos. Just two pre-service social studies teachers reflected that they used YouTube to upload videos. They said that they sometimes upload videos about current events to share them with vast majority. It was a positive case in means of active and participatory citizenship even they shared videos about citizenship only one or two times. We can relate it to anyone with Internet access can watch YouTube videos but user registration is required to upload a video and,

we can evaluate this finding as our participants are passive users of YouTube and they just download and watch videos instead of upload and share.

4. 2. Pre-service Social Studies Teachers' Views about the Role of Internet on Society
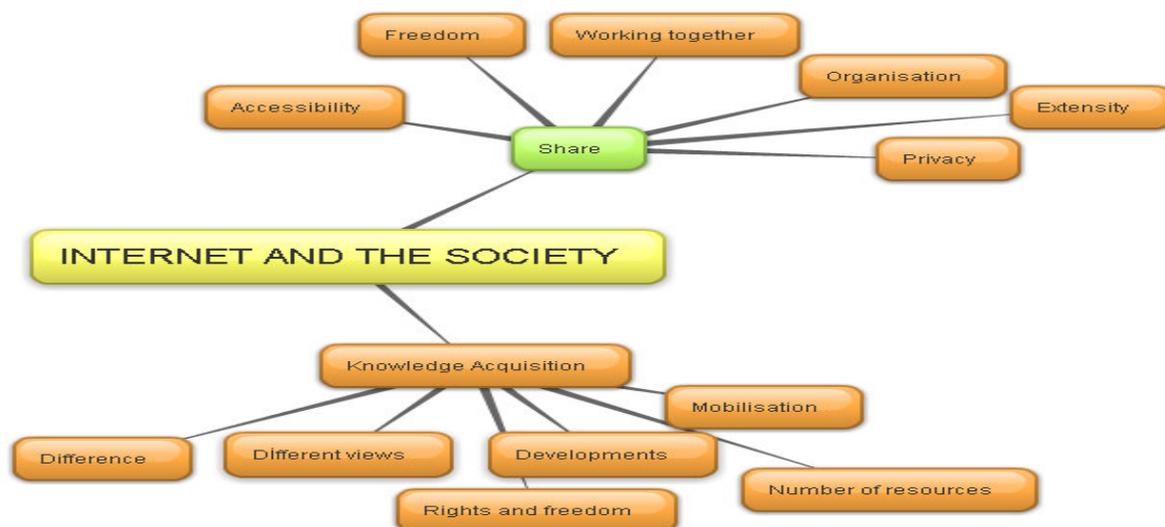

Figure 1. Codes and categories about Internet and the Society

In figure 1 codes and categories related with pre-service social studies teachers views' on the role of the Internet on society were presented. As shown in figure pre-service social studies teachers viewed the role of Internet within two categories as share and knowledge acquisition. It means that Internet is used for the aims of sharing and getting knowledge about society and public issues. It is clear that searching for information takes high priority in Internet time. It is also the duty of citizens to be informed participants. Majority of the participants mentioned that they used Internet to get knowledge because they met with different people and different views via Internet. It was the best and the easiest way for them in searching various issues because the content tends to be more diverse. Internet provided them opportunities for information, discussion, and mobilization of interest. They also got knowledge about current issues. While explaining their resources about public issues all of our participants stated that they read newspapers from net. Online news gave them the opportunity to be up to date. Especially those day this research was done, because of discussion about new constitution and its' content in Turkey and, Occupy Gezi in Taksim participants pointed out that they learned from social media and online news about the process. Besides majority of them expressed their views as they learned their rights and freedoms through columns and comments on Web. They explained the favorableness of Internet as they could reach to lots of resources with one click. Answers given by participants with codes 27, 69 and 82 supported those opinions as follows:

"According to me, today pc and the cell phones are becoming increasingly preferable than newspapers. People over the age of 45 read newspaper generally because their inability to use technological devices, however there is so many information and opinions in net, you can see all views from right wing to left wing and people can share their ideas without any difficulty. In newspapers and television programs information and opinions are according to the views of the general management." (P27)
"People learn many of their rights and responsibilities through net but citizens of this age are unaware of their rights and responsibilities, they live by chance. They don't do anything towards learning and investigating. They wait everything from others." (P69)
"Internet is our "outward opening door". We are informed about everything at the back of beyond". (P82)

It was seen from findings that they shared their opinions through e-mail, chat rooms and instant messaging. These varied opportunities enable them new forms of participation. Interpersonal and group discussions were also possible online and our participants thought that it was more heterogeneous with regard to race, gender and age. Net offers interactive opportunities for participation and political discussions. They clarified their preference on Internet with its' speed and feedback effects. They had opportunities to collaborate with people who they were inconsistent with them and to join organizations that reflect their opinions. Accessibility and freedom were other reasons that they use net to share their ideas. Internet mobilized their opinions and they reached all they need via Internet. Besides, according to them it is a chance for them to share opinions with fake accounts. They

thought that nobody can find you and judge because of your views. They said that all differences like race, gender, education disappeared. All things seemed them as possible in net environment. They also assumed that Internet allows ideas to circulate to a wide audience. It enhances offline relationships and provides a meeting place for people with common interests. According to our participants Internet promotes open discourses, allows for multiple perspectives and mobilizes collective actions in society.

Answers given by participants with code 11, 25, 73 and 74 supported those opinions as follows:

"Technology and especially net is very popular in our lives today. 90% of Turkish net users use Facebook. Besides, you can explain your ideas and feelings clearly with a fake account." (P11)

"... people can make the government heard their voices. With the access of Internet citizens can have more opportunities to speak out and be heard, so viewpoints become more diverse. Governments can no longer easily keep information from their people and this opportunity gives the power to citizens." (P25)

"Today people have protest through Facebook instead of open squares. They like or share something and protest some societal issues, so governments or other managing bodies are obliged to change their decisions. Politicians also exclude their voter blocs for youths. They address the concerns of young citizens." (P73)

"People can use Facebook to create political groups to express their opinions about one specific issue and invite others to join. It also provided candidates with an informal forum to express their opinions." (P74)

4. 3. Pre-service Social Studies Teachers' Views about Role of Technology Hearing People from Different Parts of the World
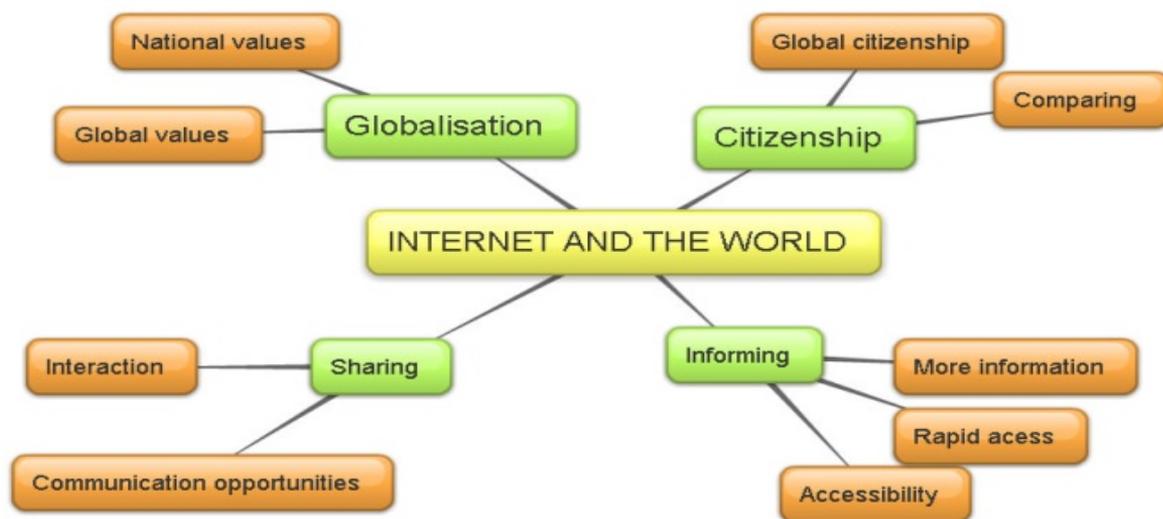
INTERNET AND THE WORLD

Figure 2. Codes and categories about Internet and the World

As shown in Figure 2, participants of this research analyzed the relationship between the Internet and the world in four categories. They explained their views on the role of the Internet on hearing people from different parts of the world in the context of globalization, citizenship, sharing and informing. They described the globalization in means of enhancing global values and decreasing national values. According to them it is a danger for national states and citizenship. They were aware of the dangers of the extreme nationalism and racisms but they don't want to lose their national identity and values. They were keenly interested in global issues and they said all citizens have to interest in them. However, they especially highlighted national issues and pointed national identities' importance out. They thought that even netizenship is related with globalization, any netizen don't forget their national roots.

Answer given by participant with codes 45 supported those opinions as follows:

"*Bond of national citizenship is in danger of collapsing, because netizens get everything they need, they have connections with other nations and other netizens. They are more informed and well-supported than previous citizens but they don't use their capabilities for their nationhood.*" (P45)

Participants of this research explained the citizenship category in the context of global citizenship and comparing themes. They agreed that netizenship is same with global citizenship. Pre-service social studies teachers said that there was no limit on web and there was a global community from different parts of the world. You can

communicate, interact, collaborate and share something with people who you really don't know in real world. According to them, netizenship requires to be think more globally even you make your decisions about your country. In terms of comparing, participants mentioned their comparisons between Turkey and the other countries. They expressed that they acquired the opportunity to get information about other countries, governments, their practices, rules, constitutions, policies, what people do in other countries in civic issues and how they participate in the management process of their country. They explained their desires to know about issues like differences in wealth and poverty, child labor, health, religion and language. Besides, current global events were seen as important by our participants in the content of netizenship.

Pre-service social studies teachers also explained their views in the context of sharing. It means for them to interact with any others in the world and communicate with them. They said it was chance for them to share the governmental issues with people from other countries and see their comments about those issues. They also mentioned the importance of those sharing for demands on social justice and accountable governance.

Informing is the other theme that pre-service social studies teachers' mentioned in the context of netizenship and the relationship between Internet and the world. They supported their views as Internet has become a new tool and venue for all political groups. They use it to organize their supporters for online lobbying. People who have e-mail accounts have opportunity to join their activities. Thus, the participants believed that netizens are more informed about political issues and views of different groups. Besides, they explained their views as all netizens can inform others about their opinions and they can try to reach them. Impressing an idea on someone is easier than before although netizens have the opportunity to know about various opinions and ideologies. They thought that netizens are confused because of information overload and this makes imposition easier.

The last category of this section is sharing. Pre-service social studies teachers mentioned interaction and communication opportunities with the term of sharing. They thought that netizens have the opportunity to meet with the citizens of various countries and it is a big chance for them to share their views and events in their countries. They highlighted the importance of this case when they expressed the power of netizenship. One participant (P41) stated her views about this power as "*if you are a citizen it is just about one country and you have a power in one country, but if you are a netizen all of world is on your hands.*" Besides it was understood from their explanations that pre-service social studies teachers were in contact with other netizens from other countries and they discussed political and civic issues together with them. We have seen that they used Facebook and Twitter in this process. So, the expansion of information in cyberspace has resulted in growth of knowledge networks that provide space of transnational and transcultural interaction.

4. 4. Pre-service Social Studies Teachers' Views about Technological Developments' Effects on People's Ctizenship Perceptions
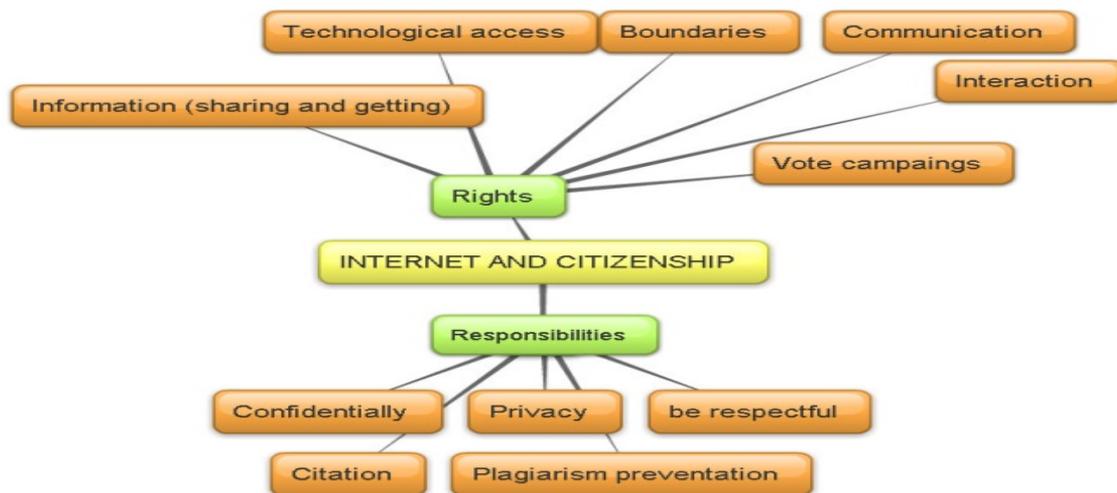

Figure 3. Codes and categories about Internet and the citizenship

As seen in Figure 3, pre-service social studies teachers explained their views on the relationship between Internet and citizenship in two categories. They asserted their rights and responsibilities as netizens. As we have seen in figure above they specified their rights as *get and share information, technological access, remove the*

boundaries, unlimited communication and interaction and give a voice in vote campaigns. Besides, they figured out their responbilities as netizens in terms of *confidentially, privacy, being respectfull, citation and plagiarism prevention*.

Participants mentioned that their first right as a netizen was getting and sharing information through Net. Here, access is not only right to have the tools, but it is also about the ways. It means socio-economic and cultural equility, and socio-economic inequlities makes people's engagement and participation levels different. They thought that Internet enabled a platform for freedom of expression and all governments had to offer and protect that freedom. According to participants there wouldn't be boundaries between netizens of various countrries. All people have to voice their opinions about political issues and, any government should respect and not intrude to this. They want unlimited communication and interaction opportunities. Netizens are parts of the vote campaigns. Candidates try to reach to them via net and especially through social networks. Starting form this, participants of the research mentioned their demands towards participate in elections and rulemaking processes directly via Internet. They have seen it essential for netizenship and specified it as a main item of net constitution. Net constitution is refered by them in the context of netizenship and they mean a constitution which is consisted in rules of a cyber government. They defined this governments as an international and supranational government that must function for all people in the world. Education, equality, information, participation, privacy and security were also emphasised by participants of this research. As we can see, they are not new but mention of old rights in a new manner.

They suggested the responsibility to netizens to be part of collectives. Besides, they specified other responsibilities like confidentially, privacy, being respectfull, citation and plagiarism prevention. Pre-service social studies teachers stated that netizens must share realiable and valid information. It is among their responsibilities to prevent the misinformation and provide a safe Internet environment. They said that netizenship is similar with citizenship in the context of responsibilities. Netizens have to obey the rules of Internet and they should not identify the freedom of cyberspace with lack of control. Besides, they thought that netizens must consider privacy issues. Privacy is in force in cyberspace like every part of our lives and netizens have to protect both their and others' privacy. They mentioned online shopping and social networks in this context. Participants stated that netizens should not share their personal information and be carefull when they were shopping. According to pre-service social studies teachers its' the responsibility of netizens to educate themselves about issues like hacking, online fraud, fake accounts and not to belive in all in cyberspace. Besides, they exemplified Facebook and Twitter accounts in the context of privacy and said that people shared all things about themselves through their social network accounts. According to our participants, it is netizens' task to discern general information from special issues. They must be carefull when they share photos and information about their lives. They also respect for others' privacy and should not interested in private lives. Participants of this research also referred to the importance of citation and plagiarism. They though that netizens have not to buy unlegal products and they have to consider copyright and patent rights' of the producers.

4. 5. Pre-service Social Studies Teachers' Views about Citizenship Sense in 21st Century

Figure 4. Codes and categories about the citizenship sense

Pre-service social studies teachers defined citizens of 21st century as "*problem solver, ciritical, free, participant, curious, objective, productive*" but "*individualistic, senseless, enjoyer, consumer, selfish, extreme and unaware*". We understood from those that their views about this issue were ensued both in positive and negative aspects. They thought that using the Internet means being alone. It diverts people from true community. Although, using the Internet generally means communicating and interacting with someone they stated their views as the time with others in real environment decreases. They said that this situation causes to asocialisation of individuals and increases their individuality sense. Acording to them people of 21st centruy use Internet both in their homes and workplaces, spend and manage money online, engage with public issues and fulfill citizenship duties on web environment and use email to enhance social relationships. They suggested that there has been a move from social communities to individualized comunities. Although people become more aware of each other, they also become more familiar with them and their concerns become ordinary rather than issues required to be consider. Our participants also expressed their opinions as most people in todays' world live their lives in multiple communities and they drawed attention to dangers for national culture and identity. They thought that people no longer live in national boundries and together with globalisation national cultures and identities have became get lose. In the context of citizenship they said that young generation is unaware of national values and they have became a lost generation in means of national identity. According to them e-mail, cell phones and cars sustain ties among citizens instead of national values. They thought that netizens of this age cared about themselves rather than societal issues and, they are just active if any societal issue interest themselves. Internet is a place where people go to escape, take another identity and to be free.

Majority of the participants thought that Internet creates a digital divide among people because even majority of the population use the Internet, many don't make skilled or regular use of it. Besides, low-income users may discontinue most often because they lose the infrastructure that supports their usage.

However, participants of this research also mentioned the positive sides of netizenship during their statements. They thought that today people are more critical and problem solver than before because of the information flow. They have opportunity to access information easily and see different aspects of every event. This gives them the chance to be more critical and problem solver. This also makes them more objective. Besides, according to the participants people encounter with many problems both in national and global manner and it oblige them to solve those problems. And, technology makes them more creative, because of its' applications their usage are required to be creative. In addition, they thought that if any person wants to be survive in our technological world s/he would need to be creative. According to the participants, netizens are more curious than before because new technological developments increase their curiosity both about themselves and about the world they are living. Participants stated that netizens are more participant and productive. According to them, netizens participate in civic issues at least as online. They share their ideas and make comments on others' sharings. Internet makes citizen activism more easier and effective.

Answers given by participants with code 8, 11, 37 and 86 supported those opinions as follows:
"Citizens of new generation have antisocial behaviors. They know how they assert their rights and how they share their voices but, they do it just for themselves. Individualism is very popular among them. They are extremely senseless, devoid of national culture and traditions, and they look out for themselves instead of their nations". (P8)
"They only speak without doing something, we call them as free citizens but it is a dead freedom. People believe in all new in net they react to them." (P11)
"Access to Internet technology is unequal; it is at best yet another index of inequality and, at worst, yet another impediment to equal rights of all individuals in a democracy." (P37)
"Internet supports anonymity, for most users criminal activities such as hacking and piracy conduce to inhibition and disengagement." (P86)

5. DISCUSSION
People use Internet to deal with both their individual lives and civic issues not only in advanced societies but in most of the world. They are spending more time online and doing more types of things and, online interactions and possibilities affect whole community (Wellman and Haythornthwaite, 2002). Thus, it is time for researchers to to engage into new network society and analyse different aspects of it and, this research was done due to analyse netizenship perceptions of pre-service social studies teachers. Pre-service social studies teachers were our participants because of their subjects' importance in citizenship education.

The analysis showed us that the pre-service social studies teachers' views about netizenship were focused on technological common-wealth as fundamental to the exercise of policy, identity and the actualisation of humanity. Besides, they concerned about this kind of citizenship and thought that it might narrow citizenship by

organising rights through access to technology. Findings showed that our participants are more likely express their ideas in politics and government on Web.

We have seen from their answers that Facebook and Twitter became the main tool in communication. Participants use them to interact with people both they already know and new people. It gives them the power of reaching to governmental bodies and other citizens. They have opportunity to meet with people and to get information about their views and practices. According to Hirschorn (2007), "In early 2004 Facebook was started by Mark Zuckerberg, to digitize the legendary (Harvard) freshman-year 'facebook,' and allow students not only to gawk at one another's photos but also interact" (cited in Roblyer and et.al., 2010). Later, the Facebook phenomenon spread like wildfire when opened up to all college students. And, in 2005 Facebook opened its doors to people outside the university network. In our research it was seen that the most famous online network among our participants was Facebook. It may be interpreted as they use it because of its' popularity among young people. However, we can also say that they miss the power of Twitter in civic issues because politicians, writers, artists and other people who can influence people about political issues use Twitter generally. People belive that the rate at which messages are retweeted indicates whether information is considered being interesting. In 2009, after the election in Iran, cries of protest from supporters of opposition candidate Mir-Hossein Mousavi arose in all possible media, but the loudest cries were heard in a medium that didn't even exist the last time Iran had an election. This makes Twitter practically ideal for a mass protest movement, both very easy for the average citizen to use and very hard for any central authority to control (Time in partnership with CNN, 2009). We also see same case in Turkey, 2013 Occupy Gezi.

MySpace and YouTube have affected election campaigns in simple, but significant, ways. They have created benefits such as increasing the potential for candidate exposure at a low cost or no cost, providing lesser known candidates with a viable outlet to divulge their message, and allowing campaigns to raise contributions and recruit volunteers online (Gueorguieva, 2008). However, except two participants of this research use YouTube for the aim of downloading and watching videos but not for the aim of sharing.

The findings summarized above are showed us the impact of Internet and online news on civic issues in Turkey. While explaining their resources about public issues all of our participants stated that they read newspapers from net. Online news gave them the opportunity to be up to date. Especially those day this research was done, because of discussion about new constitution and its' content and, Occupy Gezi in Turkey, participants pointed out that they learned from online news about the process. Besides majority of them expressed their views as they learned their rights and freedoms through columns and comments on Web. It gave them new roles both as producers and actors in the news. Thus, citizens and government officials would be perfectly informed about each other via the press (Hermes, 2006). Pre-service social studies teachers also mentioned the importance of Internet and social media in voting process. The successful use of social media in the US presidential campaign of Barack Obama has established Twitter, Facebook, MySpace, and other social media as integral parts of the political campaign toolbox. Some analysts attribute Obama's victory to a large extent to his online strategy (Tumasjan and et.al, 2010).

The relationship between Netizens and states needs to be understood in the context of modes of governance that involve the complex networking among Netizen groups, commercial providers, governments and international institutions Within territorial boundaries it can enable communication and solidarity space for minorities and social movements, whether progressive or reactionary. Yet, cyberspace also supports trans-border identities and students, migrants, refugees living in global diasporas all over the world can use the internet to connect with others who share their identity (Paliwala, 2013). Social protests also comes to depend on networking capability on the Internet. People also form social relationships through Internet instead of face-to-face sociability.

People also learn about the world via net. Participants explained their views on the role of the Internet on hearing people from different parts of the world in the context of globalization, citizenship, sharing and informing. They described the globalization in means of enhancing global values and decreasing national values. According to them it is a danger for national states and citizenship. They were aware of the dangers of the extreme nationalism and racisms but they don't want to lose their national identity and values. They were keenly interested in global issues and they said all citizens have to interest in them. However, they especially highlighted national issues and pointed national identities' importance out. They also asserted their rights and responsibilities as netizens. They specified their rights as get and share information, technological access, remove the boundaries, unlimited communication and interaction and give a voice in vote campaigns. Besides, they figured out their responbilities as netizens in terms of confidentially, privacy, being respectfull, citation and plagiarism prevention.

Pre-service social studies teachers defined citizens of 21st century as "*problem solver, ciritical, free, participant, curious, objective, productive*" but "*individualistic, senseless, enjoyer, consumer, selfish, extreme and unaware*".

They thought that using the Internet means being alone. It diverts people from true community. They suggested that there has been a move from social communities to individualized comunities. Although people become more aware of each other, they also become more familiar with them and their concerns become ordinary rather than issues required to be consider.

In conclusion it can be said that pre-service social studies teachers thought that people are not only citizens but they also netizens of our technological world. Their views about this issues show us the need for teaching netizenship in civic cources and form a general framework for it. We must also determine a policy for netizenship and inform people about accurate usage of Internet.

According to a pool which was done in 2012 April in Turkey 47,2% of the population had Internet access at home (Research on Households' Usage of Information Technologies, 2012). This percentage is 55,5% in cities while 27,3% in rural areas. Internet access ratio is over than the Turkeys' average in districts like Marmara, Central Anatolia and West Anatolia. 59% of the males between 16 to 74 use computer and Internet while 38%5 of the females use them. We can call this people as netizens of Turkey and as it is understood from numbers that Internet has become the routine appliance of our country. So, there is need to research on netizenship in Turkey like the requisitiness in other countries of the world and Internet creates a need to understand and prepare for its impact.

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