Araştırma-İnceleme

AN EVALUATION ON ADVERTISING LITERACY EDUCATION: AN ASSESSMENT OF MEDIA LITERACY CURRICULUM IN TERMS OF ADVERTISING LITERACY IN TURKEY[1]

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Abstract: Advertising literacy has an elucidative characteristic in order to be comprehended advertisements in a correct manner by children. In relation to this matter, advertising literacy has gained importance in the field of advertising in recent years. Advertising literacy education is a part of media literacy education program. Media literacy education program includes various subjects related to advertising literacy. Media literacy has started to be taught as an elective course since 2007-2008 education term in Turkey. Media literacy curriculum, which was prepared by The Radio and Television Supreme Council (RTUK) and The Ministry of National Education (MEB), has been updated in 2014. New media literacy teaching material in primary education started to be taught in 2014-2015 education term. The main focus of this study is an evaluation of media literacy curriculum in terms of advertising literacy in Turkey. In this frame, the content of media literacy course was examined in terms of advertising literacy, and old and new teaching materials in primary education were compared. In this context, the main components of advertising literacy curriculum were identified. Besides, the similarities and dissimilarities of old and new teaching materials in the field of advertising literacy were revealed. The findings of the study indicated that the new teaching material, which is more comprehensive in terms of subjects included in the curriculum regarding advertising literacy, allocates more space to advertising literacy, and embraces the different aspects of advertising literacy. In conjunction with this, the topics associated with advertising literacy are explained in more detail, and the new education program leads students to be more active and to be more productive. Consequently, the new teaching material contributes more to

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become a conscious advertising literate rather than the old teaching material.

Keywords: Advertising literacy, Media literacy, Turkey.

REKLAM OKURYAZARLIĞI EĞİTİMİ ÜZERİNE BİR DEĞERLENDİRME: TÜRKİYE'DEKİ MEDYA OKURYAZARLIĞI MÜFREDATININ REKLAM OKURYAZARLIĞI AÇISINDAN DEĞERLENDİRİLMESİ

Öz: Reklam okuryazarlığı, çocukların reklamları doğru bir şekilde değerlendirmesi için yol gösterici bir nitelik taşımaktadır. Bununla bağlantılı olarak, reklam okuryazarlığı son yıllarda reklamcılık alanında önem kazanmıştır. Medya okuryazarlığı eğitimi, reklam okuryazarlığı ile ilgili çeşitli konuları kapsamaktadır. Türkiye'de medya okuryazarlığı, 2007-2008 eğitim-öğretim yılından itibaren seçmeli bir ders olarak öğretilmeye başlanmıştır. Radyo Televizyon Üst Kurulu (RTÜK) ve Milli Eğitim Bakanlığı (MEB) tarafından hazırlanan medya okuryazarlığı müfredatı 2014 yılında güncellenmiştir. Yeni medya okuryazarlığı öğretim materyali, ilköğretimde 2014-2015 eğitim-öğretim yılından itibaren öğretilmeye başlanmıştır. Bu çalışma, Türkiye'de medya okuryazarlığı müfredatının reklam okuryazarlığı ekseninde değerlendirilmesine odaklanmaktadır. Bu çerçevede, medya okuryazarlığı dersinin içeriği reklam okuryazarlığı açısından analiz edilmektedir ve eski ve yeni öğretim materyalleri karşılaştırılmaktadır. Bu bağlamda, reklam okuryazarlığı müfredatının temel bileşenleri belirlenmiştir. Bunun yanısıra, reklam okuryazarlığı ekseninde eski ve yeni eğitim materyallerinin benzerlikleri ve farklılıkları tespit edilmiştir. Bu çalışmanın bulguları, müfredatta ele alınan konular açısından daha kapsamlı olan yeni öğretim materyalinin reklam okuryazarlığına daha fazla yer ayırdığına ve reklam okuryazarlığının farklı boyutları üzerinde durduğuna işaret etmektedir. Bununla bağlantılı olarak, reklam okuryazarlığı ile ilgili konular daha detaylı olarak açıklanmaktadır ve yeni öğretim programı öğrencileri daha aktif ve daha üretken olmaya yönlendirmektedir. Sonuç olarak, yeni öğretim materyali, eski öğretim materyaline oranla daha bilinçli bir reklam okuryazarı olunmasına daha fazla katkıda bulunmaktadır.

Anahtar Sözcükler: Medya okuryazarlığı, Reklam okuryazarlığı, Türkiye.

Introduction

Children watch, read or listen a number of advertisements in their daily lives. In this frame, advertising literacy education has an elucidative characteristic in order to be comprehended advertisements in a correct manner by children. Besides, advertising literacy education is also important in order to protect children from the negative effects of advertising. In relation to this matter, advertising literacy has gained importance in the field of advertising in recent years. On the contrary, as Malmelin pointed out that "given the well-documented importance of media literacy and media education, it is surprising how little research attention has been paid to the aspect of advertising" (2010, p.

130). In this context, the current study focuses on advertising literacy education, and examines the basic characteristics of advertising literacy education in Turkey.

Advertising literacy is a part of media literacy education program. In other words, media literacy education program includes various subjects related to advertising literacy. In Turkey, media literacy has started to be taught in primary education at 6th, 7th and 8th grades in 2006-2007 education term as a pilot project. Media literacy started to be taught in 2007-2008 education term as an elective course. Media literacy curriculum, which was prepared by The Radio and Television Supreme Counsil (RTUK) and The Ministry of National Education (MEB), has been updated in 2014. New teaching material for media literacy in primary education started to be taught in 2014-2015 education term.

This study focuses on an assessment of media literacy curriculum in terms of advertising literacy in Turkey. In this context, the content of media literacy course was investigated, and the old and new teaching materials were compared in order to evaluate advertising literacy education. In this respect, the study aims to reveal the main components of advertising literacy education in Turkey.

1. Literature Review

Literacy is defined as "an umbrella concept that comprises different forms of reading and interpretation", "the individual's personal ability to understand different kinds of signs and symbolic systems", and "the ability to produce different kinds of messages by using these symbolic systems" (Malmelin, 2010, p. 131). In this frame, advertising literacy refers the ability to analyze, evaluate, and create persuasive advertising messages across a variety of media (Young, 2003). When these definitions of literacy and advertising literacy are evaluated, it is noticed that comprehending of media messages and advertisements is an important component of literacy. In this context, it is important to note that the main components of advertising literacy are the ability to distinguish advertising from media content, to understand the persuasive intent of advertising, and to recognize specific instances of bias and deception, knowledge of advertising tactics and appeals (Livingstone & Helsper, 2006; Roedder John, 1999). Besides, when the definitions of literacy and advertising literacy are considered, it is also noticed that producing or generating messages is another important component of literacy.

A number of studies have been conducted to analyze advertising literacy. In this context, a study done by Malmelin (2010) focused on concept of advertising literacy, and examined dimensions of advertising literacy. Malmelin proposed a model of advertising literacy and classified dimensions of advertising literacy into four categories as informational literacy, visual literacy, rhetorical literacy, and promotional literacy (2010, p. 133). This study had an elucidative characteristic for the current study by putting forward the model of advertising literacy. This model was used in the current study in order to evaluate the advertising literacy curriculum. Besides, a study done by Rozendaal et al.

(2011) considered advertising literacy as a defense against advertising effects. Rozendaal et all. pointed out that conceptualization of advertising literacy needs to be extended, and proposed a three-dimensional conceptualization of children's advertising literacy: conceptual advertising literacy (recognition of advertising, understanding selling intent, recognition of advertising's source, perception of intended audience, understanding persuasive intent, tactics, and advertising's bias), advertising literacy performance (retrieval of advertising literacy, application of advertising literacy), attitudinal advertising literacy (skepticism toward advertising, disliking of advertising) (p. 346). This study had a guiding characteristic for the current study by putting forward different aspects of advertising literacy. Besides, a study done by Nelson (2015) focused on developing persuasion knowledge by teaching advertising literacy in primary school, and examined the effectiveness of an initial three-hour advertising literacy classroom intervention. In this regard, the field experiment was conducted in order to reveal the impact of advertising literacy education. The findings of the study pointed out that advertising literacy training contributes to students' understanding of the message creator, the selling intent, persuasive strategy, and target audience (p. 1). Besides, the results of the study also pointed out that low advertising literacy at baseline for high-poverty children, and low advertising literacy can lead up to negative advertising effects (p. 12). This study had a guiding characteristic for the current study by pointing out the significance and impact advertising literacy education. Apart from that, a research conducted by An, Jin and Park (2014) examined children's advertising literacy for advergames, and investigated whether children recognized advergames as a type of advertising and the efficacy of an advertising literacy program. The findings of the research revealed that "without the advertising literacy education, about three-quarters of the children did not recognize advergames as a type of advertising" (p. 63). This study had an elucidative characteristic by underlying the significance of advergames as an advertising literacy item. Similarly, a study done by Stern and An (2009) focused on children's cognitive understanding of commercial nature of advergames, and investigated whether an advertising literacy lesson make a difference. The findings of study indicated that "a modest educational intervention made a difference in increasing children's comprehension of the commercial sponsor and motive of the advergame" (p. 2). This study had a guiding characteristic for the current study by pointing out the use of advergames in the field of advertising literacy education. In addition to these, a number of studies have been conducted to investigate the relationship between advertising literacy and advertising effects focusing on food related preferences (Livingstone&Helsper, 2006; Tarabashkina et all., 2011; Spielvogel & Terlutter, 2011 a, 2011b; Lin & Peng, 2010). These studies analyze the relationship between advertising literacy and advertising effects, and discuss the impact of advertising literacy on food related preferences.

A number of studies have been conducted to examine media literacy education program in Turkey. In this frame, a study done by Hasdemir (2012) investigated the main lines of the history of media literacy education in Turkey, evaluated the objectives determined for this course, and revealed basic elements in the old curriculum of media literacy course. The findings of the study indicated that old education program was based on protective approach focused on preserving children from harmful effects of media, and the author proposed an approach based on reinforcing skills instead of a protective approach for critical media literacy (p. 36). Besides, a study conducted by Karaduman (2013) analyzed media literacy education in Turkey and pointed out the problems experienced in practice. The results of the study revealed that the old media literacy course was insufficient in its critical dimension; teaching of the course as an elective course decreases the importance level of the course in terms of its scope and efficiency; the lack of grading for the assessment and measurement may decrease the student's interest; teachers' guide is the same for 6th, 7th and 8th grades was another problem; program was based on informative grounds rather than the educational perspective adopting a critical pedagogical approach (p. 377). Likewise, a research conducted by Altun (2009) also examined the curriculum of media literacy course. The findings of the research revealed that the scope and effectiveness of media literacy education decreased since it was an elective course (p. 97). In addition, Balaban, Ünal and Küçük (2008) conducted a study about evaluation of media literacy course in terms of its objectives and activities. In this respect, Media Literacy Course Instruction Guide was examined by using document analysis. The findings of the study indicated that the most of the activities are not accordance with goals, and critical view point should be gained importance in the field of media literacy education (p. 558). These studies focused on the old education program, and had a guiding characteristic by pointing out the basic components of that program, and problems in practice. On the contrary, these studies investigated the old education program in terms of media literacy not focusing on advertising literacy.

When the studies conducted in this field were analyzed, it is noticed that media literacy course was not investigated focusing on advertising literacy in Turkey. Considering this lack in the literature, the present study examines media literacy curriculum in terms of advertising literacy. In this context, the main aim of this study is to identify primary characteristic of advertising literacy curriculum in Turkey.

2. Method

In this section, the research questions, data, and data analysis were explained.

2.1. Research Questions

The current study focuses on the following research questions:

1. What are the main components of old and new teaching materials in terms of advertising literacy?

2. What are the similarities and dissimilarities of old and new teaching materials in terms of advertising literacy?

2.2. Data

In the present study, all these documents associated with the old and new curriculum were investigated. In this frame, Media Literacy Teaching Program and Guide (2006), Media Literacy Handbook (2007) and Media Literacy Instruction Guide (2008) were included as an old curriculum. Media Literacy Teaching Material (2014) and Media Literacy Teaching Program (2013) were included as a new curriculum. In this respect, advertisement and advertising terms were investigated and identified in the all these documents associated with the old and new teaching materials.

2.3. Data analysis

This study is based on qualitative analysis. Qualitative analysis refers to "a process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge" (Corbin & Strauss, 2008, p. 1). In this study, documents were used as primary data sources. Documents contribute to uncover meaning, develop understanding, and discover insights relevant to the research problem (Merriam, 1988, p. 118). Documents can also contribute to track changes and development (Bowen, 2009, p. 30). In the current study, document analysis is performed. Document analysis is a systematic procedure for reviewing or evaluating documents (Bowen, 2009, p. 27). In this frame, the present study was designed with regard to related prior studies mentioned above (e.g. Karaduman, 2013; Balaban-Salı, Ünal and Küçük, 2008). The categories used in the analysis were adapted from Media Literacy Teaching Program and Guide (2006) and Media Literacy Teaching Program (2013). In this frame, the main categories are determined as basic approach of the education program, the content of the program, activities proposed in the teaching material, skills and attainments which are intended to be gained, values which are intended to be taught, measurement and assessment, and evaluation in terms of the model and dimensions of advertising literacy. In this context, the category named as basic approach of the education program refers to the main aim and structure of the education program. The category called as the content of the program attributes to course subjects. The category named as activities points out exercises proposed in the teaching material. The category named as skills and attainments refers to abilities and acquirements which are intended to be gained. The category called as values points out merits which are intended to be taught. The category named as measurement and assessment attributes to tools in order to use for measuring and assessing. The category named as evaluation in terms of the model and dimensions of advertising literacy refers to assessment of the education program with regard to the model and dimensions of advertising literacy recommended by Malmelin (2010).

3. Findings

In this section, there are 8 subchapters. In this respect, first of all, the main components of advertising literacy curriculum were identified. In this context, the primary characteristics of old and new teaching materials in terms of advertising literacy were revealed. Then, the similarities and dissimilarities of old and new teaching materials in terms of advertising literacy were revealed.

3.1. Basic approach of the education program

When the basic approach of the old education program is analyzed, it is noticed that the old program is stand on information about different communication platforms. Besides, the old education program brings the relationship between advertising literacy and advertising effect into the forefront, and aims to preserve students from the unfavorable effects of advertising. The basic purposes of old education program are stated in Media Literacy Teaching Program and Guide as follows: to raise students' awareness to become sensitive to the environment they live in, to reach messages presented by media, to gain the skills of transmitting, analyzing, and evaluating these messages, to acquire a critical viewpoint towards media messages, to contribute to become a conscious media literate, to participate in social life more actively, to contribute to raise awareness for carrying public and private broadcasting forward to more positive points (2006, p. 7). In this regard, it is considerable to note that the basic purposes of old education program do not include production of messages.

The new education program is stand on the empowerment of the skills related to media literacy. In this context, the main component of the new education program is the ability to access, analyze, evaluate and create messages (Media Literacy Teaching Program, 2013, p. 3). In relation to this matter, it is determined that the activities and attainments related to the ability to access, analyze, evaluate and create messages take places in each unit. Besides, the new program gives media message production or production of messages prominence. In this respect, students are expected to comprehend the production process of media messages, to create their own messages, and to find out by creating message and to make their own inferences. It is significant to note that the new education program gives particular importance to learning in practice-based studies, and the exhibition of students' works. Furthermore, the new education program brights enhancing level of awareness about media messages, and analyzing information from a critical perspective or evaluating critically about media content into the forefront.

3.2. The content of the program

The different sections of the old teaching material refer to advertising. In this frame, advertising is defined, and aim and function of advertisements are explained in Media Literacy Handbook (2007). Besides, it is identified that the old teaching material gives information about the main actors -media, advertisers, advertising professionals and audiences/readers/listeners- in the system. In this respect, it is drawn attention to relationship between advertising

revenue and media corporations, and pointed out advertisements as main reveneu of media corporations. In this frame, it is stated that advertising reveneu is necessity for media corporations in order to continue their existence, and this situation affects media content; and that media corporations have commercial goals, and generate income by advertising revenue (Media Literacy Handbook, 2007, p. 29). In this context, Dallas Smythe's the consciousness industry thesis is referred. According to Smythe's thesis (1981), the commodity produced by the media is audience, and audience is sold as a commodity; it is drawn attention to the effect of advertising revenue on media messages.

The old education program drawns attention to the relationship between advertising and consumer culture. In this frame, the old teaching material points out the overabundance of advertisements, the role of advertising in the development of consumer culture, and necessity about persuading consumers for capitalist society. Besides, it is also pointed out the misleading characteristics of advertisements. Media Literacy Handbook (2007) stated that advertisements produce artificial needs, and this situation especially influences children (p. 54). In this frame, it is pointed out using celebirities in advertisements a persuasive element. Apart from that, historical information about television advertising, and different formats in television advertising are explained in the section focused on television. It is stated that different kinds of programs are broadcasted in television, and advertisements are parts of media content, and it is drawn attention to the effect of advertising revenue on media messages (p. 29). In the section focused on radio, the advantages and disadvantages of radio as a medium are explained. In the section focused on press, the advantages of newspapers and magazines as a medium are described. It is stated that according to the press ethical principles, the commercial content in the press must be stated as advertisements (p. 114). In the section focused on internet, the advantages of internet as a medium are clarified. Apart from that, Media Literacy Handbook (2007) includes an article focused on advertisement and children in appendix section.

The new education program refers advertising in the different sections of Media Literacy Teaching Material (2014). In this respect, the subchapter named as "Persuade Me" in the third unit overwhelmingly focuses on advertising. In this regard, similar to the old teaching material, advertising is defined; aim and function of advertisements, and relationship between media, advertisers, consumers and advertising are explained. In this context, Dallas Smythe's consciousness industry thesis (1981) is referred. It is also pointed out that media corporations market audiences to not only advertisers but also politic actors, therefore, it is underlined that individuals should interrogate aim of the messages presented by the media (p. 133). Furthermore, the most frequently preferred persuasion techniques used in the advertisements (celebirities, violence, characters, experts or consumers/users, appeals, comparision with rival product, nature, humour, fun, children etc.) are explained. Apart from that, it is drawn attention to the differences between advertisement and reality. In

addition to these, the diversity in reception of advertisements is also pointed out in the new teaching material. It is emphasized that individuals should think about who and why create advertisements, which techniques are used, how advertisements decode by different individuals, values, lifestyles and viewpoints presented by advertisements, what is the aim of advertisements (p. 133). Using programs preventing online advertisements are proposed, and the main legal arrangements in the field of advertising and misdirection potential of advertisements are also expounded in the new teaching material. Moreover, basic phases in the process of advertising preparation (goals, target groups, slogan, draft poster –layout-, visual components, final poster, presentation, feedback, and broadcasting) are elucidated. The main components in the process of preparing advertisements (media planning, different languages, different cultural features, humour, characters, rhyme, preferring positive statements or expressions etc.) are also clarified. In addition to these, significant obstacles in the field of international advertising (different language, different concepts, various lifestyles, different rules about advertisement place and timing, different cultures etc.) are explained.

The Children's Media Consumption Habit Research conducted by The Radio and Television Supreme Counsil (RTUK) in 2013 pointed out the increase about children's uses of digital communication platforms. It is noticed that the inclinations of children's media consumption patterns influence the new teaching material. In this matter, the findings of the research conducted by An, Jin and Park pointed out that "without the advertising literacy education, about three-quarters of the children did not recognize advergames as a type of advertising", and only those who viewed the advergame as a type of advertising demonstrated more skeptical attitudes toward it (2014, p. 63). For this reason, the new forms and means of advertising -such as advergames- can be more included in the teaching material for the efficacy of advertising literacy program.

3.3. Activities proposed in the teaching material

Regarding the activities proposed in Media Literacy Teaching Program and Guide (2006) and Media Literacy Instruction Guide (2008), it is determined that exercises recommended are evaluation about suitable medium for advertisements, classification of functions of media and advertising, evaluation of the size of advertisements, making observations about timing of television advertisements, and male-female roles, discussion about contribution of advertising to advertisers, economy and media corporations. Besides, there are also activities focused on making observations about misleading advertisements, preparing a poster, filling out a survey, watching television advertisements and filling out an observation form, evaluation of negative and positive aspects of advertising, preparing a newspaper advertisement. In this frame, it is considerable to note that activities proposed in the old teaching material overwhelmingly focus on analyzing and evaluating of advertisements.

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Concerning the activities proposed in Media Literacy Teaching Material (2014), there are activities focused on matching of functions of media with advertising, and matching television program and advertisement. Besides, the new education program includes activities focused on evaluation of slogans in order to comprehend the difference between fact and opinion, distinguishing the difference between advertisement and reality via evaluation of an advertisement, reading an e-mail, sending an e-mail, comparing the answer or sharing ideas with classmates. There are activities focused on answering the question about who pays cost of advertising, evaluation about effect of advertisement, and comparing these with classmates, answering the question about effect of advertisement in terms of how many people purchase the product advertised. Moreover, there are also activities focused on discussion about persuasion techniques used in the advertisements in terms of its effects, discussion about persuasion techniques used in the advertisements and giving examples, discussion about persuasion techniques in terms of the importance of visual components, evaluation about advertisements in terms of using celebrities, humour, evaluation about the changes related to persuasion techniques, giving examples about persuasion techniques used in the advertisements and discussion about aim of using these techniques, matching of persuasion techniques with poster, evaluation about influence of using celebrities on product purchase, observation about how rival advertisers market the same product. Furthermore, the new education program includes activities focused on examining advertisement in terms of emotions, concepts, characters used in the commercial, evaluation and giving examples about the features of characters used in the commercial, comparing old and new advertisements in terms of language and visual components, answering the question and giving examples about the aim of advertising and the misleading potential, giving examples about different expression types used in the advertisements, analyzing and evaluating of television advertisements (in terms of spelling mistakes, expression mistakes etc.), preparing a report and sharing this report with classmates, analyzing and evaluating of television advertisements in terms of accordance with legal arrangements. Apart from that, there are also activities focused on preparing a poster for different target groups, preparing a television advertisement and presenting this study, preparing a poster, and preparing an advertisement as an alternative in terms of media literacy projects. In this context, seven phases in order to prepare a television advertisement – (determining the subject, target group, the main concept, determining how advertisement is designed, identifying the characters, determining persuasion techniques, preparing the final version of television advertisement, and preparing a poster) are explained. In this respect, it is significant to point out that activities suggested in the new teaching material include not just analysis but also lead students to creative production.

Although there are different activities in the old program and the new program, various activities can be recommended. In this frame, an advertising literacy

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game leads to more critical and skeptical attitudes toward advertising (An, Jin & Park, 2014, p. 70). For this reason, it is suggested that advertising literacy game or educational games can be included in the education program for the efficacy of program. In addition to this, an advertising literacy website can be prepared for children in Turkey. For example, The Federal Trade Commission prepared an advertising literacy website (http://www.admongo.gov) for children among ages 8 to 12 in order to raise awareness of advertising, teach critical thinking skills that will allow children to better analyze and interpret advertisements, and demonstrate the benefits of being an informed consumer.

3.4. Skills and attainments which are intended to be gained

Concerning the old education program, it is determined that skills related to advertising literacy which are intended to be gained are observation, research, critical thinking, creative thinking, communication, solving problem, using information technology, using Turkish language and participation in Media Literacy Teaching Program and Guide (2006, p. 7-8). In this context, students are expected to distinguish the importance of mass media industries, the advantages and disadvantages of different communication platforms, to embrace the contribution of advertising to advertisers, economy, and media corporations, to comprehend the positive and negative dimensions of advertising, to distinguish the relationship between advertising and media, and to comprehend that advertisements are parts of media content. Besides, students are expected to comprehend the basic elements of advertising, to classify different advertising formats, the placement of advertising in newspaper, the timing of television advertisements, and male-female roles, to comprehend the importance of ethical rules associated with advertising. Apart from that, it is specified that students are also expected to prepare an advertisement.

Regarding the new education program, skills related to advertising literacy which are intended to be gained focus on the ability to access, analyze, evaluate and create messages in Media Literacy Teaching Program (2013, p. 3-4). Besides, when Media Literacy Teaching Material (2014) is evaluated, it is noticed that observation, research, creative thinking, communication, solving problem, using technology, critical thinking, using Turkish language and participation are also important. In this context, students are expected to comprehend changes about media and the effect of media on society, interrogate media messages, get correct information by accessing different communication platforms, analyze media messages, evaluate media messages within the framework of social, cultural, economic and politic context, take human rights, ethics, privacy into consideration in the process of creating original and effective messages (Media Literacy Teaching Program, 2013, p. 3). Besides, students are expected to comprehend the relationship media and advertising, and to distinguish advertisement from media content. Also the education program focuses on the relationship between advertisement and the process of persuasion. In this frame, the education program aims to teach observing and researching about persuasion techniques used in the advertisements, query the

role of compenents of advertisements in the process of persuasion, and to gain critical viewpoint about the aim of using persuasion techniques. Furthermore, students are expected to learn the main components in the process of preparing advertisement message, to analyze advertisements, and to inform about aim, target group, slogan, draft poster, visual components, preparing poster, presentation, the evaluation of feedback. In this frame, the education program aims to teach distinguishing the main compenents of advertisements, and to analyze advertisements in terms of their subject, advertiser, aim, components, target group, the meanings of main components, using Turkish language. Moreover, students are expected to distinguish the difference between the advertisement and reality. Apart from that, the education program also aims to develop creative thinking skills, the ability of solving problem and using technology effectively. In this respect, students are expected to create advertisements. In this process, education program aims to develop the ability of communication abilities by proposing making activities as a group.

3.5. Values which are intended to be taught

When the basic approach of the old education program is evaluated, it is noticed that values which are intended to be taught through advertising literacy are in accordance with the ethical rules, and, in this respect, it is drawn attention to responsibility and honesty. Concerning the new education program, values which are intended to be taught through advertising literacy are explained in detail. In this frame, the new teaching material refers to Law No. 6112 on the Establishment of Radio and Television Enterprises. In this context, the new teaching material points out that advertisements do not damage about children's physical, mental or moral development, exploit their inexperience of children, encourage children in order to persuade their parents for buying a product or service, abuse children's confidence about their reliance on their parents, teachers or other people, and do not show children in dangerous situations in the teaching material (2014, p. 120). Besides, it is pointed out that the unadvised food and drinks for children cannot be included with the children's program and those commercial advertisements should be in accordance with public morality, personal rights, and be correct. Apart from that, the new teaching material points out that advertisements which have deceptive or abusive to his lack of experience and knowledge, endanger the life and property safety, encourage acts of violence and crime, disturb the public health, exploit patients, the elderly, children and people with disabilities cannot be broadcasted or published. It is also pointed out that hidden advertisements are prohibited in all different communication platforms in the teaching material.

3.6. Measurement and assessment

Concerning measurement and assessment in the old education program, Media Literacy Teaching Program and Guide (2006) states that scores are not used in media literacy course, and the media literacy lesson only mentioned in the transcript (p. 16). In this matter, interview, observation, the evaluation of

presentation, performance evaluation, performance homework, project, self-evaluation, peer evaluation, portfolios are recommended as measurement and assessment methods (p. 16-30). In this context, the examples of measurement and assessment forms take place in the old teaching material.

Regarding measurement and assessment in the new education program, Media Literacy Teaching Program (2013) proposes that measurement and assessment are done based on product-oriented and process-oriented (p. 5). In conjunction with this, students are expected to create a product. In this respect, using performance evaluation approach is proposed in order to measure and assess students' cognitive and affective development. Using portfolio including students' works is recommended in order to evaluate the process. Various methods such as true-false, short answer, multiple choice, checklist, grading type of observation forms, self and peer evaluation forms, rubrics, group evaluation forms, student portfolios etc. are suggested in the process of measurement and assessment (p. 5). There are various sections in each unit of media literacy teaching material. In this frame, there are preparation questions or preparation studies in introduction page. In your turn section, students are expected to state their opinions or to conduct a research or to do various studies. In "I evaluate myself" section, there are questions related to the subject.

3.7. Evaluation in terms of the model and dimensions of advertising literacy

Advertising literacy has different dimensions. In this section, the old and new education programs are evaluated in terms of the model and dimensions of advertising literacy proposed by Malmelin. As seen in Table 1, Malmelin (2010) proposed a model and pointed out four dimensions named as informational literacy, visual/aesthetic literacy, rhetorical literacy, and promotional literacy.

Table 1: *The dimensions of advertising literacy*[3]

Literacy	Informational literacy	Visual/ Aesthetic literacy	Rhetorical literacy	Promotional literacy
Focus on	sources of information and knowledge	aesthetics, design and entertainment	the means and tactics of persuasion	commercial functions and financial partnerships in the media
What is analyzed?	ability to use various sources of information and to evaluate the correctness of information	understanding of the forms of auditory and visual expression as well as styles, stories and references	understanding of the strategies, goals, and target groups of marketing	understanding of the logic of product placement, branded media contents, sponsorship and publicity

When the old education program is evaluated in terms of informational literacy, it is determined that the old teaching material does not propose activities focused on distinguishing the difference between advertisement and reality however the old teaching material points out the misleading characteristics of

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[3] Malmelin, 2010, p. 133.

advertisements. Concerning visual literacy, it is identified that the old teaching material does not give information about aesthetics and design, and does not propose activities focused on preparing an advertisement much. Regarding rhetorical literacy, the old teaching material focuses on only using celebrities in advertisements as a persuasive element. In this context, the old teaching material does not elaborate persuasion techniques. Concerning promotional literacy, it is specified that the old teaching material gives information about commercial functions, and different formats in television advertising and radio advertising.

When the new education program is analyzed in terms of informational literacy, it is determined that the new teaching material proposes activities focused on distinguishing the difference between advertisement and reality. Regarding visual literacy, the new teaching material gives information about visual components and design of an advertisement, and proposes activities focused on preparing an advertisement. Regarding rhetorical literacy, the new teaching material suggests activities focused on research about persuasion techniques, matching of persuasion techniques with advertisements, discussion about the effect persuasion techniques, and observation on persuasion techniques. Besides, the new teaching material suggests activities also focused on making a note of the components using for persuasion, discussion about matching of persuasion techniques with advertisements, clarification, discussion and evaluation of persuasion techniques, discussion about persuasion techniques in terms of the importance of visual components. Regarding promotional literacy, the new teaching material gives information about commercial functions and different advertisement types -such as the definiton of hidden advertising-, and recommends activities focused on analyzing and evaluating of television advertisements.

3.7. The similarities and dissimilarities of old and new teaching materials in terms of advertising literacy

Concerning the comparison of the similarities and dissimilarities of teaching materials, it is significant to note that the basic approach of the old education program is aimed to protect students, whereas the new education program is stand on the empowerment of the skills related to media literacy. When the similarities of old and new teaching materials are evaluated, it is noticed that both the old and new teaching materials focus on definition, aim and function of advertising, historical information about advertising, misleading characteristic of advertisements, main actors in the system, and advertisements as main revenue of media corporations. When the dissimilarities of old and new teaching materials are evaluated, it is noticed that the old teaching material focuses on main changes in the advertisements, relationship between advertising and consumer culture, different formats in television and radio advertising, the features of radio, newspapers, magazines and internet as a medium. Besides, the old teaching material also focuses on only using celebrities in advertisements as a persuasive element. On the contrary, the new teaching material elaborates on

frequently preferred persuasion techniques used in the advertisements in more detail. In addition to this, the new teaching material focuses on the main components in the process of preparing advertisements, the basic phases in the process of advertising preparation, differences between advertisements and reality, the diversity in reception of advertisements, and main legal arrangements in the field of advertising.

Regarding the activities proposed in the education program, the old education program gives importance to activities based on analyzing and evaluating. The new education program also gives importance to message production oriented activities. The new education program aims to develop students' abilities related to advertising literacy. It is significant to note that the new education program gives particular importance to learning in practice-based studies, and to find out by creating message and make inferences. Concerning skills which are intended to be gained, it is considerable to note that old program and new program focus on similar skills. In this frame, the new education program focuses much more on the ability to access, analyze, evaluate and create messages. Besides, when the similarities of old and new teaching materials about attainments are evaluated, it is noticed that students are expected to distinguish main components of advertisements and relationship between advertising and media, and to comprehend that advertisements are parts of media content, to figure out positive and negative dimensions of advertising, to distinguish advertisement from media content, and analyze advertisements, to comprehend the impact of advertising on society, to comprehend importance of ethical rules in the process of creating advertisements. When the dissimilarities of teaching materials about attainments are evaluated, it is determined that students are expected to classify different advertising formats, the advantages and disadvantages of different communication platforms in the old program. Regarding attainments in the new education program, it is identified that the education program aims to teach determining and observing frequently preferred persuasion techniques in the advertisements, and to appraise advertisements. Besides, students are also expected to gain critical viewpoint about the aim of using persuasion techniques, to distinguish the difference between the advertisement and reality, to learn the main components in the process of preparing advertisement, to develop creative thinking skills, and the ability of solving problem and using technology effectively.

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Both the old education program and the new education program give importance to similar values which are in accordance with the ethical rules, such as responsibility, honesty. In this matter, the new education program explains values associated with advertising literacy in detail. In this context, the new education program points out correctness, public morality, personal rights, the life and property safety, and public health. Besides, it is important to note that the new education program proposes more measurement and assessment methods associated with advertising literacy.

When the old and new education programs are analyzed in terms of the advertising literacy model recommended by Malmelin (2010), regarding informational literacy, it is determined that the old teaching material does not propose activities focused on distinguishing the difference between advertisement and reality although the old teaching material points out the misleading characteristics of advertisements. On the contrary, the new teaching material proposes activities focused on distinguishing the difference between advertisement and reality. Regarding visual literacy, it is determined that the old teaching material does not recommend activities focused on preparing an advertisement much, whereas the new teaching material suggests activities focused on preparing advertisements. Regarding rhetorical literacy, it is determined that the old teaching material focuses on only using celebirities in advertisements as a persuasive element, whereas the new teaching material elaborates and persuasion techniques proposes various activities focused on persuasion techniques. Concerning promotional literacy, it is determined that both the old education program and new education program gives information about commercial functions and types of advertisements.

Conclusion

In this study, the main components of advertising literacy education in Turkey were analyzed, and the old and the new advertising curriculum were compared. In this respect, primary characteristic of teaching materials in terms of advertising literacy were identified. Besides, the similarities and dissimilarities of old and new teaching materials in the field of advertising literacy were revealed. In this context, it is identified that the old education program is aimed to preserve students from the unfavorable effects of advertising, wheraas the new education program is stand on the empowerment of the skills related to media literacy, and gives particular importance to the production of messages, to evaluate the content of advertisements from a critical perspective, and brights enhancing level of awareness about persuasion process into the forefront. Besides, regarding the content of the program, it is specified that the new teaching material includes more subjects related to advertising. Moreover, concerning the activities proposed in the education program, it is noticed that new teaching material includes more activities related to advertising literacy, and focuses much more on the ability to access, analyze, evaluate and create messages. In this frame, the new education program leads students to be more active in the process of producing messages, and to create advertisements using persuasion techniques. On the contrary, the old teaching material is predominantly based on information transfer instead of activities related to advertising literacy. In this respect, it is considerable to point out that activities proposed in the new teaching material include not just analysis but also lead students to creative production. Furthermore, although old program and new program focus on similar skills which are intended to be gained, it is identified that regarding the activities and course subjects, the new program supports more abilities related to advertising literacy than old program. Apart from that,

however both the old education program and new education program aim to teach similar values, it is specified that values which are intended to be taught through advertising literacy are explained in detail in the new education program. Additionally, the new education program recommends more various measurement and assessment methods associated with advertising literacy rather the old education program. In addition to these, when the old and new education programs are analyzed regarding the advertising literacy model recommended by Malmelin (2010), it is identified that the new education program is more comprehensive in terms of informational literacy, visual literacy, rhetorical literacy and promotional literacy.

As a consequence, the new teaching material allocates more space to advertising literacy. Besides, regarding advertising literacy, the new teaching material is more comprehensive in terms of subjects included in the curriculum. Moreover, the topics associated with advertising literacy are explained in more detail. Furthermore, the new teaching material embraces the different aspects of advertising literacy. In addition to these, there are more varied activities in the new teaching material. In relation to this matter, the new education program leads students to be more active and to be more productive. In conjunction with this, skills and attainments which are intended to be gained are much more rather than the old teaching material. Consequently, the new teaching material contributes more to become a conscious media literate rather than the old teaching material. In addition to these, as stated above, current advertising literacy education is a part of media literacy education program. In this frame, it is suggested that advertising literacy can be started to be taught as an elective course.

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