

Original article. A Turkish Influencer Physical Educator's Teacher Agency Reflections on Instagram: A Netnographic Study. Vol. 9, n.º 3; p. 586-609, september 2023. <https://doi.org/10.17979/sportis.2023.9.3.9862>

**A Turkish Influencer Physical Educator's Teacher Agency Reflections on
Instagram: A Netnographic Study**
**Reflexiones de una agencia de profesores de Educación Física influyente turca en
Instagram: un estudio netnográfico**

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Abstract

Social media holds a significant place in everyday life, where experts in respective fields can share their knowledge. Educators' use of social media attracts attention both for professional development purposes and for the opportunities to benefit students. The purpose of this study was to examine the reflections of a physical educator that use Instagram actively for professional purposes. This is a netnography research in nature, which combines the internet and ethnography. Focusing on a teacher influencer's experiences, data were collected through a structured interview. Thematic content analysis was carried out with MaxQDA software. According to findings, a physical educator's journey on social media can be traced to four main themes: the scope of the profile, truthful details, reaction ways, and teaching principles and attitudes. Creating a connection between the content created by a practitioner in the field of physical education and the people who seek and follow meaningful teaching examples makes Instagram a new medium for professional development.

Keywords

Teacher agency; netnography, social media, instagram

Resumen

Las redes sociales ocupan un lugar significativo en la vida cotidiana, donde los expertos en sus respectivos campos pueden compartir su conocimiento. El uso de las redes sociales por parte de los educadores atrae la atención tanto con fines de desarrollo profesional como por las oportunidades de beneficiar a los estudiantes. El propósito de este estudio fue examinar las reflexiones de un educador físico que utiliza activamente Instagram con fines profesionales. Esta investigación se enmarca en una netnografía, que combina internet y etnografía. Centrándose en las experiencias de un influencer docente, se recolectaron datos a través de una entrevista estructurada. Se llevó a cabo un análisis temático del contenido utilizando el software MaxQDA. Según los hallazgos, el recorrido de un educador físico en las redes sociales se puede rastrear en cuatro temas principales: el alcance del perfil, detalles verídicos, formas de reacción y principios y actitudes de enseñanza. La creación de una conexión entre el contenido creado por un profesional en el campo de la educación física y las personas que buscan y siguen ejemplos significativos de enseñanza convierte a Instagram en un nuevo medio para el desarrollo profesional.

Palabras clave

Agencia de maestros; netnografía, redes sociales, instagram

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Introduction

The widespread adoption of social media has expanded education beyond the limitations of traditional ways, making knowledge readily accessible within seconds, regardless of its location. Education has presented itself in an innovative form of learning that can be conducted and delivered across geographical boundaries, time zones, and locations, thanks to the development of the internet and smart mobile devices in recent years (Ooi, Hew & Lee, 2018). Students and educators have embraced social media for various purposes, including education (Greenhow, Galvin & Willet, 2019). When social media is appropriately adapted to educational programs, with its capabilities of creating personal profiles, generating content, and fostering social interaction, it can effectively diminish the distance between teachers and students, thereby facilitating increased engagement (Greenhow & Galvin, 2020). Social media holds a significant place in everyday life, where experts in respective fields can share their knowledge. Becoming professional domains sustained through self-management by many educators, social media contributes to improvement in the teaching process (Carpenter & Harvey, 2019). The perception of professional development communities among teachers is continuously evolving, particularly through the use of social media (Goodyear, Parker & Casey, 2019). In addition to benefiting from websites specifically created for educational purposes, teachers also make use of non-educator-oriented platforms like Instagram for professional idea exchange (Carpenter et al., 2020). Therefore, educators' use of social media attracts attention both for professional development purposes and for the opportunities to benefit students.

Through social media, where opinions are expressed by sharing hashtags, it is possible to learn new information, discuss ideas and reach a broader perspective (Koç, 2022). Students can interact with their peers through different social networking tools to actively participate in their learning and make predictions about their professional life (Molinillo et al., 2018). With social networking sites, students mainly develop emotional and informational exchange skills through activities such as frequency of

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status-photo updates and interaction with followers (Liu, Wright & Hu, 2018). Studies have reported that these opportunities have an impact on perceptions of sociability and creates a specific social learning environment inspired by social networking sites increases spontaneous social interaction (Weidlich & Bastiaens, 2019). Satisfaction, ease of use, and perceived usefulness of social media among students positively affect collaborative learning, engagement, and learning performance (Al-Rahmi et al., 2018). Using social media with a holistic perspective instead of using it only for professional purposes contributes to students' identity development and enables them to take their teachers as role models (Carpenter et al., 2019). Topics such as making the content more understandable, increasing classroom interaction, announcements and follow-up informations are the main reasons of teachers who interact with their students via social media (Demir, 2020). Students value such posts that shared and see it as a key resource to improve their school performance (Gil-Quintana et al., 2020).

Social media leaders who use digital marketing codes on social networks to gain new followers and generate an economic income are called “Educational/Teacher Influencers” (Gil-Quintana & Vida de León, 2021). Through their status, these educational social media influencers have the opportunity to reach a greater sphere of influence in their professions, earn more income, and advance up the career ladder (Carpenter, Shelton, & Schroeder, 2022). When the behaviors of educational social media influencers are examined, it is possible to see three basic types of characteristics such as sharing, enabling, and freelancing (Arantes & Buchanan, 2022). Teacher identity comes to the fore in the interaction between students and teachers on social media. In recent years, research on teacher identity has focused on teacher agency. Teacher agency is a concept in which cultural-structural conditions based on personal capacity and autonomy regarding teaching and learning practices that the decision-making process guided by teachers' professional knowledge (Leijen, Pedaste, & Lepp, 2020). The teacher agency addresses professional development according to the needs and recognizes these as part of a cycle (Imants & Van der Wal, 2020). There is a

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relationship between teacher agency and teaching performance, and based on this, teachers who care about their professional development manage a higher quality and adequate teaching process (Aşçı & Yıldırım, 2020). Communities united in common ground as a result of interactions create a new culture in the virtual world. In this context, it is possible to examine educational content on social media through netnography studies, a new type of qualitative research that combines ethnography, also called cultural analysis, with the characteristics of digital tools (Kozinets, 2002). Although research on this subject in the field of education has been increased in recent years (Eaton & Pasquini, 2020; Jensen et al., 2022); there are not enough studies in physical education (Özgen & Argan, 2020). Research showed physical education teachers and students used YouTube, Instagram and Facebook for professional development purposes, respectively (Mellado-Berenguer et al., 2021). Within the scope of this study, it is aimed to examine the reflections of a physical education teacher as a social media influencer with the focus of teacher agency. Investigating teacher agency through a digital ethnography depends on the only source of data: the reflections of the participant, which are the feelings and the reactions of his observations, and attesting personal meanings to certain social interactions (Patton, 2022). Beyond knowing the reflections of a physical education teacher on his work as a social media influencer, the current study would help the audience to understand how social media carries the education from traditional environments to a post-modern setting even for a subject, physical education, which involves more of a practice and physical movements than didactic theoretical knowledge.

Methods

In an attempt to understand and describe a process in depth, this is a qualitative study in nature. When examining the relationship between ethnography and technology, in this era where digital technologies blend with everyday social life, the transformative effect of time influences culture and this relationship stands out with its uncontrolled spread across the globe (Denzin & Lincoln, 2011). Netnography, also mentioned as a

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digital ethnography, although often referred to as a reflection of interactions occurring in the virtual world, is a research approach that observes real cultural elements of diverse communities at a global level through internet networks (Berg & Lune, 2015). Studies based on netnography are closely related to the internet, social media, and social networking sites (Heinonen & Medberg, 2018). Internet is a great place for the people curious about how the online presence and identity is structured. It is possible to observe what and how people do as you can follow about the social authenticity on internet platforms (Silverman, 2011). In this research, reflections and experiences of a physical education teacher who endeavors to construct and portray his own teaching identity through the Instagram, are described through the lens of netnography. The content of the influencer physical educator shared on Instagram will guide this study's path to understand how the teacher agency happens on social media. Ethical permission was taken from Giresun University Ethics Committee (Protocol No: E-50288587-050.01.04-146457).

The participant

This study focuses on a teacher influencer on Instagram, who combines educational games with physical education and sports content, with sharing posts for an audience addressing pre-service and in-service teachers, teacher educators, and students. He is 31 years old and has seven years of experience as a physical education teacher in private schools. He also actively works with public schools in projects collaborating with the Ministry of Education. He is using Instagram as a medium for seven years to reach a broader audience in the field. During his preservice years and also at the beginning of his career as a physical education teacher, he organized educational game activities for children. After such organizations, he realizes that the participant stakeholders (teachers, preservice teachers, students, parents, and administrators) demand to stay in touch through social media, specifically Instagram. At that point, he discovers the role of Instagram for professional use. After each organization and event about educational games in physical education, he promotes his Instagram account. At

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the current time that this research is conducted, he has approximately 50 thousand followers and around 400 posts in his Instagram account. He also uses numerous Instagram stories, which is a flashy and quick way to share moments that stays 24 hours in his Instagram profile.

Data Collection & Data Analysis

Semi-structured interview questions were created with the findings obtained from the research literature on social media and education. Expert opinion was also taken for the final form. An online interview was conducted with the participant teacher at the end of the 2022-2023 spring semester. The interview was recorded with the permission of the participant. A total of six steps followed as defined for analyzing and interpreting the data by Creswell & Guetterman (2019). First step is preparing and organizing the data for analysis. Data was transcribed in to text data in this phase. Second step is engaging in an initial exploration of the data through the process of coding it. Using a computer program (MaxQDA), text segments and labels (codes) were determined in this phase with the help of a second researcher. Third step, using the codes to develop a more general picture of the data. Themes and sub-themes started to from in this phase. Fourth step, representing the findings through narratives and visuals. The meaningful narratives were selected in this phase to represent the themes and sub-themes. The Fifth step, interpreting the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings. Researchers read the data to gain a deeper understanding And finally, the sixth step is conducting strategies to validate the accuracy of the findings. This last phase is about credibility or the accuracy of the findings which is given in the trustworthiness topic below.

Trustworthiness

First of all, the interview text was shared with the participant teacher after the interview, and participant confirmation was obtained for member-checking. With this

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process, the researchers make sure that the narratives are realistic and accurate. Then, for the thematic content analysis, the coding process was carried out with the support of a second researcher who is an expert in the field (Merian & Tisdell, 2015). Triangulation was ensured in this way and credibility was strengthened. A pilot coding process was carried out for inter-rater consistency (Miles & Huberman, 1994).

Results

A physical education teacher who actively uses Instagram, reflected on his experiences as a teacher social media influencer for the current study. The findings emerged under four main themes according to thematic content analysis. These are listed as the scope of the profile, truthful details, reaction ways, and teaching principles and attitudes, respectively (Figure 1).

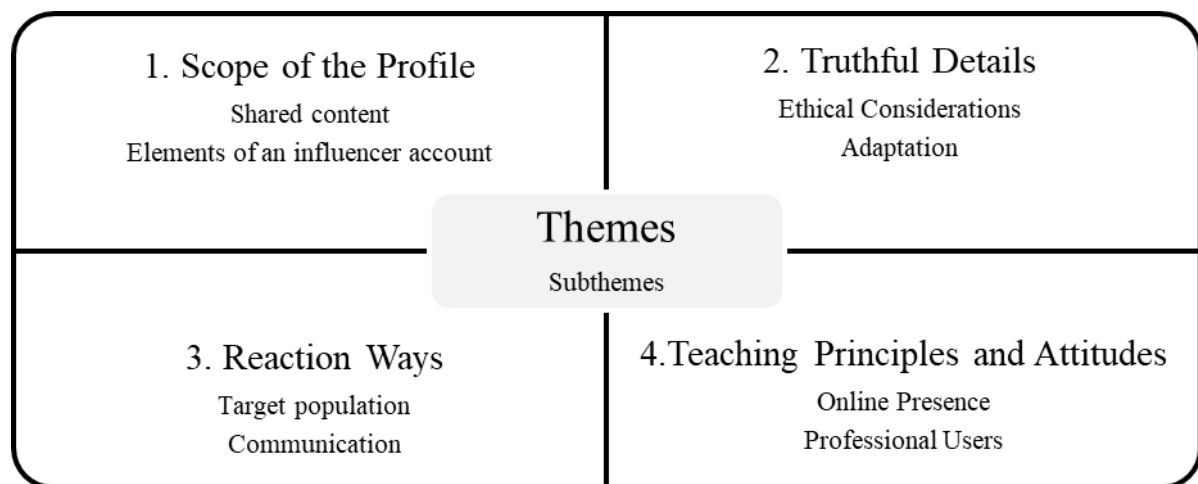


Figure 1. Themes and subthemes

Scope of the Profile

The first main theme consists of shared content and elements of an influencer account. According to the teacher influencer, the content shared on social media may

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create problems in terms of being used by followers without the necessary filtering and a second thought:

"One disadvantage of social media, when I look at it in terms of content, is the teacher's idea that they could immediately apply examples they saw in the classroom. However, when I apply it in my class, will the children be happy? Will they enjoy it? These are the questions. When you take a game example from me directly and play it in your class, there may be a problem. Because I don't know your class, I'm playing a game for you, and you can adapt it to your class in a way that they will like it."

The teacher influencer states that he makes as little use of other social media pages as possible while designing the content he shares on his account with the following justification:

"I don't look out the other sources specifically because if I see it and then it is embedded in my memory, in my 25th frame, and when I find something maybe three months later, I can say oh I found it! But it could be something I have already seen before. So I try not to look at it as much as possible."

He shares his experiences about the situations that should be paid attention to in the implementation of the educational content he shared on his social media account as he afraid for his followers may have a wrong approach:

"This is the field I have spent years in. If you make the child play educational games first, you will lose 50% of them. Because the child's first job is to enjoy the game and to have fun. But when the teacher says, "Let's play a game about math today," half of the children lose interest because the child plays the game to have fun, be happy, and enjoy it completely. Not only children, but people are also like that too. Then you can put things in place, but this is the biggest mistake teachers make."

The teacher influencer mentioned that teachers who actively use social media need to spend a great deal of time making posts. The responsibilities that a teacher should fulfill while spending time preparing a post are as follows in his view:

"My whole day is a very challenging process of trying to figure out what to record on a video, edit, and post on social media. In a limited period of time, you will

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teach certain learning outcomes from the compulsory curriculum, you will deal with thirty or forty children at the same time, you will answer their questions, you will interact with them, you will have a social life, and you will have time otherwise, to go and shoot videos of it, to edit it, and then to post it."

He stated that social media has the power of marketing for economic purposes and so he also uses his account for promotional purposes: *"Instagram is a really good place for advertising and marketing. On our page, there are only game samples and my own books. Occasionally, I write the promotions or features of my own books there."* He also stated that social media is a showcase and the business network it creates with its promotional power: *"When we do game design training with the Director of National Education in Izmir, also affected institutions in Ankara, and it creates a channel from there to there, it creates a business network."* His social media account not only consists of experts for online content but also a team that has been put together for active use: *"Three teachers, actually my own students, we have a graphic designer and a friend in the software development department."*

Truthful Details

The second theme consists of ethical considerations and adaptation. The teacher influencer stated that sharing can be done in a way that can contribute without showing the child's face, which is a controversial issue on the agenda, whether it is right or wrong for teachers to show students' faces in their posts:

"Until a few years ago, I used to do an activity with children saying we played it like this so you can play it like this. I did not care if their faces were seen, or not. Unfortunately, recently people take advantage of it. There may be inappropriate photos of the child, a funny moment, to get the most out of it, to get interaction, or to make their page stand out a little more."

As a result of the content produced on social media reaching many people, the shared content can be used by followers without complying with ethical rules about permission. The teacher influencer addressed this issue as follows:

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"I designed a game, then someone watches this video, and a week later he designs his own game but it's the same game, only the material has changed. We have a problem with citing sources. This is one of our biggest problems in Turkiye. Teachers need to pay attention to these. You didn't discover this from scratch. If you play it like that, you can also say I saw this game in this way and I played it in this way."

Social media and technology occupy a big place in our lives and are of great importance to keep up with the times. The teacher influencer mentioned the relationship between children and technology as follows:

"It is an inevitable process. I laugh a lot and oppose the banning of technology for children because this is the age of technology. This is an opportunity if it is used correctly. So banning a tablet or a phone is one of the biggest betrayals to that child."

In addition, as a result of the widespread use of technology by children, he mentions that children who are unaware or uninterested in this subject may encounter negative situations and that some previously stereotyped ideas have changed today:

"The child was born directly into the technology age. Some parents say they never showed their child a tablet until the age of 10, they never held a phone in his hand. These children are then exposed to peer bullying. Because parents want their children to be friends with the hardest worker in the class. Now it doesn't matter because the children are talking about the games like brawl stars. Children immediately exclude them, which leads to peer bullying. How can you not know, you are a loser, you are a "noob". The child can be exposed to this."

Reaction Ways

The third theme consists of the target population and communication. The teacher influencer mentions that he appeals to teachers from many different subjects in his Instagram, where he shares educational game content. He emphasizes that the teachers who follow him meet on common ground without any classification or differences in the seminar.

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"My followers need to be game lovers, they need to love and want to do this job. Anyone who says I want to teach a lesson using games can take our seminar. That's why we only have one rule; it is enough for us to have people who want to do this job. That is the teachers that say I will prioritize games in my lessons."

Social media can create an impact with its power to reach a large number of people. The teacher influencer states that with this power, needs can be met and aid can be provided as follows:

"We really met the needs in thirty schools. I get out of the way, I directly bring that teacher and that person together. I don't want to be an intermediary at that point and I definitely don't want money to be sent. It's not money, what does he need? Books, materials, etc. It is more efficient and healthier this way."

He emphasized that with the opportunity provided by social media, especially Instagram, it is easy to get news even from people on the other side of the world.

"It is the world's biggest café, the world's biggest newspaper, the world's biggest book. Because when I'm sitting here, with two or three words, I can see what a man in America is drinking in San Francisco or I can follow which book is coming out where. It's just a matter of using it a little more accurately."

He also emphasized the function of technology in the process of acquiring knowledge by using it correctly as follows:

"I think Google is the biggest library in the world. Is there anything you can search and not find? It just needs to be used correctly. I think the world's biggest school is YouTube. If you say, "I want to learn information," whatever information you type is already on the screen."

It was stated that social media creates an interaction between people by creating a wave as a result of sharing:

"When your project makes people feel a sense of belonging and they share it themselves, it has a very fast way of reaching different people in a wave. That's why we have seen the benefits of social media, especially in this kind of work. For example, we

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saw it in the earthquake, so even if it is fake news, there are five true news, but it is still useful in such events."

Teacher Principles and Attitudes

The fourth and last main theme consists of online presence and professional users sub-topics. The teacher influencer stated that when he asked pre-service teachers about their future plans, most of the answers she encountered were about creating a social media account. *"The vast majority of them say that I will open a page for myself and share the activities I do on this page."* He thinks that social media will help him in many ways: *"I think it has really supported me both financially and emotionally and will take me further in this process."* As it is very easy to share content on social media, everyone can express their opinions on any subject. However, it was stated that the posts should be made on subjects in which teachers are experts, especially for teachers:

"Just because they have followers, they say things there. OK, but you can't share it as if you are the expert. You can't do the work of a psychologist. Then things always get mixed up, and that's why there are problems. Teaching is much more than that and I don't think people who do that are effective teachers."

Posts made on social media on subjects in which one is an expert can attract the attention of other colleagues and become a place where information is exchanged. He shares his experiences on this subject as follows:

"I organized a training system that I created completely by myself and that teachers can apply immediately in the field, both in the application and design part. Here, the teachers see and say these games are very good, how do you do it? Individual messaging actually went towards mass messaging later on."

He also stated that he has a sharing character structure in terms of actively sharing on social media. *"I believe in the spirit of sharing. I even like to use the proverb of giving the zakat of knowledge. I really believe that people should not only give the zakat of material things but also the zakat of knowledge."* As a teacher, the importance

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of being a role model for students on social media and the teacher's careful behavior in these matters were mentioned as follows:

"You are a teacher here and you have an identity. You need to behave according to this identity. Because we are the ones who will guide the society. When you do this to a child, tomorrow and the day after tomorrow, when they grow up, they change and improve the system in the same way. So here, the teacher needs to pay attention and behave holistically with everything."

The opinion that there is a relationship between the number of followers of the teacher on social media and his/her academic achievement is stated as follows:

"There is a perception that if a teacher has a high number of followers, he/she is a quality teacher. I claim the opposite; if a teacher has a high number of followers, I think his/her productivity at the academic level is low. But unfortunately, in social media, a certain number of followers is a bit of a problem in terms of satisfying the ego."

Discussion

The first of the main themes that emerged as a result of thematic content analysis was the scope of the profile. According to the teacher influencer, it is noteworthy that the ready-made presentation of the content accessed on social media to the followers is not sufficient in the application part. In particular, it is emphasized that a teacher should determine the needs of his/her class and use these contents by filtering them before starting to apply the content he/she sees in his/her own students. Managing a professional social media account has fulfilling responsibilities such as designing, editing, organizing, and sharing content. The process of creating an effective profile on social media requires a great deal of time, and it is important that teachers do not save the time they should allocate to their students. In the study conducted by Aktulun and Elmas (2019), it was found that by examining the posts on social media, teachers can benefit from developing new arrangements and materials to improve learning processes in the classroom. Arantes & Buchanan (2022) emphasized that digital technologies

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make teachers to influence education towards a collaborative relationship where teachers are actively involved in the ethical use of educational data. They recognized teacher influencers as a valuable source of expertise in understanding the ethical considerations associated with data-driven educational technologies. Shelton, Schroeder & Curcio (2020) asserted that teacher influencers promote products and themselves, motivate teachers, enact engagement, and advocate for specific classroom approaches. The phenomenon of edu-influencer culture emphasized the importance of critical digital literacies among teachers who use social media for professional purposes.

The second main theme is truthful details. The participant emphasized that plagiarism is one of the problems in our country that the content shared by the teacher influencer is shared by the followers with partial changes and without citing the source, except for the purpose of providing information. According to the findings obtained in our study, technology occupies a large place in our lives and its importance is emphasized by using the discourse "This is the age of technology". Adapting to this era is considered necessary for children in order not to be bullied by their peers, not to be excluded, to be included in the conversations of their friends, and not to experience negativity in their socialization. In a study that supported our findings, it was evaluated that the use of social media creates a learning environment that is realized through the formation of belonging, identity, and culture in the community and observations from life (Güney, 2020). In the study of Türker and Dilmaç (2019), it was found that social media use will increase with the increase in the loneliness level of adolescents. In this case, it is noteworthy that children can use social media to alleviate the feeling of loneliness as well as use it to socialize. Torphy and his colleagues (2020) stated that through online platforms, teachers have the opportunity to engage directly or indirectly in discussions related to educational reform and decision-making processes, which can potentially challenge traditional hierarchical structures in education. Vizcaíno-Verdú & Abidin (2023) stated that a particular social media platform, referred to as 'TeachTok', exhibited practices of micro-celebrification, which involved the teachers using empathetic, resilient, and storytelling dynamics to engage with their audience and build

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a sense of recognition and authority.

The third main theme is reaction ways. People with different areas of expertise are united around a common platform on the page they follow, and the common interest that brings them together forms a community. While news can be easily received even from a distant place through social media; the posts create an interaction between people. In this way, the importance of social media as an important communication tool is recognized. A research focused on the role of teacher agency of 12 popular and influential teachers (known as teacher influencers) who teach pre-K to 6th grade (Davis & Yi, 2022). These teachers utilized Instagram as a means of participating in a virtual community of practice and as a way to create, commodify, and potentially profit from posts presented as educational content. Staudt Willet (2022) argued that especially early career teachers (ECTs) utilize social media to expand their professional learning networks (PLNs) in order to address the challenges they face in the early stages of their teaching careers. Teachers use social media platforms to find support for their instructional practices and to connect with others socially. Stewart (2015) highlights the versatility and extensive possibilities of using social media in the classroom. Due to their broad and adaptable nature, teachers and students have numerous ways to incorporate social media into their educational environment, with the specific methods depending on the context. Ünlüsoy, Leander & de Haan (2022) argued that social media influences the learning opportunities with four specific affordances of digital networks: visibility, scalability, flexibility, and persistence.

The last main theme is teacher principles and attitudes. Although it is easy to share anything on the internet, people should share their own areas of expertise. Social media can appear as a place where people exchange information with each other by creating a connection between the content created by experts in their field and their colleagues. In the study conducted by Akkaya and Kanadlı (2019), it was found that teachers use social media for purposes such as creating creative ideas, accessing information instantly, accessing concrete activities, and following professional development among themselves. The use of social media is increasing rapidly and

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students' use of social media for educational purposes is at a moderate level (Hançer & Mişe, 2019). Howard (2019) emphasized that participating in an online community similar to a traditional community of practice offers advantages for both new and experienced teachers. These benefits include the ability to engage in asynchronous communication, allowing teachers to connect and discuss relevant practice-related topics 24/7 across the globe. However, the study also highlighted disadvantages, such as concerns related to anonymity and the process of verifying the credibility of community members.

Conclusion

Teacher agency empowers teachers to have a voice, autonomy, and influence in shaping their own teaching practice, instructional design, and educational policies. Having significant number of followers on social media platforms, teacher influencers often create an online presence by sharing their experiences, ideas, and teaching strategies. They provide a source of inspiration, motivation, and professional development opportunities. Yet, it is important to know that every example on social media may not be suitable for every educational context. The scope of the profile, truthful details, reaction ways, and teaching principles and attitudes are shown as important dimensions of a teacher influencer. There are personal motivations underlying the creation of a profile on social media. Factors such as the person's beliefs and character structure have determining features. According to our findings, a teacher can be a role model for his/her followers since he/she is one of the people who will shape society and should be careful in this regard.

Limitations and Future Directions

Single case studies heavily rely on the researcher's interpretation and analysis. The researcher's preconceived notions, personal biases, and subjective judgment can influence the data collection, analysis, and conclusions drawn from the study. In the current research, this threat was decreased to the minimum by implementing the triangulation technique to analyze the data (Creswell, 2014). The findings of a single

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case study cannot be easily generalized to the broader population. Since only one case is studied, it may not be representative of other similar cases or contexts. Despite these limitations, single case studies can still provide valuable insights, detailed and context-specific information that may be difficult to obtain through other research methods (Patton, 2002).

Creating a connection between the content created by a practitioner in the field of physical education and the people who seek and follow meaningful teaching examples makes Instagram a new medium for professional development.

Preservice physical education teachers and in-service physical education teachers should be critical consumers in terms of professional learning on social media. Personal characteristics and professional identity shape the online presence of teachers who use social media for educational purposes.

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