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## The Correlation Between the Media and Digital Literacy Levels of Pre-Service Social Studies Teachers

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## **Abstract**

The current study aimed to investigate the correlation between media and digital literacy levels of pre-service social studies teachers. The study was designed with mixed methodology. The study group was determined with the convenience sampling method, a purposive sampling technique. In the analysis of the quantitative data of the study, arithmetic mean, standard deviation, Kolmogorov-Smirnov test, Spearman's rho test and correlation test were used. In the analysis of qualitative data, content analysis was performed. The study findings revealed a positive very high-level and significant correlation between media and digital literacy levels of pre-service social studies teachers. According to the research, it was concluded that the pre-service teachers had the dimensions of media literacy the most after evaluation, respectively, of communication, of access, and of analysis the least. In addition, in the qualitative dimension results of the research, the views of the pre-service teachers were reached in the categories of the most skill development, then the goal and the least tool.

**Keywords:** Pre-service social studies teachers, media literacy, digital literacy.

## **Introduction**

Individuals should acquire certain skills to adapt to the and to participate in their society or other societies as active citizens. Literacy, which is among these skills, is very important for individuals. Individuals should acquire literacy skills to participate in the society as innovative, independent individuals (Thornberry, 1990; García Ochoa et al., 2016). The term literacy used to mean reading, writing and calculation. However, recently, the term's semantics changes and started to identify the skills required to understand the social and cultural environment (Varis, 2009). Literacy is generally employed to reflect competency in writing, reading and speaking a language. However, this meaning was not sufficient to reflect the requirements of the modern era; thus, literacy acquired the meanings of learning lifelong learning, and effective use of technologies and problem-solving methods (Wilson, 2002). Schools play an important role in the process of imparting literacy skills, which change in meaning over time, to individuals. In schools, it is aimed to give individuals many literacy skills. Some of these are media literacy and digital literacy skills.

Media literacy education is required to live, work and for citizenship in the current century. In other words, media literacy paves the way for mastering the skills required throughout the life of an individual (Thoman & Jolls, 2004). Media literacy, require educational programs that aim to protect the individuals from the adverse effects of the media (Potter, 2010; Jeong et al., 2012). The importance of media literacy skills in order to protect people against fake news has been understood more and more in recent years, and people from many fields, from educators to technology experts, have transferred important resources to this field (Bulger & Davison, 2018). Digital literacy skill is associated with effective use of information and communication technologies that contribute to personal development and problem-solving skills, or active participation in social life (Özerbaş & Kuralbayeva, 2018). With the recent COVID-19 pandemic, there has been a rapid transition towards digitalization in the education process around the world. Especially in this process, teachers and students experienced difficulties in online teaching and learning (Li & Yu, 2022). It is very important that individuals of all ages, from children to adults, have media literacy and digital literacy skills, the importance of which is further understood by the worldwide COVID-19 pandemic. In this direction, these types of skills need to

be acquired by individuals. One of the important courses to gain these skills is the social studies course. It is possible to see these skills within the scope of this course. Especially since the most important purpose of social studies is to raise active citizens in the society, these skills have gained even more importance within the scope of this course. Undoubtedly, the age we live in is the age of digitalization. It is very important for the teacher who teaches this course to have these skills, to respond to the understanding of digital education experienced in recent years and to raise effective citizens in the society due to the transformations in many areas of life. In order for teachers to teach these skills to individuals effectively, it is very important to find the answer to the question to what extent teachers have these skill levels in their teacher education processes and whether there is a relationship between both types of skills. Thus, the research problem was determined as follows: "Is there a correlation between media and digital literacy levels of pre-service social studies teachers?"

The literature review revealed several studies on media literacy. These studies were on the future, challenges and benefits of media literacy (Bulger & Davison, 2018), media literacy and associated perspectives (Brown, 1998; Potter & Byrne, 1998; Thoman & Jolls, 2004), teaching critical media literacy in the classroom (Alvermann et al., 2018), the affinity between imagination, social emotional learning and media literacy (Tsortanidou et al., 2022), media literacy status (Potter, 2010), promoting media literacy to older people (Rasi et al., 2021) and social media literacy (Cho et al., 2022). There are various studies in the literature on digital literacy. These studies were on the employment of digital literacy (Hartley, 2017), transformation and digital literacy (Farias-Gaytan et al., 2022), digital literacy scale development study (Reddy et al., 2022), teachers' digital literacy (Sánchez-Cruzado et al., 2021), the role of teachers and digital literacy in the COVID-19 pandemic process (Li & Yu, 2022), exploring digital literacy strategies for individuals with special educational needs (Tohara, 2021) and the reasons for the need for new approaches in the instruction of digital literacy (Breakstone et al., 2018). However, there was no study on the correlation between media and digital literacy levels of pre-service social studies teachers. Thus, the current study is expected to fill a significant gap in the literature. The current study aimed to determine whether there is a correlation between media and digital literacy levels of pre-service social studies teachers. Thus, the following research problems were determined:

- What is the media literacy level of the pre-service social studies teachers?
- What is the digital literacy level of the pre-service social studies teachers?
- Is there a correlation between media and digital literacy levels of pre-service social studies teachers?

## **Method**

### **The Research Design**

The study was designed with mixed methodology to determine the correlation between media and digital literacy levels of pre-service social studies teachers. Relational screening model was employed in the quantitative dimension of the study. Relational screening model investigates the correlation between two or more variables and explains the causality among these variables (Fraenkel et al., 2012). The other dimension of the study was designed with the qualitative

approach. The quantitative study data was supported with qualitative findings to collect in-depth data.

### **The Study Group**

The study group members were assigned with the convenience sampling method, a purposive sampling approach. The participants included freshman (f=32), sophomore (f=21), junior (f=30), and senior (f=45) students attending the department of social studies teaching. 55 pre-service teachers were female and 73 were male. Since the most important aim of social studies education is to train active citizens, and media and digital literacy skills of the pre-service social studies teachers should be good to train active citizens, the students from all class levels were assigned to the study group. Therefore, pre-service social studies teachers were assigned as the participants.

### **Data Collection and Analysis**

The study data were collected with the "Media literacy skills scale" developed by Erişti & Erdem (2017) and the "Digital literacy scale" developed by Ng (2012) and adapted to Turkish language by Üstündağ et al. (2017). The media literacy scale is a five-point likert type, and the group value ranges of the scale are as follows: 5-4.20 is completely suitable for me, 4.19-3.39 is quite suitable for me, 3.38-2.58 I have no idea, 2,57-1.77 is not suitable for me, between 1.76-0.96 is not suitable for me at all. The digital literacy scale is also in five-point likert type, and the group value ranges of the scale are as follows: 5-4.20 I strongly agree, between 4.19-3.39 I agree, between 3.38-2.58 I am undecided, 2.57-1,77 I disagree, between 1.76-0.96 I strongly disagree. The quantitative study data were collected on Google Forms from voluntary participants. To determine the data validity and reliability, Cronbach's Alpha coefficient was calculated for the media literacy and digital literacy scales and the following findings were obtained: The Cronbach's Alpha reliability coefficient was .970 for the media literacy scale. The Cronbach's Alpha reliability coefficient was .860 for the digital literacy scale. These findings demonstrated that both scales were highly reliable.

The qualitative study data were collected through focus group interviews with a group of students who represent the sample and have medium academic achievement levels. In the focus group interview, a total of 12 students, 4 from each grade level, were determined from the 1st, 2nd, 3rd and 4th grade students of social studies teaching on a voluntary basis, and a focus group interview was conducted with the students. The participants were verbally asked the following question: "Is there a correlation between media literacy and digital literacy? Opinions were received from three field experts regarding the research question and interviews were started as a result of positive response. The qualitative study data were collected with face-to-face interviews. The data obtained during the interviews were recorded with the permission of the interviewees, and then the transcript of the obtained data was made.

The quantitative study data were analyzed with the IBM SPSS 25 statistics software. The arithmetic means and standard deviations of the pre-service teacher responses were determined, and the normal distribution of the data was determined with the Kolmogorov-Smirnov test, kurtosis skewness values, histogram chart, the results of the Q-Q plot graph. It was determined that the data distribution was not normal; thus, the non-parametric Spearman's rho test was

employed to analyze the correlation between media and digital literacy levels. Content analysis was employed in the analysis of the qualitative study data. In the content analysis, initially, the data were coded, then the similar codes were grouped under categories. In order to determine whether the qualitative analysis was done correctly, first of all, some of the research data were asked to be done by an outside researcher, and when the difference between the two analyzes was examined, it was seen that the similarity was high and the researcher continued the analysis. The codes determined as a result of the analysis are listed under common categories and according to frequency intensities and given in a table. The data given in the table were also supported by sample interviews with the participants. In addition, during the analysis process, the female student was coded as F and the male student as M.

### Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

### Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Erciyes University Social and Human Sciences Ethics Committee

Date of ethical review decision = 25/01/2022

Ethics assessment document issue number= 36

### Findings

The arithmetic mean and standard deviation distributions obtained from the media literacy and digital literacy scales of pre-service social studies teachers are given in Table 1.

Table 1. *The arithmetic means and standard deviations of the scores of pre-service social studies teachers in media literacy and digital literacy scales*

Scale	Dimension	Items	Dimension $\bar{X}$	S	Level
Media literacy scale	Access	1.,2.,3.,4.,5.,6., 7., 8., 9., 10., 11., 12.	4,41	,47	Totally suitable for me
	Analysis	13.,14.,15., 16.,17., 18., 19., 20., 21., 22., 23., 24., 25., 26.	4,34	,55	Totally suitable for me
	Evaluation	27., 28., 29., 30., 31., 32., 33.	4,47	,57	Totally suitable for me
	Communication	34., 35., 36., 37., 38., 39., 40., 41., 42., 43., 44., 45.	4,42	,55	Totally suitable for me
Digital literacy scale		1., 2., 3., 4., 5., 6., 7., 8., 9., 10.	4,12	,61	I agree

As seen in Table 1, in the media literacy scale, the highest score of the pre-service social studies teachers was in the evaluation ( $\bar{X}=4.47$ ), followed by communication ( $\bar{X}=4.42$ ), access ( $\bar{X}=4.41$ ) and analysis ( $\bar{X}=4.34$ ) dimensions. It was determined that the arithmetic mean of the scores of the pre-service social studies teachers was  $\bar{X}=4,12$  in the digital literacy scale.

The normality test results for the pre-service social studies teachers' media literacy and digital literacy scale scores are presented in Table 2.

Table 2. The normality test results for the pre-service social studies teachers' media literacy and digital literacy scale scores

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Media literacy	,238	128	,000
Digital literacy	,255	128	,000

As seen in Table 2, Kolmogorov-Smirnov test result for the media literacy scale was .000, digital literacy scale Kolmogorov-Smirnov test result was .000. Since these findings were less than  $p < 0.05$ , the data distribution was not normal.

The findings regarding the relationship between media literacy and digital literacy levels of pre-service social studies teachers are given in Table 3.

Table 3. The correlation between media and digital literacy levels of pre-service social studies teachers.

Correlation

		Media literacy	Digital literacy
Spearman's rho	Media literacy	Correlation Coefficient	1,000
		Sig. (2-tailed)	,839**
		N	128
Digital literacy	Digital literacy	Correlation Coefficient	,839**
		Sig. (2-tailed)	1,000
		N	128

\*\* . Correlation is significant at 0.01 level (2-tailed).

As seen in Table 3, the Spearman's rho test finding was .839\*\* on the correlation between media literacy and digital literacy of pre-service social studies teachers. Since the finding was  $< 0.01$ , there was a positive and significant correlation between media literacy and digital literacy at 99% confidence level.

Based on the interviews conducted with the pre-service social studies teachers, the correlation between media literacy and digital literacy is presented in Table 4.

Table 4. *The correlation between media literacy and digital literacy according to the pre-service social studies teachers*

Skill development	f
Critical thinking skills	9
Questioning skills	7
Research skills	5
Communication skills	3
Analysis skills	3
Collaboration	2
Evaluation	2
Problem-solving skills	1
Total	32
Objective	
Media awareness	9
Technological awareness	5
Training aware individuals	2
Knowledge	2
Social media analysis	1
Adoption of social values	1
Total	20
Means	
Protection from the adverse effects of media	4
Facilitation of Daily life	2
Access to accurate information	2
Socialization	1
Job opportunities	1
Helps learn social problems	1
Total	11

As seen in Table 4, it was determined that the highest correlation was between media literacy and digital literacy in skill development (f=32), followed by objectives (f=20), and means (f=11) based on the views of the pre-service social studies teachers. In the skill development category, the participants mentioned critical thinking (f=9), questioning skills (f=7), research skills (f=5), communication skills (f=3), analysis skills (f=2), evaluation (f=2), and problem solving (f=1) skills. In the objectives category, the participants mentioned media awareness (f=9), technology awareness (f=5), individual awareness (f=2), knowledge (f=2), social media analysis (f=1), and adoption of social values (f=1) themes. In the means category, the participants mentioned protection from the adverse effects of the media (f=4), facilitation of daily life (f=2), access to accurate information (f=2), socialization (f=1), job opportunities (f=1) and helps learn about problems (f=1) themes. The views of the pre-service social studies teachers on the correlation between media literacy and digital literacy are quoted below:

2-M-9: "There is a very strong correlation between digital literacy and media literacy. Digital literacy aims to inform the individual on the use of novel technological tools. Media literacy allows the individuals to adopt a critical approach to knowledge, and to understand what is real and what is virtual, what is accurate and what is inaccurate, and the benefits and harms of these tools."

4-F-6: "Both accelerated with technological advances. Both emerged for beneficial and effective use of technology by humanity. Both aim to make harmful content work in favor of individuals. Both aim the employment secure technologies against cyberattacks. Both aim to make people's lives easier. Both protect people against the dangers of social media."

Even the ability to create a strong password comes down to media and digital literacy. Both allow individuals to advance their careers with technology.”

3-F-12: “Both require common knowledge and skills. Examples of these include critical thinking, analysis and questioning skills. Both aim to train individuals with high level of awareness. Both provide knowledge on accurate use of tools and technological devices.”

The results obtained in line with the findings regarding the relationship between media literacy and digital literacy levels of pre-service social studies teachers are given in the section below.

## **Conclusion, Discussion and Recommendations**

The following findings were obtained in the study where the correlation between media literacy and digital literacy levels of pre-service social studies teachers was determined: It was concluded that the highest media literacy scores of the pre-service social studies teachers were in the evaluation, followed by the communication, access and analysis dimensions. Media literacy skills are multidimensional. The effects of media are multidimensional on the individual in cognitive, emotional, physiological and behavioral dimensions both directly and indirectly via other individuals. Thus, for the development of media literacy, the development of several media literacy dimensions is necessary (Potter, 2010). Since the scores of the pre-service social studies teachers were similar and positive in all media literacy dimensions, this would contribute to the development of media literacy skills of the pre-service teachers.

The COVID-19 pandemic has revealed that it is a necessity for teachers to have digital literacy skills to provide online education and to implement an up-to-date and innovative education model (Sánchez-Cruzado et al., 2021). Therefore, pre-service teachers should also have this skill. In the study, it was concluded that the mean digital literacy scale score of the pre-service social studies teachers was  $\bar{X}=4.12$ . The score increases with the increase in media literacy. The score reflected a significant development across pre-service social studies teachers. Because these skills are a requirement today. According to Li & Yu (2022), with the recent COVID-19 pandemic, a blended education model should be used in educational institutions. Teachers also need to have digital literacy in order to meet the needs of the education model to be used in the future. According to Koltay (2011), due to the recent advances in digital technologies, individuals should possess good media awareness. Thus, it is necessary for the individuals to acquire competencies associated with digital literacy such as media literacy.

In the study, it was concluded that there was a positive and significant correlation between the media literacy and digital literacy levels of pre-service social studies teachers. Media and technology are interrelated in the current global culture. This interrelation affects the acquisition of knowledge about the world and establishment of educational foundations. In the current century, it is not sufficient for individuals to simply read the printed knowledge. Individuals need the skills to critically interpret multimedia culture (Thoman & Jolls, 2004). Thus, these skills are associated with individuals and these skills are a positive development for the individual to become an active citizen in the society. Çetin & İçi (2021) also found in their research that there is a positive moderate relationship between the digital literacy self-efficacy levels of pre-service



social studies teachers and their information and communication technologies self-efficacy. This study supports the results of the research.

Based on the qualitative data collected with the interviews conducted with pre-service social studies teachers, it was determined that there was a correlation between media literacy and digital literacy, mostly in skill development, and the least in means categories. In the category of skill development, the participants mentioned the critical thinking, questioning, research, communication, analysis, collaboration, evaluation, and problem-solving skills. According to Koltay (2011), media literacy, digital literacy and information literacy were the three types of skills that are required for critical approach to media messages. This report emphasized the significance of critical thinking skills. Jeong et al. (2012) reported that media literacy increased individual awareness about critical thinking, knowledge, and the impact of the media. These findings demonstrated that media literacy and digital literacy skills included the ability of an individual to look at media elements with a critical eye. The pre-service social studies teachers stated that the correlation between media literacy and digital literacy was based on the acquisition of critical thinking, questioning, research, communication, analysis, collaboration, evaluation and problem-solving skills. These are the skills required for the development of media literacy and digital literacy. Thus, these skills are among the qualities that an individual should possess to train active individuals. In the objectives category, the pre-service teachers mentioned media awareness, technological awareness, personal awareness, social media analysis, and adoption of social values. In the means category, the views of the pre-service teachers emphasized protection from the adverse effects of the media, and mentioned facilitation of daily life, access to accurate information, socialization, job opportunities and learning about social problems. Thus, it could be suggested that media literacy and digital literacy have objectives.

The introduction of the media culture in all learning environments from pre-school to graduate education would raise the interest of the students and ensure active student participation in the learning process. Active participation of the students in the learning process is the most important factor for learning achievements (Thoman, & Jolls, 2004). Thus, individuals should acquire media literacy and digital literacy skills. According to Potter (2010), media literacy skills of the individuals should be improved. Nobody is media literate by birth, this is an acquired skill. In the development of media literacy, the efforts of the individual and the guidance of an expert educator are important. This is also valid for digital literacy skills. Teachers play a key role in this process. According to Li & Yu (2022), the readiness level of faculty members and the support of the academic environment are also required in the development of teachers' digital literacy. For this reason, teacher training process is very important in the process of teachers' acquiring both media literacy and digital literacy skills. Therefore, it is important for pre-service teachers and teachers to acquire these skills first for students to acquire these skills effectively.

The following could be recommended based on the study findings: The correlation between media and digital literacy levels of the pre-service social studies teachers was investigated in the study. Future research could analyze the correlations between different skills. The determination the correlation between the skill levels of pre-service teachers and the skills is of vital importance for an effective education system. Determination of the skill types that pre-service teachers are incompetent would contribute to solve the problems in the education system.

In order to improve the media literacy and digital literacy skills of pre-service social studies teachers, these skills can be included more in undergraduate education programs. In addition, importance can be attached to the development of physical infrastructure in universities so that pre-service teachers can acquire these skills effectively.

Also, future studies could be conducted to determine the skill levels of young age groups and whether there are correlations between these levels. In the study, it was determined that the media literacy skills of pre-service social studies teachers were similar, and they reflected their views on the correlation between these skills in various categories. In teacher training, practical activities could be emphasized to further develop various skills. This could improve the experiences of pre-service teachers in various skills, and the instruction of these skills.

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## **BIOGRAPHICAL NOTES**

### **Researcher's Contribution Rate**

Author 1: %100

### **Conflict Statement**

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research



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### Sosyal Bilgiler Öğretmen Adaylarının Medya Okuryazarlığı ile Dijital Okuryazarlık Düzeyleri Arasındaki İlişki

#### Giriş

Birey yaşadığı topluma uyum sağlaması ve etkin vatandaş olarak kendi toplumunda veya diğer toplumlarda yer alabilmesi için birtakım becerileri edinmesi gerekir. Bu becerilerden olan okuryazarlık becerisi bireyler için çok önemlidir. Bireyler toplumsal yaşama katılım gösteren, yenilikçi, özgür bireyler olarak toplumda yer alabilmeleri için okuryazarlık becerilerine sahip olmaları gerekir (Thornberry, 1990; García Ochoa vd., 2016). Okuryazarlık terimi önceleri okuma, yazma, hesaplama gibi basit anlamlar içeriyordu. Fakat sonraki yıllarda anlamsal olarak değişimlere girerek, bireylerin kendi toplumsal kültürel çevresini anlaması yeteneğini kazanması için gerekli olan beceriler anlamını içermiştir (Varis, 2009). Zaman içerisinde anlamında değişme yaşayan okuryazarlık becerisinin bireylere verilmesi sürecinde okullar önemli roller üstlenirler. Okullarda bireylere birçok okuryazarlık becerisi verilmesi hedeflenir. Bunlardan bazıları ise medya okuryazarlığı ve dijital okuryazarlık becerileridir.

Medya okuryazarlığı eğitimi yaşadığımız yüzyılda yaşamak, çalışmak, vatandaş olabilmek için gerekli olan bir okuryazarlık türüdür. Bir nevi medya okuryazarlığı bireyin yaşamı boyunca gerekli olan becerilerde ustalaşmasının yolunu açmaktadır (Thoman & Jolls, 2004). Medya okuryazarlığı medyanın zararlı etkilerinden bireyleri korumayı hedef edinen eğitim programlarıdır (Potter, 2010; Jeong vd., 2012). Medya okuryazarlığı becerisi insanları sahte haberlere karşı korumak amacıyla son yıllarda önemi giderek daha da anlaşılmış ve bu alana eğitimcilerden, teknoloji uzmanlarına kadar birçok alandan kişiler önemli kaynaklar aktarmıştır (Bulger & Davison, 2018). Dijital okuryazarlık becerisi ise bireyin kişisel gelişimine, problemlerini çözmesine katkı sağlayacak özetle toplumsal yaşama etkin yararlı katılabilmesi için gerekli olan bilgi iletişim teknolojilerini etkin kullanabilmesidir (Özerbaş & Kuralbayeva, 2018). Son yaşadığımız COVID-19 pandemisi ile dünya çapında eğitim sürecinde dijitalleşmeye doğru hızlı

bir geçiş yaşandı. Özellikle de bu süreçte öğretmenler, öğrenciler çevrimiçi öğretme ve öğrenme de sıkıntılar yaşadılar (Li & Yu, 2022). Dünya çapında yaşanan COVID-19 pandemisi ile önemi daha da anlaşılan medya okuryazarlığı ve dijital okuryazarlığı becerilerinin çocuklardan yetişkinlere kadar, her yaşta bireyde bulunması çok önemlidir. Bu doğrultuda da bu beceri türlerinin bireylere kazandırılması gerekmektedir. Bu becerileri kazandırmak için önemli derslerden biri sosyal bilgiler dersidir. Bu dersin kapsamı içerisinde bu becerileri görmek mümkündür. Özellikle de sosyal bilgilerin en önemli amacının toplumda etkin vatandaşlar yetiştirmeyi hedef edinmesi nedeniyle de bu beceriler bu dersin kapsamı içerisinde daha da önem kazanmıştır. Kuşkusuz ki yaşadığımız çağ dijitalleşme çağıdır. Bu dersi veren öğretmenin bu becerilere sahip olması, son yıllarda yaşanan dijital eğitim anlayışına cevap verebilmek ve hayatın birçok alanında yaşanan dönüşümler nedeniyle toplumda etkin vatandaşlar yetiştirebilmek için çok önemlidir. Öğretmenlerin bu becerileri bireylere etkin bir şekilde öğretebilmeleri için öğretmen eğitimleri süreçlerinde bu becerilere ne derece sahip oldukları ve her iki beceri türü arasında ilişki bulunmakta mı sorusunun yanıtını bulmak önemlidir. Bu nedenle araştırmanın problem cümlesini sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ve dijital okuryazarlık düzeyleri arasında nasıl bir ilişki bulunmaktadır? Sorusu oluşturmaktadır. Araştırmanın amacı ise sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ile dijital okuryazarlık düzeyleri arasında ilişki olup olmadığını incelemektir. Bu amaç doğrultusunda aşağıda yer alan sorulara cevaplar aranmıştır: Sosyal bilgiler öğretmen adaylarının;

- Medya okuryazarlık düzeyleri nasıldır?
- Dijital okuryazarlık düzeyleri nasıldır?
- Medya okuryazarlığı ile dijital okuryazarlık düzeyleri arasında ilişki var mıdır?

## **Yöntem**

Araştırmada sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ile dijital okuryazarlık düzeyleri arasındaki ilişkiyi incelemek üzere karma (mix) yöntem kullanılmıştır. Araştırmanın nicel kısmı ilişkisel tarama modelindedir. Araştırmanın diğer boyutu ise nitel araştırma tasarımına göre tasarlanmıştır. Araştırmada nicel verileri desteklemek amacıyla sosyal bilgiler öğretmen adaylarından derinlemesine bilgi edinmek amacıyla nitel araştırma deseni tercih edilmiştir. Araştırmanın çalışma grubu ise amaçlı örnekleme yöntemlerinden biri olan kolay ulaşılabilir durum örnekleme niteliğindedir. Araştırmanın katılımcı grubu sosyal bilgiler öğretmenliği bölümünde eğitim alan 1., 2., 3. ve 4. sınıf öğrencilerinden oluşmuştur. 1. sınıftan (f=32), 2. sınıf (f=21), 3. sınıf (f=30) ve 4. sınıf (f=45) öğretmen adayı yer almıştır. Öğretmen adaylarının 55'i kadın, 73'i ise erkektir. Araştırmanın verileri Erişti & Erdem (2017) tarafından geliştirilen "*Medya okuryazarlığı becerileri ölçeği*" ile Ng (2012) tarafından geliştirilmiş ve Üstündağ, Güneş & Bahçivan (2017) tarafından Türkçeye uyarlanan "*Dijital okuryazarlık ölçeği*" ile toplanmıştır. Araştırma nicel verileri toplanırken gönüllülük esasına göre Google Form aracılığıyla katılımcılardan veriler toplanmıştır. Araştırmanın nitel verileri ise örnekleme temsil edecek, orta akademik başarı düzeylerine sahip olan bir grup öğrenci ile odak grup görüşmesi aracılığıyla toplanmıştır. Araştırmadan elde edilen nicel veriler ise IBM SPSS 25 istatistik programı aracılığıyla analiz edilmiştir. Öğretmen adaylarının ölçeklere verdikleri cevapların aritmetik ortalama, standart sapma dağılımları belirlenmiş ve ölçeklerin normal dağılım gösterip göstermediğine bakılmıştır. Elde edilen bulgularda verilerin normal dağılmadığı tespit edilerek

parametrik olmayan Spearman's rho testi ile medya okuryazarlığı ile dijital okuryazarlığı arasında ilişki olup olmadığı analiz edilmiştir. Araştırmanın nitel verilerinin analizinde ise içerik analizi yapılmıştır. İçerik analizinde önce kodlar çıkarılmış sonra birbirine yakın kodlar ortak kategoriler altında betimlenmiştir.

## Sonuç, Tartışma ve Öneriler

Sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ile dijital okuryazarlığı düzeyleri arasındaki ilişkinin incelendiği çalışmada şu sonuçlar elde edilmiştir: Sosyal bilgiler öğretmen adayları medya okuryazarlığı ölçeği alt boyutlarından en çok *değerlendirme* sonra sırasıyla *iletme*, *erişme* ve en az olarak ise *analiz* boyutlarına sahip oldukları sonuçlarına ulaşılmıştır. Medya okuryazarlığı becerisi çok boyutludur. Medya bireyi hem doğrudan hem de diğer insanlar aracılığıyla dolaylı olarak bilişsel, duygusal, fizyolojik, davranışsal yönlerden etki yapmaktadır. Bu nedenle medya okuryazarlığı becerisinin bireyde tam olarak gelişebilmesi için medya okuryazarlığını oluşturan boyutların birkaçında bireyin gelişmesi gerekir (Potter, 2010). Dolayısıyla araştırma sonuçlarında sosyal bilgiler öğretmen adaylarının medya okuryazarlığı boyutlarının tüm boyutlarına birbirine yakın ve pozitif yönlü olarak sahip olmaları, öğretmen adaylarının medya okuryazarlığı becerilerini geliştirmelerine olumlu katkı sağlayacaktır. COVID-19 pandemisi, öğretmenlerin çevrimiçi eğitim vermeleri, güncel ve yenilikçi bir eğitim modeli uygulamaları için dijital okuryazarlık becerilerine sahip olmalarını bir gereklilik olarak ortaya çıkardı (Sánchez-Cruzado vd., 2021). Dolayısıyla da öğretmen adaylarının da bu beceriye sahip olması gerekir. Araştırmada sosyal bilgiler öğretmen adayları dijital okuryazarlık ölçeğinden ise aritmetik ortalama olarak  $\bar{X}=4,12$  bir değere sahip oldukları sonucuna ulaşılmıştır. Bu sonuç medya okuryazarlığı ile yakın, pozitif yönlü bir artışa sahip bir değerdir. Bu değer pozitif yönlü olarak sosyal bilgiler öğretmen adaylarında yer alması önemli bir gelişmedir. Çünkü bu beceri türleri günümüz için çok gereklidir. Li & Yu'ya (2022) göre son yaşanan COVID-19 pandemisiyle birlikte eğitim kurumlarında harmanlanmış eğitim modeli kullanılması gerekmektedir. Öğretmenlerinde de gelecekte kullanılacak eğitim modelinin ihtiyaçlarını karşılamak için dijital okuryazarlığa sahip olmaları gerekmektedir. Koltay'a (2011) göre de dijital teknolojilerin son yıllarda çok sayıda artmasıyla birlikte medya bilincinin bireylerde iyi düzeyde olması gerekir. Dolayısıyla medya okuryazarlığı gibi dijital okuryazarlığa ilişkin yetkinlikleri bireylerin kazanmaları gereklidir.

Araştırmada sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ile dijital okuryazarlık düzeyleri arasında pozitif yönlü anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Medya ve teknoloji yaşadığımız küresel kültürde birleşmektedir. Bu birleşme bireylerin dünya hakkında bilgiler edinmesine ve eğitimin temellerine de etki etmektedir. Yaşadığımız yüzyılda bireyler tarafından sadece basılı olan bilgileri okumak, onlar için yeterli gelmemektedir. Multi medya kültürünü bireyler eleştirel bir şekilde yorumlama yeteneğine ihtiyaç duymaktadırlar (Thoman & Jolls, 2004). Bu nedenle bireyler bu becerilere sahip olmak ihtiyacı içinde olmaktadır. Bu becerilerin bireylerde yakın ilişki içerisinde olması doğal ve bireyin toplumda etkin bir vatandaş olması için olumlu gelişmedir. Çetin & İçci (2021) de yaptıkları çalışmada sosyal bilgiler öğretmen adaylarının dijital okuryazarlık özyeterlilik düzeyleri ile bilgi iletişim teknolojileri özyeterliliği arasında pozitif yönlü orta derece de bir ilişki olduğunu tespit etmişlerdir. Bu çalışmada araştırma sonucunu destekler niteliktedir.



Sosyal bilgiler öğretmen adaylarıyla yapılan görüşmelerden elde edilen nitel sonuçlara göre; medya okuryazarlığı ve dijital okuryazarlık düzeyleri arasında en çok *beceri geliştirmek* sonra *amaç* en az olarak ise *araç* yönünden ilişki olduğu yönünde öğretmen adaylarının görüşlerine ulaşılmıştır. Beceri geliştirmek kategorisinde en çok *eleştirel düşünmek* sonra *sorgulama becerisi geliştirme, araştırma yapmak, iletişim becerilerini geliştirmek, analiz etme becerisi geliştirme, işbirliği yapmak, değerlendirme yapmak* en az ise *problem çözmek* becerilerine ulaşılmıştır. Sosyal bilgiler öğretmen adayları, medya okuryazarlığı ve dijital okuryazarlığı arasında; eleştirel düşünme yanında sorgulama, araştırma, iletişim, analiz, işbirliği, değerlendirme ve problem çözmeye yönünden ilişki olduğu doğrultusunda görüşlerini ifade etmişlerdir. Bu becerilere de bakıldığı zaman medya okuryazarlığı ve dijital okuryazarlık becerilerinin gelişebilmesi için gerekli becerilerdir. Bu bağlamda bu beceriler toplumda etkin bir bireyin yetişmesi için bireyde bulunması gereken nitelikler arasında yer almaktadır. Amaç kategorisinde ise en çok *bilinçli medya kullanımı* sonra *bilinçli teknoloji kullanımı, bilinçli bireyler yetiştirmek, bilgi edinmek* en az olarak ise *sosyal medyayı analiz etmek ve toplumsal değerlere sahip çıkmak* görüşlerine ulaşılmıştır. Araç kategorisinde ise en çok *medyanın kötü etkisinden korunmayı sağlar* sonra *günlük hayatı kolaylaştırır, doğru bilgiye ulaşmayı sağlar* en az olarak ise *sosyalleşmeyi sağlar, iş olanakları sağlar ve toplumsal sorunları öğrenmeye yardımcı olur* yönünde sosyal bilgiler öğretmen adaylarının görüşlerine ulaşılmıştır. Bu sonuçlara bakıldığı zaman aslında medya okuryazarlığı ve dijital okuryazarlığın amaçları olduğunu görmekteyiz.

Araştırmadan ulaşılan sonuçlara göre şu öneriler geliştirilebilir: Araştırma da sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ile dijital okuryazarlık düzeyleri arasındaki ilişki incelenmiştir. Yapılacak olan diğer araştırmalarda farklı beceri türleri arasında ilişki incelenebilir. Öğretmen adaylarının sahip oldukları beceri düzeyleri ve beceriler arasında ne yönde ilişki olduğunun belirlenmesi etkin bir eğitim öğretim sistemi oluşabilmesi için hayati öneme sahiptir. Öğretmen adaylarının yetersiz olduğu beceri türlerinin belirlenmesi eğitim sistemindeki eksiklikleri düzeltme açısından önemli katkı sağlayacaktır. Sosyal bilgiler öğretmen adaylarının medya okuryazarlığı ve dijital okuryazarlık becerilerini geliştirmek için lisans eğitim programlarında bu becerilere daha fazla yer verilebilir. Ayrıca bu becerilerin öğretmen adaylarının etkin edinebilmeleri için üniversitelerdeki fiziki alt yapıların geliştirilmesine önem verilebilir.