Medya Okuryazarlığına Giriş[1]

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Media literacy that has been studied in the world for a long time, has become a topic of interest both by the academicians and the educators in recent years. This book ,which is prepared in five chapters in order to give the meaning of media literacy and to explain how media literacy education has to be planned in Turkey, presents the studies in the development process of media literacy together with examples from different countries. The author, in her work, evaluating the basic premise of media literacy as a part of educational process, has made recommendations on how this training should be applied. The target audience of the book is, as indicated in the preface, the readers, who are familiar with the subject matter at different levels. The basic purpose of writing the book has been indicated by the author as creating awareness in relation with ensuring the correct analysis and interpretation of media messages and carrying the society to a certain level of awareness. The author has emphasized that she preferred to handle the scientific phenomena in an integrated way in order to create a certain level of information foreground related with the area to address readers from every knowledge level. After four main chapters prepared to draw the conceptual and theoretical framework starting from the foundations of communication up to the structures of media institutions and media messages, the author has handled the media literacy matter in the last chapter.

The author has started the first chapter titled *Media Literacy and Basic Communication Process Relation* by briefly defining the concept of media literacy. Thereafter, she has explained the communication phenomenon basing on models, schools and theories such as Semiological School, Lasswell Communication Model etc. However, she has examined the process between the start of the basic communication process to mass communication within the social context.

In the second chapter, which is named as *Ideology as the Next Higher Determinative Concept in Media Structures*, the concept of ideology has been examined in etymologic point of view in order to relate it with the media messages topic, which is the subject of the following chapters, and it has been analyzed from the perspective of different philosophers, theories and studies.

In the third chapter bearing the title *Structure of Media Institutions*, the operation of internal structure of the media institutions has been examined on the axis of monopolization and cartelization concepts. In addition to this, in order to materialize the triangle of media, ideology and economy – politic factors in the mind of the reader, excerptions have been made and examined from the journalists of the relevant time.

In the fourth chapter of the book, the tabloidization phenomenon has been examined in detail from its definition to its chronological development and to its relation with popular culture, under the heading *Structure of Media Messages*. The author has also explained the media message elements and has assessed those elements with a point of view that centralizes around tabloidization and popular culture phenomena. This chapter of the book has continued with the analysis of the trend of the current TV programs towards tabloidization.

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[1] Nurdan Öncel Taşkıran. BetaBasım, İstanbul, 2007, 2.Baskı ,Türkçe,165 s. ISBN:978-975-295-758-9.

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Medya Okuryazarlığı

In the fifth and last chapter of the book, which is named as *Media Literacy within the Scope of Communication Process*, the definition of media literacy has been mentioned and the historical development process since the first study on it in the world has been explained under the light of the studies performed in this process and of the theories. The author has presented examples from the principles of media literacy education such as Len Masterman's 18 Principles of Media Education, Patricia Aufderheide's General Principles of Media Literacy etc, which have been developed in different countries. Towards the end of the chapter, comprehensive information has been provided in relation with the project of optional media literacy course in secondary schools, which has been put into application after a short period following the book in Turkey, and then examples have been given for academic media literacy studies in Turkey and those studies have been assessed.

In the Conclusion Chapter, the author has emphasized issues similar to the assessments made in the previous chapters. In this context, she has underlined the awareness to be created in the society by media literacy education and has assessed the media literacy studies both in the world and in Turkey.

In the recommendations chapter, the author has underlined some details on how media literacy education has to be planned in Turkey. In those details, attention has been drawn to the necessity of the correct assessment of competences about media literacy and planning of the studies to be carried out to the finest detail in the process of the selection of the people, who will provide the education. Additionally, 7 basic recommendations that have to be considered for the preparation works to be performed on media literacy education have been submitted. 7 basic recommendations of the author are focusing the media literacy education on the children and the young, making media literacy a compulsory course, media literacy educators to be selected among the communicators having features such as creativity and objectivity, media content to be planned in advance on how it should be implemented through the course, development of specialized media literacy education programmes for parents and adults, cooperation with civil society organizations to raise awareness about media literacy in the community, finally; adults, after completing their educational process on media literacy to come to the consciousness to inform others.

Taşkıran's book, which has been generally mentioned herein above, is a study that has made serious contributions to the relevant literature in terms of its explanations on the relevant definitions in media literacy area, determination of scientific basis points and explanation of the matter and gathering and presentation of the approaches of the authorities in the world on the subject matter. Additionally, the presentation of very important recommendations on the way of application of media literacy education has made the book different and valuable. As indicated by the author in the preface, since the book has been written in a period of insufficient references on the subject matter, it is a reference book in terms of providing a reference for the ones interested in media literacy, the educators and the academicians performing studies in the relevant area.