Lifelong Learning and Media Relationship According to the Opinions of Pre-service Teachers

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Article Info	ABSTRACT
	Lifelong learning has an essential place in every aspect of our lives. Lifelong learning refers to individualized learning based on individuals' personal and professional interests at times of need. This research aims to reveal the relationship between lifelong learning and media based on the opinions of pre-service teachers. The research data was obtained from Turkish, Social Studies, Preschool, and Classroom Teaching students (N =246) attending Uşak University Faculty of Education. To reveal the relationships of the pre-service teachers in the study group with lifelong learning and the media, the data were collected with the "Lifelong Learning (LLL) and Media" form, which the researcher prepared, and expert opinion was taken. The obtained data were analyzed by content analysis. As a result of the analysis, 13 themes were obtained because of the opinions of the pre-service teachers. As a result, pre-service teachers expressed the relationship between lifelong learning and media from different perspectives and revealed a clear pattern between media and lifelong learning. Pre-service teachers stated that "contribution to lifelong learning by using media as a teaching tool" (f:38) and "contribution to lifelong learning by increasing accessibility to accurate information" (f:34) were made. They also put forward opinions covering these themes, stating that "the media as a whole contributes to lifelong learning" (f:33) and "the media contributes to lifelong learning due to its contribution to vocational education" (f:32). The idea that media can make a significant contribution to the lifelong learning process emerges clearly in the research.

INTRODUCTION

Learning, in its simplest sense, can be expressed as the change that occurs in the individual due to knowledge and experience (Şahin & Yurdakul, 2017). Based on the ideas that Locke (1999) examines on the source of knowledge, it can be inferred that learning that emerges based on knowledge and experience can also be defined as the external perception of the individual's internal development by interacting with innate abilities traditions and senses. Albert Bandura explains the learning process. While theorizing that we learn by modeling others, Lev Vygotsky suggested that we learn through social interaction, and both psychologists expressed learning as a social activity (Taylor & Hamdy, 2013; Yardley, et al., 2012).

Learning can happen at any age and in different ways. The learning process in life's journey cannot be limited to schools and similar institutions. Many names have been given to our age, the most commonly used being "Information Age" or "Digital Age."

In a human learning process, he or she becomes informed, encounters new information, and adapts the acquired knowledge to future learning processes. In the "Information Age," with the advancement of the internet and technology, the speed of information production and communication has reached significant levels. The continuous development of learning has introduced the concept of lifelong learning.

Although the term lifelong education, which was first used by UNESCO in 1960, is not a new and modern idea, it has started to come to the fore in recent years due to the increasing problems arising in the business world and the field of vocational education (Medel-Añonuevo, et al., 2001). As a matter of fact, since the early 1990s, it has been observed that many countries have taken action to restructure their education systems with a lifelong learning approach and implemented legal regulations.

Lifelong learning: Learning lasts a lifetime and is centered on "from the cradle to the grave." Learning is a process that begins with an individual's birth and continues throughout his life. (Hargreaves, 2004)

Lifelong learning is a comprehensive definition of the learning activities people carry out throughout their lives to improve their knowledge and skills, personally or socially. This type of learning can occur in many areas, from formal education processes that last from preschool to retirement age to vocational training in the workplace, and from the information people learn from each other to the information they acquire through media. Lifelong learning is an important concept that aims to use the learned knowledge and skills effectively in daily life (Ersoy & Yılmaz, 2009).

According to the idea expressed by Demirel (2011), lifelong learning is a necessity not only for the personal success of the individual but also for every individual who wants to be active in society. It means adapting to changing world conditions, developing skills and competencies, spreading learning to all areas of their lives, enabling people to renew themselves constantly, and thus supporting both individual and social development. It also plays an essential role in lifelong learning, increasing social integration, encouraging active citizenship practices, and providing equal opportunities (Göksan, et al., 2009).

Ways of living, learning, and working in the 21st century are changing rapidly. The Montreal conference was the first international meeting to identify lifelong learning as a goal for the future policies of states (Aksoy, 2013). With the lifelong learning approach, it can be said that the concepts, values, and principles related to education, which were formed according to the values of the industrial society, are redefined in line with the needs of the information society (State Planning Organisation, 2006).

The goals of lifelong learning are a higher-skilled workforce, a broader democracy that includes the whole of society, and a more valuable life for individuals. In this context, lifelong learning should

be considered an opportunity given to individuals to update their knowledge (Chapman, et al., 2005).

Media use in education seems to be compatible with the lifelong learning approach. Conscious learning from the media is necessary because it allows efficient use of time, does not create space or location limitations, and because of young people's intense contact with new media and communication technologies. Students can socialize with their friends through social media applications that have been developed or will be developed, and they can continue their learning processes while traveling, at home, or at work at appropriate times.

The relationship between lifelong learning and the media is very close and mutually interactive. These two concepts support and strengthen each other. Actions that strengthen the relationship between lifelong learning and media can be listed as follows: Access to information, education and training materials, news and information, cultural and artistic content, social media and interactive learning, professional development, critical thinking, and media literacy. Looking at these actions, they are connected to the media and are also associated with lifelong learning. Jeanneney (1998) states that animals approach events and phenomena instinctively, while humans use logic and instinct. In this direction, the interaction of knowing and logic results in prediction, according to A. Comte: "To foresee and achieve, it is necessary to know." The desire and know and predict has created media and communication tools throughout history.

Teachers are the professional group that undertakes the task of teaching in society. For teachers to shape future generations with the lifelong learning paradigm, they, as a leading professional group, must have adopted this paradigm and adapted it to their lives.

The teaching profession is considered an essential element that affects the individual and society. Increasingly complex social life increases the importance of the duties and responsibilities of the teaching profession day by day (Kaskaya, et al., 2011). Teachers are the professional group that undertakes the task of teaching in society. Because today, the validity period of the knowledge and skills taught in schools is shortening. In the past, an individual who had a profession could continue this profession throughout his life with the knowledge he had now; this is no longer valid. In other words, the individual cannot rely only on the knowledge and skills he acquired at school; he needs to gain new knowledge and skills throughout life. Therefore, it is of great importance to restructure education systems to encourage individuals to adapt to the changing world and acquire lifelong learning abilities (Demiray & Karadeniz, 2008). Since there are not enough studies in this field, this study is important as it will pioneer other studies.

The purpose of this research is to determine the correlation between lifelong learning and media based on the opinions of pre-service teachers. In line with this primary purpose, answers were sought to the following questions:

1. What are the results of pre-service teachers ' preferences for lifelong learning and media use according to gender and department variables?

2. How are the views of pre-service teachers shaped when expressing the relationship between lifelong learning and media?

METHOD

Research Design

Basic qualitative research is one of the most common qualitative research methods used in the field of education. In this method, data are usually obtained through interviews, observations or document analysis. In analyzing the data obtained, it is important to characterize the data and identify recurrent patterns, and the findings section consists of recurrent patterns or themes supported by the

data from which they are derived (Merriam, 2013). A semi-structured interview form prepared by the researchers was used as a data collection tool.

Study Group/Participants

The study group for this research consists of Turkish Language Teaching (TLT), Primary School Teaching (PST), Social Studies Teaching (SST), and Preschool Teaching (PT) students who continue their education at Uşak University.

This research was done with an easily accessible sampling method that aims to carry out the data collection process faster. In this sampling method, the study group is selected from an easy and close environment (Yıldırım & Şimşek, 2005). Information about the study group for the research is shown in Table 1. It is included in Table 1.

Table 1. *Distribution of the Working Group*

Gender / Department	Female		Male		Sum
	F (frequency)	% (percent)	F (frequency)	% (percent)	
Turkish Language Teaching	37	62.72%	22	37,28%	59
Primary School Teaching	48	60.00%	32	40,00%	80
Social Studies Teaching	25	58.14%	18	41,86%	43
Preschool Teaching	53	82.81%	11	17,19%	64
Sum	163	66.26%	83	33,74%	246

Research Instruments and Processes

In the research, first, the literature was scanned, and the information and results that would form the basis of the research were obtained. Afterward, social media and students who actively use media were identified by the researcher. To reveal the lifelong learning and media relations of the prospective teachers in the study group, the "LLL and Media" form, prepared by the 2 researchers and receiving expert opinion, was used. Opinions were sought from a social studies education specialist, a Turkish education specialist, a media education specialist, and an assessment specialist. Based on the received opinions, the final version of the interview form was determined. This form contains six open-ended questions and two questions to determine demographic variables.

Data Analysis

In the research, validity was ensured by obtaining participant confirmation, followed by colleague or expert confirmation. Participant confirmation was obtained through questions such as "Did you mean this?" or "Should I interpret it this way based on your words?" addressed to the pre-service teachers. For expert confirmation, besides the researchers, another expert was involved in reviewing the data. The reliability of the study was established by applying the measurement tool to 30 pre-service teachers six months prior to the research, resulting in similar outcomes. The research sample was expanded to obtain new and updated results.

The research data was obtained from 279 pre-service teachers studying in the 4th grades of Social Studies Teaching, Preschool Teaching, Primary School Teaching, and Turkish Language Teaching students. Twenty-one data points were excluded from the study because they could not fully establish the relationship between YBL and the media. In addition, a total of 33 forms were excluded from the study because the forms coded (TLT) 4, (TLT) 28, (TLT) 41, (TLT) 42, (TLT) 58, (TLT) 60, (PT) 3, (PT) 13, (PT) 14, (PT) 20, (PT) 23, and (PT) 25 were filled out incompletely. The research findings were obtained through content analysis applied to 246 pieces of data.

The data obtained from the pre-service teachers through the "LLL and Media" form was analyzed by a Turkish education expert, a measurement expert, and a basic education expert using the Nvivo Qualitative Data Analysis Program.

Ethics

The authors confirm that ethical approval was obtained from Uşak University the Committee for Research and Publication Ethics in the Social Sciences and Humanities (Approval Date: 19/01/2023 and Number 2023-01).

FINDINGS / RESULTS

As a result of these analyses, pre-service teachers were asked, "Explain the relationship between lifelong learning and media." 13 themes emerged in response to the qualitative question. These themes were formed as follows:

Theme 1: Media's contribution to LLL as entertaining content

Theme 2: Contribution of media to LLL as course material

Theme 3: Contribution to LLL as advantages and disadvantages

Theme 4: Contribution of Turkish to LLL in terms of language skills and correct use

Theme 5: Contribution to LLL by increasing accessibility to accurate information

Theme 6: Contribution of the media to LLL by focusing on its positive effects

Theme 7: Contribution of the media to LLL

Theme 8: Contribution to LLL formally and informally

Theme 9: Contribution to different development areas and LLL by using media correctly

Theme 10: Contribution of critical thinking skills to LLL

Theme 11: Contribution of diversity of media tools to LLL

Theme 12: Contribution to LLL by using media as a teaching too

Theme 13: Contribution of media to LLL due to its contribution to vocational education
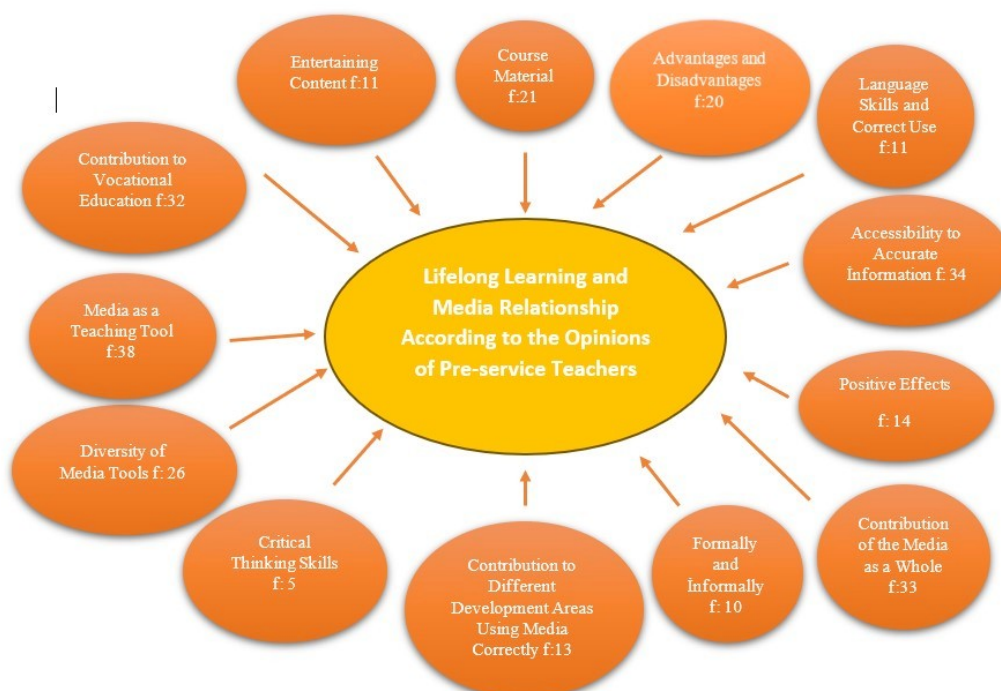
Figure 1. *Themes for Pre-Service Teachers' Relationship with LLL and the Media*

Theme 1: Expressions of 11 pre-service teachers were included in the theme of media's contribution to LLL as entertaining content. The expressions taken as examples are as follows:

> PT 48: *"Lifelong learning and media relations in preschool education are important for the development of children. Media supports children's development by supporting activities and accessing entertaining content. E-books, digital stories, audio stories, and educational games support both the development and entertainment of 3–6-year-olds. The important thing is to use media and communication tools in sufficient quantities at the right place and at the right time for the preschool period."*

> PST 26: *"As a classroom teacher, I use technology in my lessons. I can make lessons more enjoyable and entertaining, and I can help students remember them more. I show students quiz applications and help them play games and gain knowledge. I teach lessons together with games."*

> PST 30: *"I think it will be a fun and focused teaching experience. It should be used both at the entrance of the course to attract attention and during the application. It should aim to provide students with digital media literacy."*

Examining these statements, pre-service teachers state that when media is included as an entertaining element in the learning process, it facilitates learning, gamifies the lessons, and supports their development.

Theme 2: Statements of 21 pre-service teachers were included in the theme of the contribution of the media to LLL as course material. The expressions chosen as examples are as follows:

> PT 28: *"Lately, media has been very much in our lives, and we cannot ignore it. I plan to use videos, audio recordings, and constantly updated content, such as songs and educational cartoons, in pre-school education. "I think children should see content in every field."*

> PST 1: *"As a classroom teacher, I think using media is very effective in classroom education. Because the age group is 6-9, they are at play age and active. Relevant animations, songs, and game materials can be used in lessons to make students eager to learn. In this way, learning will be affected positively as attention and enthusiasm for the lesson will increase."*

> PT 43: *"Lifelong learning and media relations are related in the preschool period. For example, preschool teachers have the opportunity to convey stories about their activities to children more effectively through magazine works, music, animations, and movies through media. They both save time and allow children to have different experiences."*

Examining these statements, prospective teachers emphasized that using media and technology in education enriched students' learning experiences and could make the learning process more effective.

Theme 3: Opinions of 20 pre-service teachers were included in the theme of contribution to LLL as advantages and disadvantages. The expressions chosen as examples are as follows:

> TLT 12: *"We use media very effectively in our lives. This situation has both benefits and harms. Wrong information can be obtained through the media. Foreign words in the media will also negatively affect the students' language skills. The benefits are that we can access information quickly. Another benefit is that students can research and study subjects they do not understand in class. Using media actively in lessons allows students to listen to the lesson more effectively. He can do activities online after class."*

PST 59: "Today, media occupies a large place in our lives. There is much information in the media that we know or do not know, true or false. Since media occupies a large place in our lives, we constantly obtain information from there. However, we must also be careful while obtaining information."

TLT 43: "Media has many benefits in Turkish education, especially in helping students learn new words. There are also a few negative situations for students in teaching Turkish. If we want to give some examples, "I see that the rate of students listening to each other has decreased significantly."

Examining these statements, both the benefits and risks of the media are pointed out. While effective use of media may facilitate access to information, it also brings with it the risk of being exposed to misinformation, so it has been emphasized that media use should be done consciously and critically.

Theme 4: The contribution of Turkish to LLL in terms of language skills and correct use included the opinions of 11 pre-service teachers. The expressions chosen as examples are as follows:

TLT 6: "The media contributes greatly to four language skills. For example, there are dozens of benefits that we have noticed, such as improving visual reading on social media, improving reading and understanding on news or research sites, and making sense of a song when listening to it."

TLT 54: "Individuals who receive Turkish education ensure the correct use of language, diction, and pronunciation through media. It is beneficial to get to know the culture and increase this awareness by accessing extensive information through the media."

Examining these expressions, it is suggested that the media plays a positive role in language skills and Turkish education. It is emphasized that various media platforms can support language learning processes and increase cultural awareness. This shows that media is an essential resource in education and language learning processes.

Theme 5: Opinions of 34 pre-service teachers were included in the theme of contribution to LLL by increasing accessibility to accurate information. The expressions chosen as examples are as follows:

TLT 1: "Lifelong learning is an ongoing process in all areas of life. Since Turkish Education is an activity carried out through language and language is a living being, we continue to learn even if we are teachers. "One of the areas where we learned the most during this learning process is media."

PST 52: "A person learns things as his life continues. This learning can be related to any field. As individuals, we use more media when learning new things. Because it takes less time to access information, and the things we can learn increase even more thanks to the media. I think media will have an important place in my future professional life. I think it will make it easier for students to learn, access information, and access the information I can offer."

TLT 3: "Today, everyone turns to the media on every subject they want to be informed about and accepts the media primarily as a source. This importance also includes students. For this reason, teachers should guide students in using media in Turkish lessons; students should use media actively and raise students' awareness about media for lifelong learning."

Examining these expressions, both statements emphasize the importance of lifelong learning and draw attention to the role of the media in this process. The statement coded PST 52 offers a perspective that the media accelerates accessing information and learning and will become even more important in business life.

Theme 6: The theme of the media's contribution to LLL, by focusing on its positive effects, included the opinions of 14 pre-service teachers. The expressions chosen as examples are as follows:

TLT 11: *"Learning is a lifelong action. With the increasing use of technology in today's world, there is much information in various media types. We should obtain this information selectively and by questioning and not accepting every information we encounter as true. It is necessary to use the media consciously and be careful against information pollution."*

PT 52: *"Media tools are necessary for children to socialize, learn, and be more active. Environmental factors that affect game fiction, eating and drinking, and the characters displayed are almost under the influence of the media today. Media tools change children's emotions, thoughts, and behaviors, and these effects continue throughout life. Media will positively affect developing a sense of research in children throughout their lives."*

PT 29: *"Media is involved in almost all areas of our lives. Our learning continues at all ages. We should bring the media to our classroom in our future teaching years. The ages we will be transferring information to are between the ages of 6-10. At this age, current generations are intertwined with tablets, phones, and computers. Even though we think these are harmful, they also benefit children's learning. Considering my current experience, when I give my students the end-of-subject assessment test on paper, they get bored and do not want to do it. However, when I do this with Wordwall, a simple example of media, he not only has fun but also corrects his mistakes more easily and enthusiastically."*

Examining these expressions, both statements include thematic topics of learning, the role of media, and the approach to information. However, while the statement coded TLT 11 focuses more on using media critically and emphasizing being careful about information, the statement coded PT 52 focuses on the effects of media on children's development and sense of inquiry.

Theme 7: The media's contribution to YLL as a whole theme included the opinions of 33 pre-service teachers. The expressions determined as examples are as follows:

TLT 51: *"Since the priority in Turkish education is language, communication is an important part of lifelong learning; they integrate. Since we are now in the age of communication and technology, our learning mostly occurs through the media. "Lifelong learning can no longer take place independently of the media."*

SST 34: *"With the media being a part of life, there is a close relationship between lifelong learning and the media. "The relationship between these two concepts will produce much more positive results by making the media as useful as possible."*

SST 12: *"Social studies, as the name suggests, is intertwined with today's life. They can benefit greatly from the media. Can benefit from certain news regarding current events in today's events. Social studies continue throughout our learning lives. "We can also learn about many social issues outside of school, at home, or in any environment."*

Examining these expressions, it is seen that the focus is on the importance of media in lifelong learning processes and emphasizes the close relationship between these two concepts. Concepts such as communication, technology, language, and media appear as the main focal points of the expressions.

Theme 8: The opinions of 10 pre-service teachers were included in the theme of formal and informal contributions to LLL. The expressions determined as examples are as follows:

PST 6: *"Classroom education is the most important process for a child. If the*

information he will learn here is permanent, it will continue throughout his life. Lifelong learning is a process that continues both inside and outside the classroom. Using media in the classroom brings the child closer to the principle of vitality."

SST 18: "Authentic materials in social studies and museums can be conveyed through the media. Virtual museum visits are also effective in lifelong learning. The student acquires the information in the museum, benefits from the media, and realizes lifelong learning."

TLT 61: "Lifelong learning is learning in all areas of life, not limited to schools. Turkish education does not only take place at school but also in all areas of life, thanks to the media. We can improve Turkish education with different activities and apply it in other environments outside of school."

Examining these expressions, it is seen that the focus is on the concepts of education and learning processes, in-class and out-of-class learning, media use, and lifelong learning. In the statements of pre-service teachers, the focus is on education, media use, and lifelong learning. While the PST 6 statement provides a perspective on how classroom instruction and media can impact children, the SST 18 text focuses on social studies teaching and provides examples of how media can be used.

Theme 9: The opinions of 13 pre-service teachers were included in the theme of media's contribution to different development areas and LLL by using the media correctly. The expressions determined as examples are as follows:

TLT 40: "Turkish education helps to read the media well and analyze the news in the media well. It best adapts the four basic skills we acquire in Turkish (listening, reading, speaking, and writing) to the media. Media is especially effective in reading skills. The source of the news, its content, who wrote it, etc. He analyzes everything very well and thinks critically."

PST 23: "As a primary school pre-service teacher, I should first show my students the correct media use. Because in today's conditions, almost everything happens through the media. However, I am not a fan of depending entirely on the media. First, an environment should be created that will provide our students with a self-learning environment. I know that life is continuous learning and that I need to instill this process in my students along with the skill of questioning. "I can use the media in this process."

PT 24: "Based on my experiences, even when I do a book reading activity first when I project the book images to the children on the smart board, it attracts more attention from the children. They are much better at implementing what they see. However, there should be no media use during childhood, except for certain activities."

Examining these expressions, the focus is on Turkish education, media literacy, and providing students with critical thinking skills. While TLT 40's statement points out that Turkish skills can support media literacy, PST 23's statement emphasizes the importance of teaching students the correct use of media and developing self-learning and questioning skills.

Theme 10: Expressions of 5 pre-service teachers were included in the theme of the contribution of critical thinking skills to LLL. The expressions chosen as examples are as follows:

TLT 40: "The source of the news, its content, who wrote it, etc. He analyzes everything very well and thinks critically. "An individual who has studied Turkish will make the most of the media throughout his life."

TLT 56: "We raise individuals' awareness through media and prepare them for life. That's why media is and will continue to be with us in every field throughout our lives. Therefore, we should prepare individuals for conscious media use by carrying out

awareness-raising activities about media use. We must encourage individuals to think critically through conscious media use and develop their reasoning powers, thus enabling them to become qualified individuals for life and reintegrating them into society. That is why the influence of media is significant for lifelong learning."

SST 26: *"Lifelong learning is a form of learning that highlights a person's critical thinking skills. Media helps a person by supporting research on a subject."*

Examining these opinions, it focuses on the role and importance of media. It emphasizes that media use is a critical factor for raising individual awareness, developing critical thinking skills, and lifelong learning. When examined in detail, conscious media use is essential for a person's development and learning process. Additionally, attention is drawn to the media's potential to encourage critical thinking and bring qualified individuals to society.

Theme 11: Expressions of 26 pre-service teachers were included in the theme of the contribution of the diversity of media tools to LLL. The expressions chosen as examples are as follows:

TLT 57: *"Video contents can be opened via the smart board. Tests or various contents can be prepared and implemented via Canva. Web 2.0 tools can be used effectively. I used the boards and materials on Zoom effectively in the lessons. We watched the listening texts again through the media. We made a test solution using the WordPress application."*

PT 62: *"We learn most of our learning from our teachers at school. However, we also have the opportunity to learn the rest from the media. As the preschool department, we use web 2.0 tools such as Canva and Powtoon to attract children's attention better. Thus, we enrich learning by taking advantage of the digital environment."*

PT 54: *"Technology is very effective in our lives due to the century we live in. It is not possible to keep children completely away from technology and media. As preschool teachers, we can ensure that children benefit from media in a qualified way. For example, we can teach a value or concept to children by using digital stories and online games. Of course, we should be careful about screen time and make qualified preparations when introducing children to the media. We can benefit from the media through various events."*

Examining these expressions, it is seen that the focus is on the use of technology and digital tools in education processes. While the first statement (TLT 57) explains how the teacher teaches with technological tools in the classroom, the second statement (PT 62) explains how students include technology in their learning processes. Both statements emphasize how technology can be used in education and how it can contribute to enriching the learning experience. Effective use of such digital tools by teachers and students can make the educational process more attractive and efficient.

Theme 12: Statements of 38 pre-service teachers were included in the theme of contribution to LLL by using media as a teaching tool. The expressions chosen as examples are as follows:

PST 28: *"For example, when trying to provide students with the achievements of environmental cleanliness, clean and dirty environments can be compared through the media instead of just giving the subject a plain explanation. Examples from real-life countries can be shown. It can be supported with animations. It creates awareness in students about environmental cleanliness. It transforms the subject into information that should be used at every moment of life, rather than useless information that is only taught at school."*

PST 73: *"I think that media and lifelong learning are intertwined. As a classroom teacher, I must make my students active in the lesson, prevent them from being distracted, motivate them, and enable them to learn better through activities that attract their attention.*

This is due to social media, where students interact the most. I can use the games they play to explain the subject using applications such as Wordwall and Guizizz. I can explain the subject with eye-catching videos and animations. Because the age group I will be teaching is 7-11, it is essential to use the media to keep them in class."

PST 30: "Lifelong learning aims to learn from all active and passive sources, from birth to death of the individual. We use the media actively in this process, where we constantly acquire new information. As a classroom pre-service teacher, I think media should be used as much as possible in the teaching process. It is inevitable to include media in lesson plans because the target audience is digital natives who frequently use media."

Examining these expressions, it is seen that the role of media in education and how media can be used are emphasized. From these views, media is an effective tool in the education process, and ways to provide students with more attractive, interactive, and meaningful learning experiences are discussed.

Theme 13: The theme of the media's contribution to LLL due to its contribution to vocational education includes the opinions of 32 pre-service teachers. The expressions chosen as examples are as follows:

PT 40: "With new regulations, developments regarding preschool change occasionally. For example, the differences between former and newly graduated preschool teachers are visibly clear. 10-15 years ago, preschool institutions seemed to consist of child distraction and childcare, and indeed, the teachers of that period were providing their education based on this approach. The media plays a big role in these and similar changes and developments. Since we cannot send a previously trained preschool teacher back to university due to the developments, we will make up for their shortcomings by teaching them lifelong through the media. The demand for preschool education has increased in recent years, and new areas are planned to be added. I think the media will eliminate the deficiencies in this field for former teachers."

PT 63: "Media is now inevitably part of our lives. The media has a great impact on all our decision-making processes, from the department we read to the food we eat. Media also has an impact on preschool education. In our department, daily plans, activities, and materials are essential. Of course, we use our creativity, but we cannot design many activities. That is why we use media so often. Throughout our careers, conditions will change, and new curricula will be added. It will be thanks to the media that we learn and adapt to these new conditions."

PST 60: "Lifelong learning should be in classroom education as in every moment of our lives. Because we have responsibility for the education of our students, we need to improve ourselves constantly. We must constantly try to learn new things and renew ourselves. We can also do this learning through the media. The media acts as an assistant teacher for us. I will try to use the media a lot in my teaching role."

PST 34: "We obtain a lot of necessary and unnecessary information from the media. I think that most of the information we have acquired is useful and provides benefits for lifelong learning. I also benefited from media use in our department courses and gained useful information. I will benefit from these in my professional life as well."

Examining these opinions, it is seen that the importance and effect of media in education is emphasized. These statements emphasize how media can be used by educators to provide better instruction to students and to improve themselves continually. Effective media use in education can make learning experiences more prosperous and attractive.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

In line with the analysis of the research data, 13 themes emerged. These themes were discussed in the findings section. In line with the themes obtained or emerging from this study, all pre-service teachers who participated in the application expressed the relationship between lifelong learning and media.

In the theme "The contribution of media to lifelong learning as entertaining content," preschool teaching students used it more intensively than students of other departments. "The reason is that they create more game and event applications and access these contents through media compared to other levels."

In the theme "The contribution of media as course material to lifelong learning," preschool teaching students took part more than the other three departments. Pre-service teachers' use of media to make what was learned permanent, considering the preschool-age children who are in the concrete operational period, may have enabled them to take part in this theme.

In the theme "Contribution to lifelong learning as advantages and disadvantages," Turkish, primary school and preschool pre-service teachers created the theme stating that media has disadvantages and advantages. Given that not all content in today's media is accurate information, individuals face the potential of encountering disinformation if they are not cautious. This awareness is particularly evident among pre-service teachers, highlighting the relationship between media engagement and lifelong learning.

Turkish pre-service teachers were generally included in the theme "The contribution of Turkish to lifelong learning in terms of language skills and correct use." Only one primary school pre-service teacher student expressed an opinion that fell into this theme. The reason for this situation might be related to the concerns of Turkish pre-service teachers regarding the correct and proper use of Turkish and their profession. Emphasizing the importance of the correct spelling of words in news texts, Turkish pre-service teachers stated that taking examples of people who use the language correctly and checking the spelling of words from the TDK (Turkish Language Institution) dictionary will contribute to the correct spelling of words.

In the theme "Contribution to lifelong learning by increasing accessibility to accurate information," Pre-service teachers emphasized using media regarding access to and confirmation of information. They stated that it was related to lifelong learning. While the media provides many resources to access accurate information, it is also considered the environment where the flow of information is most intense in quantitative terms. For this reason, the statements of the pre-service teachers are logical in terms of access to information and confirmation in the media-lifelong learning relationship. We must question the information in the media and be careful against information pollution. In their study, Erdoğan and Eker (2020) stated that Turkish pre-service teachers have high perceptions of competence in media and technology skills, which are among the sub-dimensions of 21st century skills, and that they consider themselves competent in accessing information, obtaining information, and using technological tools to analyze it. In this respect, the study is compatible with the results in the literature.

In the theme "Contribution of media to lifelong learning by focusing on its positive effects." pre-service teachers believe that media is inevitable in this process; it is essential; it is an indispensable part of our lives; they can process lessons more efficiently with different activities in the media, and children's emotions, thoughts and imagination are affected by media. They emphasized that positive effects were created in the world. In his study, Boyacı (2019) examined the lifelong learning tendencies of pre-service teachers. As a result of the study, he stated that lifelong learning offers a positive perspective for pre-service teachers. At the same time, pre-service teachers have a high level of lifelong learning tendencies. This situation coincides with the results of the study.

In the theme "The contribution of the media as a whole to lifelong learning," pre-service teachers emphasized that since all courses are related to media, there is integrity, and that this integrity exists in harmony with lifelong learning. They emphasized that learning cannot be independent of the media and that the media covers every field.

Under the "contribution to lifelong learning, both formally and informally," theme, pre-service teachers emphasized the media-lifelong learning relationship by stating that lifelong learning is not limited to school but is a process that continues inside and outside the classroom. In addition, social studies pre-services teachers stated that learning could be made permanent by turning informal environments (online museums, 3D animations, etc.) into formal environments.

In the theme "Contribution to different development areas and lifelong learning by using the media correctly," Turkish pre-service teachers stated that they critically evaluated the news and content in the media; preschool pre-service teachers included activities that could attract the attention of children; and primary school and social studies pre-service teachers stated that they evaluated the media and their students. They emphasized that they could use the media correctly and effectively by providing them with questioning skills.

In the theme "The contribution of critical thinking skills to lifelong learning," Turkish pre-service teachers asked the question, "Who created the news/text source?" which is based on media literacy. In the context of the question, they mentioned that they increased their evaluation skills by using critical thinking skills with the media. While Turkish pre-service teachers generally mentioned the critical aspect of the media, primary school and preschool pre-service teachers did not mention the critical dimension. Only one of the social studies pre-service teachers touched upon the critical dimension and its contribution to lifelong learning.

In the theme "The contribution of the diversity of media tools to lifelong learning," pre-service teachers will be able to design activities by using various web 2.0 tools and applications (Canva et al., etc.), benefit from applications such as Zoom, Google Meet, etc., educational videos, digital stories, and games in lessons. They stated that they could integrate it into lessons. "Taylan (2020) and Kurbanoğlu (2010) stated in their study that pre-service teachers should not only develop lifelong learning competence, which is one of the twenty-first-century skills, but also develop the skills to use digital platforms and educational technologies competently and have the competence to integrate these skills into lessons. Teachers who think that lifelong learning is essential stated that they must be willing to learn lifelong to improve themselves, keep up with the times, and follow up-to-date information in their fields and that teachers and pre-service teachers who attach importance to personal and professional development have a high tendency to learn lifelong (Bulac & Kurt, 2019; Demir et al., 2022), which supports the findings of this study and similar studies.

In the theme of "Contribution to lifelong learning by using media as a teaching tool," prospective teachers stated that the use of media integrated with the curriculum would be economical and functional by making use of smart boards in lessons with the FATIH (Increasing Opportunities Improving Technology Movement) project. Pre-service teachers stated that they would use media to activate and motivate students in class and that they would benefit from educational animations, current events, and newspaper news in their lessons.

In the theme of "Media's contribution to lifelong learning due to its contribution to vocational education," pre-service teachers stated that they could renew themselves with the media, have up-to-date information, and quickly access course-related daily plans, activities, and practices from the media. With developing technologies, pre-service teachers declared they could contribute to teachers' professional lives by sharing the Web 2.0 tools and digital games they prepared as course materials. Ellez et al. (2021) stated in their study that teachers are open to self-improvement through lifelong

learning, willing to learn, and, at the same time, tend to learn continuously. They also concluded that Turkish pre-service teachers perceived themselves as competent in organizing learning, valuing the contribution of those around them regarding the learning process, and gaining knowledge and skills with information sources related to their profession, among the sub-dimensions of lifelong learning (Erdoğan & Eker, 2020). In their study, Kozikoğlu and Altunova (2018) discussed the positive relationship between lifelong learning and 21st-century skills. This supports the results of the study.

Evaluating the findings obtained from this study, they can be applied to different education levels. It can be designed by adding different demographic variables. Different parts can be applied in different provinces. This study was conducted for pre-service teachers. Studies can also be carried out for teachers. Apart from media, different concepts related to lifelong learning can be studied.

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