

IETC 2014

# Social media usage by open education faculties: Atatürk University case

## Türker Elitaş\*

*Fırat University, Communication Faculty, 23119 Elazığ Turkey*

---

### Abstract

Social media, which provide to sharing of resources irrespective of physical space and time in terms of individual and institutional practices, has been important assistant element. The universities ,which include tuition activity among essential functions, whack up course contents and information with students using social media. Especially, universities which include open education faculty defined as distance education, thanks to social media examine and evaluate student without attendance.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).  
Peer-review under responsibility of the Sakarya University.

*Keywords: Social Media, Open education Faculty*

---

### Preamble

The information and communication technologies, which had substantially improved after the 90's, had introduced various innovations and improvements from the coding of the information to the delivery of it to the receivers. Especially convergence, which takes place at the communications literature as the meshing of data processing systems, and the digitalization that enable the production, delivery and storage of such data, renders employ the delivery of the picture and sound to everyone, without any need for time and space, at those days that information had became instantaneous.

Convergence of the TV and radio channels and the newspapers with digital and telecommunication technologies, open the way for new services and products that will be presented on digital communication media; such as Internet (Yıldırım,233:2010). Especially as a result of the Internet the, the social media, which is an important corner-stone

---

\* Corresponding author. Tel.: +905052602188.  
E-mail address: [turkerelitas@gmail.com](mailto:turkerelitas@gmail.com)

at the phase of transition from one-way information sharing to two-way and simultaneous information sharing, is becoming one of the most important platforms of forming new life-forms for the new generations; and the new generations are meeting their personal and social needs; such as socialization, entertainment, and even education, via the social media.

In addition to its multimedia features, the getting easier of it had entrenched the place of the social media within the daily living practices; and the education institutions, which may not be indifferent to such developments, had go into the effort of using the social media with an efficient and effective manner.

The existence of the universities, especially the ones that have open education faculties within their structures, at the social media for the purposes of educational activities, and their effective usage of this communication environment had brought with the result of performing the remote education course contents and student evaluation transactions via social media. Our work, which places the Open Education Faculties to the center, studies the relation between the open education faculties and the social media by using the method of “content analysis”, in the sense of revealing the social media, in which the picture and sound contents are paid importance, and revealing for which purposes had the social media been used during the education periods of the open education faculties.

## 1. Conceptual framework

This work, which studies the usage of the social media by the open education faculties, is in need of a conceptual framework in order to discuss the topic in detail. With the purpose to specify this effect, subjects like “social media” and “open education faculties” will be explained conceptually by the means of literature review.

Following the explaining of the concepts, the open education faculty that takes place at the focus point of the work, will be analyzed by using the content analysis method in terms of the sample of usage of the social media by the Ataturk University.

### 1.1. Open education faculty

Open Education is a sort of a remote education system which had been opened for various departments first in Anadolu University and then in Ataturk and Istanbul Universities, for the ones who could not attain a definite grade at the annual university entrance exams for formal training, or for the ones who may not attend the regular courses at the university.

Those faculties, which had been constituted with the attempts of the Anadolu University first, are now presenting services with various departments, especially at social sciences, firstly in Ataturk and then in Istanbul Universities, parallel with the increase in the recent years, at the number of the persons who desire to attend a higher education program in Turkey.

The remote education system, which had become a field of study in Turkey since from the 1960's, had actively came into service at 1982 as a result of various reasons. *“The remote education attempts in Turkey between the 1960's and 1980', could not be transformed into effective and continuous practices as a result of the undetermined and unfounded attitudes of the governments”* (Özer,4:1989).

As a result of such unfavorable situations and the disbelief of the public towards the remote education the activation of such faculties had always been delayed till 1981, in which the 2547 numbered law on the universities had taken effect and the remote education had taken a place in the public documents.

Thereafter the necessary steps had started to be taken for the institutionalization of the open education faculties.

*“With the 2809 numbered law, the Open Education Faculty opened by Anadolu University, had been given the task to provide remote education all over the country, with a central manner”* (Özer,5:1989). At the beginning the number of the students enrolled to the Anadolu University Open Education Faculty was 30.000; and this number had today reached to 650.000, which makes the faculty one of the most important remote education centers all over the world (Curabay,Demiray,97:2003).

The enormous increase at the number of the students and the changes at the conceptualization of education in Turkey had emerged the need for new open education faculties, and after the Anadolu University, the second open education faculty had been opened in Ataturk University in order to close the gap.

The preregistrations are made online at the open education faculties, and the courses are followed by the students by the passwords given to them by the affiliated university or by the publications made at definite hours of the day by public broadcasting channels.

In addition, the course books prepared by the affiliated universities are the resources that the students may procure after they complete necessary procedures for enrollment to the university, both the increase at the number of the

students at the recent years and the increase of the place of the social media in the daily life, had made the social media an important complementary element in the sense of the following of the lectures and the evaluating of the students.

### **1.2 Social media**

The developments at the information and the technology do shape the life of the individuals' routine life forms, especially by making the Internet users gain new attitudes and behaviors. Especially the development of the technology as web 2.0 is the main reason for such a development at the social media. The besiege of the individual starts right at this moment.

As the Web 2.0 had been presented to the service of the users a transition from one-way information sharing to two-way and simultaneous information sharing had taken place, and this age had been named as "The Second Media Age" (Poster, 1995). As a matter of fact the concepts of "Web 2.0" and "Social Media" are generally used instead of each other. It would not be appropriate to argue that such a usage is completely wrong, however those two concepts do not completely mean the same thing. "*Web 2.0 is mostly defined as the online applications, and the social media is defined as the social aspects of such applications*" (Koçak,29:2012). Parallel with the technological shift from web 1.0 to web 2.0, there took place some substantial and important changes at the social aspects of such technological shift applications.

Web 2.0 is accepted to be the beginning of the social media. Today, by the means of the blogs, labeling, synchronize contents, as a result of easy publication of the content, and with the freedom to share and making comments to the content (multidimensional communication) the individuals are in a close relation with the social media at any time of the day.

"Social media is a humanistic communication means which the basis of is sharing and discussing without any limitations by the time or the space (Vural ve Bat, 2010: 3351). The two-way communication, the passing away of the time and the space, and the individuals' enjoying those, had opened the door to use the social media for various purposes.

The social media had first appeared at the beginnings of 90's, with the software named mIRC, easing the chatting of the individuals between each other (<http://sosyaling.com>). mIRC had been subject to a deep interest, and the beginnings of the 90's had been entered in the history of Internet as "the era of mIRC". The mIRC era was the era at which the people had first encountered with the communicational dimensions of the Internet, and also at which the seeds of mistrust and insensitivity had been sowed for the first time. By the end of the 90's the social media had appeared in front of the people with a different trend; the trend of dictionaries and blogs. With this trend the social media had proven that besides establishing communication it may also be used as a source of information.

"*Social media is the aggregate of the web services which receives most of its contents from its users and which collects contents from other web-sites*" (Koçak,30:2012).The social media, consisting of various positive and adverse features intended for the purpose of use, consists of various threats and convenience, not for the provider but for the receiver, especially in the sense of education and informing and the two-way using of the social media by the provider and the receiver.

## **2. Method**

### **2.1. Purpose and scope**

The work intends to introduce the ways of usage of the social media by the open education faculties, which use the social media as an effective activity field in terms of education, and how much active are they at the social media, with reference to the communication activities of Erzurum Ataturk University Open Education Faculty's official Facebook Page (ATA-AÖF).

With that purpose, the work includes the Ataturk University Open Education Faculty and it has a particular importance in the sense of identifying the perspective of the faculty about the social media, its purposes to use the social media, and its frequency of using the social media.

### **2.2. Method and limitations**

With the purpose to set forth the necessary information for this work, we first applied to the literature review method and formed the conceptual framework of the work. At the research and assessment phases of the work, the content

analysis method had been used in order to attain the necessary systematic and objective information. “Content analysis is a scientific research method being used in order to make meaningful and valid inferences for the texts and the context they are used at” (Krippendorff 2004: 18). Within that scope, the content analysis method is being used at a variety of communication means, including but not limited to the television and radio shows, posters and banners, personal conversations, and the messages of the advertisements (Gürel,Alem,2010:336).

The concept of “social media” that had been handled within the scope of this work, has been limited with Facebook, because of its including many participation areas of different types and because of the intention to prevent the possible mistakes that may take place as a result of the broadness of the research field. As a matter of fact Facebook is the most commonly used and popular social media platform, with the highest number of members; and the possibilities it offer meets the concept “social media” at an adequate level. The conceptual framework of the work has been limited with the concepts “open education faculty” and “social media”; and the research and assessment parts, in which the content analysis method had been used, had been limited with the official Facebook page of Ataturk University Open Education Faculty (ATA-AÖF). Another limitation has been applied in the sense of the period of research. For the purposes of the work the Facebook page of Ataturk University Open Education Faculty (ATA-AÖF) had been examined for a period of one month, which is between the dates of July 19<sup>th</sup> and August 19<sup>th</sup> of 2014.

### Assessment and result

The open education faculties, in which no physical attendance is necessary, just like the faculties providing formal education, apply to communication measures in order to get institutionalized and to increase their rate of preferability. The social media, enabling the improvement of the personal and institutional relations by the means of the interactive communication opportunities it provide, is an effective communication means that the open education faculties use in order to attain their institutional targets and goals. The social media, differentiating from the conventional communication means in the sense of instant sharing the necessary information without any need for time and space, creates a process, with the participation of all parties that would bring the efficiency and effectiveness of the communication among the organization and its target groups to the highest level. Within the scope of that work, intending to set forth the usage means of the social media by the open education faculties, researches had been performed on the Facebook page of Ataturk University Open Education Faculty ATA-AÖF. Accordingly, before all, researches had been made on the statistical data of the official Facebook page of ATA-AÖF with the purpose to see at what point of its communication activities does the Ataturk University Open Education Faculty places the social media, and to better comprehend its usage activities and forms. Please find below, at Chart – 1, the statistical information regarding the Facebook page of the Ataturk University Open Education Faculty

Statistics of the Facebook Page	
Date of Establishment	2013
Likes	9.664
Most interaction from the city of	İstanbul
Age Range of the persons who liked the page	18-24
Average number of the users talking about the page	124

Chart 1: Statistical Data on the official Facebook page of ATA-AÖF (<http://facebook.com>) (Access: July 19<sup>th</sup>, 2014)

The statistical information about the official Facebook page of ATA-AÖF provide important and updated information regarding the communication activities of the Open Education Faculty at the social media. The faculty, which had initiated its educational activities in accordance with the 14.04.2010 dated decision by the Board of Ministers (<http://ataaof.edu.tr>), just after a little time after its establishment had taken important steps in the sense of institutionalization. The faculty, conducting institutional communication activities at various social media, had opened its Facebook account in 2013, which indicates that it is an organization that is well aware of the power of the social media. The faculty, giving lectures at 20 different programs, namely 4 license, 15 associate, and 1 license completion (<http://ataaof.edu>), is getting bigger and bigger each and everyday with its students above 20.000. Today,

the number of the likes at the official Facebook page had reached to 9.664, almost half the number of the Faculty's students, indicates that the Faculty had used an effective social media communication strategy. The amount of the users talking about the page, which is 124, is not quite a big amount, but it may not be considered as low as it is considered that the page had been established not so long ago. The age of the users who liked the page is between 187 and 24, and this indicates that the page is being followed by the students. One of the features of the open education faculties is to have students living in different cities. In that sense Istanbul is the city that the utmost interaction takes place on the page, and this shows the demographic structure of the Faculty's students. We can also say that the prominence of Istanbul is about the high population of the city.

Another point that we focused on within the scope of the work is the applications at the official Facebook page of the Faculty. The applications at the page provide particularly important data regarding the Faculty's means of usage of the social media and its purposes to use the social media. Please find below, at Chart – 2, the applications at the official Facebook page of the Faculty and their contents.

<b>Page'a Applications</b>	
<b>Application</b>	<b>Content</b>
Timeline	General Shares
About	About, Mission, Vision, General Information
More	Page Rules, Followers, Photos, Activities, Videos
Visitor Page	General Links (about us, management, contact, FAQ , announcements). I want to be student, I am a student Our Programs, LMS-OBS-GİS, Student Support Examination System, Academic Calendar
Social Media	Main Page, About Us, Search, Help, Contact Facebook, Youtube, Twitter, Google+

Chart - 2: ATA-AÖF Official Facebook page – applications and contents (<http://facebook.com>) (Access: July 19<sup>th</sup>, 2014)

The application titled "Timeline", which is one of the applications at the official Facebook page of the Faculty, is an application that Facebook provides to all its users and that provide access to contents shared from the date the page is opened to the actual date. By the means of this application it becomes easier for the students to follow the contents shared at the page of the Faculty, and make it possible to reach the past contents.

The application at the page, titled "About", provides information to the users regarding the institutional identity of the Faculty. This application, which includes orienting links, the vision and the mission regarding the accounts at other social media platforms, with the general information regarding the Faculty and the page, and which focuses on organizational identity and activities, becomes prominent at the point of institutional image constructed with effective communication strategies. The controlling of the information by the Faculty about itself, and the access of the page's users to the information regarding the faculty by the means of the primary source is a particularly important communication strategy. As a matter of fact the institutional information is an subject that the target groups evaluate by using rational criteria. Establishing controlled and orienting information regarding a subject is particularly important in the sense of influencing the visitors.

Another application, which draws the attention, is the application named "More". The "Page Rules" function that takes place in the application content, consists of the rules that the users shall comply with during their visit to the page. It is so normal to expect the Open Education Faculty, which is a public organization, to comply with the public rules at the social media application areas. The "Likes" function at the application includes statistical information regarding the users those liked the page. This function, that enables the users to access to the information regarding the page, provides the opportunity to measure the population in the page.

The "video" and "photograph" functions are commonly used in the sense of the continuing of the education activities, by presenting visual and audio supportive materials and education programs to the students. At the page of the Faculty, generally the videos of the education programs and the images used for the announcing of such

programs may be found.

The “visitor Page” and “Social Media” applications, specially formed for the page, indicates that the Faculty conducts effective and comprehensive communication activities. The collecting of all the information taking place at the Web Page of the Faculty under a simple application, gives the students the opportunity to make their transactions by using the social media, without entering the web page. The links at the application link the user to the website. Those links include a wide spectrum, including but not limited to the student affairs, exams, academic calendar, contact, Faculty’s Programs, and director – lecturer – student information systems.

By the function “I want to be a student” the new students are given the opportunity to obtain information regarding the faculty and the enrollment procedures. To state briefly, this application, which may be considered as a miniature of the webpage, enables a comprehensive and multidimensional information transfer, and gives the students to perform all their transactions by using their Facebook accounts, and this increases the attention and participation level against the page. Creating a multifunctional communication environment, which can respond to all of the expectations of the students, would positively effect the image of the Faculty on its potential target group.

The “Social Media” application includes the links that route the users to the accounts of the Faculty at other social media platforms. In addition to the contact, information, and help links, with the search link routing the user to Google Search Engine and with the links for the accounts of the Faculty at Facebook, Twitter, Youtube and Google+, the students are giving the opportunity to make use the other communication channels easily. Thus, all the communication channels of the Faculty transfers information to the target groups with a synchronized manner.

With the purpose to make the usage means and the effectiveness of the official Facebook page of the Faculty more comprehensible, it is necessary to examine the contents of the shares at the page. As a matter of fact, in this environment in which relations depending on sharing are constructed, the contents shared clearly set forth the usage means and usage purposes of the users. Within this scope, please find below, at Chart – 3, the data regarding the surveys conducted on the contents of the shares at the page of the Faculty’s page.

Content	Content Distribution	
	F	%
Announcement	11	68,75
Celebration	1	6,25
Training Video	4	25
<b>TOTAL</b>	16	100

Chart – 3: Content distribution of the Shares (<http://facebook.com>) (Access: July 19<sup>th</sup>, 2014)

The sharing contents examined under the category titles of Announcements, Celebrations, and Training Video, have been categorized with regard to the common meanings they include. The number of the shares during the course of the research includes an effectiveness level that may be considered as normal. Within the one month period, during which the research had been conducted on the page of the Faculty, it had been observed that 16 shares had been made on the page, which 11 (68,75%) of was for announcement, 4 (25%) of was for training video, and 1 (6,25%) of was for Celebration purposes. The widely using of the Announcements, which is one of the communication methods that the public organizations most commonly use, at the shares on the page of the Faculty, sets forth the similarity of the communication strategies maintained at the conventional and social media areas. Furthermore, a training a video, including the course contents and the lectures, had been shared at the page at least once a week. During the course of the research 29<sup>th</sup>, 30<sup>th</sup>, 31<sup>st</sup>, and 32<sup>nd</sup> programs had been shared. The celebration shared for the Ramadan Feast had been taken into assessment within the scope of the research.

Facebook provides the necessary environment and the hardware necessary for embodying the organizational communication strategies on the basis of a two-way communication. Functions; such as the likes, the comments, and the sharing, enables the achieving of feedback. Please find below, at Chart – 4, the data, which may set forth the effectiveness of such functions.

Content	Distribution of comments, likes, and shares					
	Comment		Likes		Shares	
	F	%	F	%	F	%
Announcement	178	79,5	160	55,9	3	60
Celebration	13	5,8	112	39,2	-	-
Training Video	33	14,7	14	4,9	2	40
<b>TOTAL</b>	224	100	286	100	5	100

Chart - 4: Distribution of the comments, likes, and shares for the shared contents (<http://facebook.com>) (Access: July 19<sup>th</sup>, 2014)

The basic feature of the social media that distinguishes it from the conventional communication means and media, is

the continuance of the communication process with an interactive manner, by the participation of the parties. The feedback functions at Facebook forms communication channels that enable the effective operation of the interactive communication process. Within that scope, the comments', likes', and sharings' distributions of the shared contents gives us a clue about how the feedback process works. The content that ensure the maximal interaction about commenting is announcements. In total 224 comments had been made by the users, which 178 (79,5%) of was for announcement, 33 (14,7%) of was for training videos, and 13 (5,8%) of was for celebration purposes. Most of the comments are consisting of the questions that are not really much related with the content. When the number of the likes are examined, it is observed that the announcement contents prevail. The sharings had been liked for 286 times in total, which 160 (55,9%) was for announcement, 112 (39,2%) of was for celebration, and 14 (4,9%) of was for training videos. One important point here is that, the celebration message, which had been shared for once, had been liked the most. However, it is not surprising that the sharing about the Ramadan Feast, which is about a communal sensibility, had been liked at high numbers. When the number of the sharings are examined, it is observed that the announcement content is prominent in that category. It had been noted that the shared contents had been shared by the users at their pages for 6 times. There are 6 contents that had not been shared, which 3 (60%) of was for announcement, and 2 (40%) of was for training video purposes. The celebration content had not been shared by the users. As the comment, like, and sharing numbers are examined, it can be assumed that the interaction process is at a normal level, and the interaction may increase at the following processes. The status of the increase at the data achieved supports this comment.

One of the main features of the interactive communication is the return to the source that feedback is provided to, and thus the birth of the interaction as a result of cyclicity. At the examination made within that scope we handled the responding situation of the comments to the shared contents by the Faculty's page. Thus, the responding of the comment contents is an issue that shall be handled within the scope of informing. Please find below, at Chart – 5, the data regarding the research.

Content	Distribution of Responding the Comments					
	Unresponded Comment		Responded Comment		TOTAL	
	f	%	f	%	f	%
Announcement	24	14,5	154	85,5	178	100
Celebration	4	30,8	9	69,2	13	100
Training Video	7	21,2	26	78,8	33	100
					224	100

Chart - 5: The distribution of the comments made to the sharings (<http://facebook.com>) (Access: July 19<sup>th</sup>, 2014)

When the responding distributions of the comments to the sharings at the page of the Faculty, which the total number of is 224, it has been observed that 189 (84,5%) of them was responded by the page, and 35 (15,5%) of them had not been responded. In general, the comments are about the educational issues of the users. The 84,5% of the comments had been responded by the page, which indicates that the Faculty is using the social media quite effectively in the sense of an interactive process. It had been observed that the responses to the comments are sometimes official and sometimes sincere, and this is the indicator of a balanced communication strategy. As the shared contents are examined it is observed that 178 comments were made in total and 154 (85,5%) of them had been responded by the page, and 24 (14,5%) of them had not been responded by the page. In total 13 comments were made to the celebration content, and 9 (69,2%) of them had been responded and 4 (30,8%) of them had not been responded. In total 33 comments were made to the training video, and 26 (78,8%) of them had been responded and 7 (21,2%) of them had not been responded.

As a result, it has been identified that the Ataturk University Open Education Faculty, examined within the scope of the study, has been using the social media for announcement, informing, training, and congratulation purposes. Announcements and notifications are the methods that the public organizations commonly use at communication activities. As a matter of fact, at the Faculty's page, in which the organizational communication strategies, considered within the scope of the public relations, are being practices, there took place the announcements regarding the issues that may interest the students, training videos that give the students the opportunity to participate in the training period, the notification system that enable the responding of questions, and the celebration message that is considered within the scope of establishing a positive image. The Faculty continues its organizational image and its communication strategies via social media on one hand, and enables the easy access of the students to the course contents by providing the lectures on the electronic media. At that point, it becomes possible for the students of the Open Education Faculty to take part in the process without becoming distanced from

the education process. The students get answers to most of their questions, and this stops the information pollution. When the findings achieved from the Faculty's usage of the Facebook, it is observed that the social media accounts provide a plenty of advantages to the students, and assist them to have an effective education period.

The applications at the Faculty's page, in addition to their contribution to transmit the institutional identity to the target group, they also assumes a role to strengthen the bonds among the students and the Faculty. With the Visitor Page and the social media applications formed by the Faculty a multi-media environment had been formed and functions that enable easy access to the contents taking place at the website had been presented. This improves the preference rate of the social media, and enable the users to access to the required satisfaction.

Furthermore, the social media application formed by the Faculty, which continues its existence at all the popular social media platforms, in order to improve its recognition and usage level, enables the users to easily access to the other social media platforms. Thus the necessary coordination among all the communication activities will be enabled.

When the number of the sharings during the course of the research is considered, it had been observed that the usage frequency was neither so high, nor at low levels. At that point we can argue that the shares of the Faculty at the social media are at a normal frequency. In addition, when the rates of the comments, likes, and the sharings are examined it had been identified that the interaction effectiveness was not so high. When the numbers of the likes, comments, visits, talks, and sharings are compared with the number of the likes of the page, it had been observed that their number is quite low. However, despite the Faculty had been recently established, its efforts to actively use the social media indicates that it will use the social media more effectively in the future. In addition, the activities of the Faculty at all other popular social media platforms indicates that the Faculty had placed the social media at an important point among the communication processes.

## References

- Curabay,S. ,Demiray,E.(2003).“20. Kuruluş Yılında Anadolu Üniversitesi Açıköğretim Sistemi ve Açıköğretim Fakültesi Eğitim Televizyonu (Etv)” .The Turkish Online Journal of Educational Technology.Sayı:2.Makale:12
- Emet,G., Alem, J.(2010). Postmodern Bir Durum Komedi Üzerine İçerik Analizi: Simpsonlar.Uluslararası Sosyal Bilimler Dergisi.Cilt3. Sayı: 10. Ss: 332-34
- Koçak,N. ,G. (2012). “Bireylerin Sosyal Medya Kullanım Davranışlarının ve Motivasyonlarının Kullanımlar ve Doyumlar Yaklaşımı Bağlamında İncelenmesi: Eskişehir’de Bir Uygulama” .Yayımlanmamış Doktora Tezi. Tez Danışmanı: Mine Oyman. Eskişehir Anadolu Üniversitesi Sosyal Bilimler Enstitüsü
- Krippendorff, K. (2004). Content Analysis: An Introduction To Its Methodology. New York: Sage Publication
- Özer,B. (1989). “Türkiye’de Uzaktan Eğitim: Anadolu Üniversitesi Açıköğretim Fakültesi’nin uygulamaları” .Anadolu Üniversitesi Eğitim Fakültesi Dergisi.Cilt:2 Sayı:2. Ss: 1-24
- POSTER, M. (1995). The Second Media Age. 1. Baskı. Amerika. Polity Press .
- Vural, B. , Bat, M. (2010). “Yeni Bir İletişim Ortamı Olarak Sosyal Medya: Ege Üniversitesi İletişim Fakültesine Yönelik Bir Araştırma” . Journal of Yaşar University, 5(20), 3348-3382.
- Yıldırım,B.(2010) . “Gazeteciliğin Dönüşümü: Yöndeşen Ortam ve Yöndeşen Gazetecilik” .Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi.Cilt 6. Sayı 2. Ss: 230-253
- <http://www.ataaof.edu.tr>.Erişim Tarihi: 1 Temmuz 2014.
- <http://www.medihaber.net/2013/03/03/aturk-universitesi-acik-ogretim-fakultesi-5-yeni-program-acti>.Erişim Tarihi:1 Temmuz 2014
- <https://www.facebook.com/AOFATA?fref=ts>. Erişim Tarihi 4 Temmuz 2014