




A Descriptive Study On Media Literacy Course Problems: Social Studies and Turkish Teachers' Understandings

Medya Okuryazarlığı Dersi Sorunları Üzerine Betimleyici Bir Çalışma: Sosyal Bilgiler ve Türkçe Öğretmenlerinin Görüşleri

Sayfa | 928

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Öz. Günümüzün dijital çağındaki öğrenciler medya okuryazarlığı yeteneklerine ihtiyaç duyuyorlar. Öğretmenler derse hazırlık, ders kitapları, etkinlik kullanımı ve içerik gibi konuları doğru ele alabilmek için medya okuryazarlığı kavramını iyi anlamalıdır. Bu araştırmanın amacı, medya okuryazarlığı dersinin zorluklarını, bu dersi veren sosyal bilgiler ve Türkçe öğretmenlerinin görüşleri ile sunmaktır. Nitel araştırma yöntemleri kullanılarak yürütülen araştırmanın çalışma grubunu, Muş merkezde bulunan beş ortaokulda görev yapan 20 öğretmenden oluşmaktadır. Araştırma verileri yarı yapılandırılmış görüşme formu kullanılarak toplanmış ve içerik analizi yöntemi kullanılarak değerlendirilmiştir. Araştırmada elde edilen bulgulara göre öğretmenlerin sadece küçük bir yüzdesi medya okuryazarlığı becerisinin farkındadır. Az sayıda öğretmen ise medya okuryazarlığı dersinin amacına ve kapsamını bilmektedir. Öğretmenlere göre dersin en büyük sorunu seçmeli olmasıdır. Medya okuryazarlığı dersine olan ilgisizlik ve ders materyali eksikliği gibi sorunların yanı sıra öğretmenler kullandıkları materyaller, etkinlikler ve yöntemlere ilişkin açıklamalar yaptılar. Son olarak, çalışmaya katılan öğretmenler, medya okuryazarlığı dersini verecek öğretmenlerin öğrenci merkezli eğitim yapmalarını tavsiye etmişlerdir.

Anahtar Kelimeler: Medya okuryazarlığı, medya okuryazarlığı dersi, sosyal bilgiler öğretmeni, Türkçe öğretmeni.

Abstract. Students in today's digital age require media literacy abilities. Teachers must, however, understand and use the notion of media literacy in order to address issues such as their readiness for the lesson and their infrastructural skills, such as textbooks, activity use, and content. The purpose of this research is to present the challenges of the media literacy course from the views of the social studies and Turkish language instructors who teach it. The study group of the research, which was conducted using qualitative research methods, consists of 20 teachers working in five secondary schools located at the Center of Muş. The research data was gathered using a Semi-Structured Interview form and evaluated using the content analysis method. According to the findings, only a small percentage of teachers are aware of the skills of media literacy. A small number of teachers are also familiar with the goal and scope of the media literacy course. According to teachers, the biggest problem of the lesson is that it is elective. In addition to problems such as a lack of interest in the media literacy lesson and lack of course materials, teachers made explanations about the materials, activities, and methods they used. Finally, teachers recommended that teachers who will be teaching the lesson do student-centered training.

Keywords: Media literacy, media literacy course, social studies teacher, Turkish teacher.

Extended Abstract

Dolanbay, H. (2023). Medya okuryazarlığı dersi sorunları üzerine betimleyici bir çalışma: Sosyal bilgiler ve Türkçe öğretmenlerinin görüşleri. *Batı Anadolu Eğitim Bilimleri Dergisi, 14(2), 928-948.*
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Introduction. Today's individuals need to know not only literacy but also digital and media literacy (Livingstone, 2003; Kimmons, 2014). The media surrounds individuals with the information it spreads. Therefore, it is impossible to stay away from the media. In particular, the fact that the media is an effective force that shapes individuals and societies has revealed the necessity of reading the media. According to the most accepted definition in field writing, media literacy is the ability to access, analyze, evaluate, and communicate messages in different forms (Aufderheide, 1993). It is thought that teachers' suggestions will be guided by other teachers who will attend the classes. On the other hand in the literature, there are studies that address the problems encountered in the processing of the media literacy course (Semiz, 2013; Işkın & Kesten, 2016; Kesici & Kızılkaya, 2016; Kırbaş, 2019). In order to expose the problems of the course, it is necessary to review the learning processes such as course tools and materials. Therefore, studies need to be updated

Method. This research is designed the Case study that one of the qualitative research methods. It is used to see the details of an event, develop possible explanations for the event, and evaluate the event in depth. Case studies allow generalizations based on an example. Direct interpretation of interviews is another reason why it was chosen in the study. Case studies focus on people's experiences, and this study draws on teachers' experiences in the media literacy lesson. The case study is a qualitative research method in which a researcher examines one or more time-constrained States in-depth with data collection tools that include multiple sources, defining situations and categories that depend on the situation (Creswell, 2012).

Results. According to research results, most teachers know the concept of media literacy, but it does not seem to be enough. This inference can only be reached from the fact that six teachers gave answers that fit the definition of international media literacy. Similarly, teachers have knowledge of the media literacy course, but their knowledge is not adequate and is not qualified to cover the principles of media literacy from a holistic perspective. The variety of methods that teachers use when processing the course in the classroom, their practice actions, and the knowledge of what topics they focus on lead us to this conclusion. Participants have listed the problems that they faced while conducting media literacy courses as it being an elective course, the reluctance of students due to lack of grades, the lack of technologic infrastructure in schools, the teacher feeling inadequate due to lack of ML education before the course, MoNE's failure to submit the textbook because it is an elective course.

Discussion and Conclusion. Media literacy in Turkey is suggestive in terms of its quality and future. It is seen that the emphasis was placed on the training of teachers in the study. As a result of the literature survey, it is observed that there is a similar conclusion on teacher training. The need for teachers to receive in-service training is emphasized in several studies (Scull & Kupersmidt, 2012; Baker 2010; Kubey 2017). In this context, it is known that teachers who enter the classroom without any training feel inadequate (Şahin, 2012; Gretter & Yadav, 2018). Teachers often advise future teachers who will teach the ML course to regulate a student-centered lesson, emphasizes active learning, uses different methods and techniques, and uses more visuals. Other recommendations are for the teacher to follow the media and diary, participate in seminar-in-service training, prepare before the lesson, to use visual-digital materials.



Introduction



Today, the increase in knowledge and the rapid change in information technologies have laid the groundwork for diversification of literacy. The United Nations General Assembly declared the 2003-2012 circuit to be the "UN literacy period", with importance attributed to literacy. The report states that literacy is not just literacy, it is learning and using ways to communicate meaningfully with the world independently (UNLD, 2005). While the basic characteristics of literacy are preserved, new literacies such as the computer, the Internet, the news, information, and media literacy have come into our lives. Technology, which is the return to modern life, obliges individuals to possess those skills (Thoman & Jolls, 2004). The media surrounds individuals with the information it spreads. Therefore, it is impossible to stay away from the media. In particular, the fact that the media is an effective force that shapes individuals and societies has revealed the necessity of reading the media. that is exactly why today's individuals need to know not only literacy, but also digital and media literacy (Livingstone, 2003; Kimmons, 2014). According to the most accepted definition in field writing, media literacy is the ability to access, analyze, evaluate, and communicate messages in different forms (Aufderheide, 1993). Significant developments in communication and technology have influenced the development of media literacy. Examples of this are the emergence of electronic media (telephone, film, radio, and television), which paved the way for the dominant mass communication since the 1950s, and the emergence of digital media, the basic model of which is the Internet since the 1980s. The concept of WEB 2.0 clearly represents radical changes, which are currently being made in the field of communications. blog and video blog networks, RSS and related services, podcasting systems, news sources where users participate in classification and circulation, special search engines and Decryption systems for information published on the Internet, wiki systems, new audio and visual banks, professional networks, social networks, home pages and personalized desktops, social constructors, etc. (European Commission,2008). All these features support a new type of media product, and this media is penetrating more and more into our daily life.

Media has functions of news and information delivery, entertainment, culture transfer, social interaction, including social media (Veikko, 1971) as well as directing individuals for commercial purposes, it has the functions of directing societies (Potter, 2004, p. 55; Noro, 2009; Kirbaş, 2019). For this reason, it is a necessity to have a critical view of the media and to be an active reader who can criticize and evaluate it (Thoman & Jolls, 2004). In this context the goal of media literacy is to give young people theoretical knowledge about mass communication media, development of students' communication skills; their cultural, social and political implications; to enable them to read and analyse messages the media gives them, but also to create their own, and to make them think critically (Kelner, 2004; Romaniuk & Vasylyk, 2022). Media literacy is aimed at educating equipped individuals who are sensitive to social problems, aware of their democratic rights, and critically minded in the interaction of individuals with the media (Kurt & Kürüm, 2010, p. 21). In this context, one of the places where media literacy skills will be developed in schools. In this sense, education is one of the trivet of media literacy (Schwarz, 2001; Flores-Koulis, 2006; Hobbs, 2010; Baker, 2010). Students should have media literacy skills such as choosing the right one from a myriad of information, understanding visual images, reaching the truth by eliminating stereotypes and prejudices, analyzing, and evaluating messages. Thus, media literacy education will provide the education of good and active citizens who are able to think critically, as intended. The main task of teachers is to teach students to evaluate critical media messages and to develop their self-confidence in this issue (Masterman, 2005; Baker, 2010). In this context, students receiving media literacy education are expected to develop an



understanding of media structure, functioning, critical evaluation of media messages (Masterman, 1997, p.15). Helping students develop a critical and diverse perspective is an important component of the democratic educational experience rather than telling them what to think. To do this and support students, the subject of teacher training becomes important. Students, teachers, and all individuals in the community should receive media literacy training (Torres & Mercado, 2006; Kellner & Share, 2007; Fleming, 2013). Teachers with media literacy skills can be much more successful in integrating media literacy pedagogy into their classes. Trained teachers can be good role model for students to engage in the learning and teaching process, and can positively develop critical thinking styles, enabling them to make a meaningful connection between their school and their life outside of school.

Given the major role that media play in pupils' cultural experience, media education should begin as early as possible and continue throughout compulsory education. Media literacy education has become part of the school curriculum in countries such as Australia, New Zealand, and Canada with the magnitude of influences and emerging call of present scenario. These countries are in top-rank countries in terms of media literacy. For example in Australia, media teaching is included in the curriculum for Arts and English. The emphasis is on the analysis of media texts and the practical application of media skills. These media skills include reading and writing different types of media texts, operating cameras and using radio equipment. In New Zealand, Media Studies is part of the Social Sciences (Domingo & Mashiko, 2013, p. 14). Developed countries such as Canada, the UK, Australia, and the USA have given importance to media literacy education. Countries such as Japan, Israel, Finland, the Netherlands, Greece, Latin America, Portugal, and Austria have also added Media teaching to their school curricula (Işkın & Kesten, 2016). Media Literacy Education is integrated with the education system in those countries in a way the media literacy education is mandatory and has been embedded within the overall tenure of the course work (Considine etc, 2009, p. 472; Güven, 2014). On the other hand, the reflections on media literacy in Turkey have started in recent years. The process started with the meetings of the media and violence sub-working group of the Anti-Violence platform held in 2004 and is rolling the preparation of primary education, elective media literacy course program of the Radio and Television Supreme Council (RTUK) in partnership with the Ministry of National Education. On August 31, 2006, the primary elective media literacy course curriculum, which was discussed under the chairmanship of the Ministry of National Education Board (MoNE), was accepted (RTUK, 2016).

Within the scope of the Program, media literacy classes have begun in five schools as the pilot from 2006 to 2007 as a school calendar. The media literacy course was in place for classes 6, 7, 8 in Turkey since 2007/2008 (MoNE, 2018). The media literacy course curriculum was revised in 2013 according to general reforms in curriculums. The media literacy course program in Turkey has been prepared following the constructivist approach (Scheibe, 2009, p. 68; Hobbs & Jensen, 2009). Accordingly, students will create their knowledge through the information they observe in their near and far environment as the discoverer of knowledge. In this way, they will acquire new skills and values. In the new curriculum, the skill sets of students – analytics, evaluation, and novelty were taken as a central point. Besides, a production-based approach was adopted through a national skill development program for print, audiovisual, and digital content. As of the 2018-2019 academic year, the course was an elective course and it was limited to students of classes 7 and 8 for social science studies. It's conducted with the stipulation of two hours per week, once in the classroom (MoNE, 2018).



The subject of teachers who will teach the course has been reviewed. Because until 2018, the teachers who conducted this course had not taken this course at the university. Most of them conducted this course without receiving in-service training (RTUK, 2012, p. 10). As a result of an update made by the higher education institution (YÖK) on 16 May 2018, media literacy was added to twenty-five teaching undergraduate programs. 7 in the undergraduate program of media literacy education, Social studies teaching, and Turkish Language Teaching. 2 credits are included as a compulsory field education course in the period (YÖK, 2018). This course is a compulsory training course aimed directly at gaining media literacy skills. The attainment of the intended target of the course is closely related to the meaning that teachers place teaching the concepts and skills of the course and media literacy. Some media literacy course problems are discussed in academic terms. The question of what qualifications teachers should have and which branch is appropriate are the topics that are being discussed. The course is given as a separate elective course and is mainly taught by Social studies and Turkish teachers (Karataş & Sözer, 2018; Bozkurt & Coşkun, 2018; Köktener, 2019).

Achieving the intended goal of the course is closely related to the meaning that teachers load into the course and the teaching of media literacy concepts and skills. In this respect, it is important to examine what the concept of media literacy means through the eyes of the teachers who teach the course. In the same way, it is believed that identifying the difficulties encountered in processing the course and developing solutions for it will contribute to the literature and course objectives. In this context, the study will give clues about the terms in which the course is handled from which point of view and by which combination of methods, materials, and activities. It is thought that teachers' suggestions will be guided by other teachers who will attend the classes. On the other hand in the literature, there are studies that address the problems encountered in the processing of the media literacy course (Semiz, 2013; Işkın & Kesten, 2016; Kesici & Kızılkaya, 2016; Kırbaş, 2019). In order to expose the problems of the course, it is necessary to review the learning processes such as course tools and materials. Therefore, studies need to be updated. The course experiences of the teachers achieved, the variety of methods and materials used, and the knowledge gained about the activities performed are new. This, in turn, increases the importance of the research. In addition, unlike other studies, it was attempted to reveal not only the problems but also the teachers' perspective on the concept of media literacy. In this context, the study will contribute to the field with up-to-date information about the problems related to the lesson with the understanding of the teachers. Knowing the problems will serve to strengthen the course.

In this context, the research is looking for answers to the following questions:

1. What are the thoughts of the teachers entering the media literacy course about this concept?
2. How is the teachers' understanding of the Media Literacy Course?
3. What are the problems encountered by teachers entering the Media Literacy course in the processing of the course?
4. What are the solutions to the problems according to the teachers?

Method



This research is designed the Case study that one of the qualitative research methods. The case study is a qualitative research method in which a researcher examines one or more time-constrained States in-depth with data collection tools that include multiple sources, defining situations and categories that depend on the situation (Creswell, 2012). It is used to see the details of an event, develop possible explanations for the event, and evaluate the event in depth. Also allows generalizations based on an example. Case studies focus on people's experiences, and this study draws on teachers' experiences in the media literacy lesson. The main purpose of the case study is to make a detailed descriptions of a situation and to understand that situation as it exists (Büyüköztürk, etc.2013). In this research, the case study method has been preferred because it aims to learn teachers' understanding of the concept of media literacy and media literacy courses, to see the problems that exist by approaching the lesson from different angles, to develop possible explanations, and to evaluate the event in depth. Another reason for choosing a case study that focuses on people's experiences is that the research focuses on teachers' experiences in the media literacy classroom.

Regarding the participants of the research

The Working Group is designed to include teachers who work in the center and different districts within the boundaries of Muş and teach media literacy courses. "Purposive sampling" was used to determine the participants. This method is used to select information-rich cases for optimal use of available resources in qualitative research (Etikan, 2016). In the study school type is a public school, age of range is 22-45. A total of 12 Social Studies and 8 Turkish language teachers were interviewed. Since the teachers who teach media literacy in schools are primarily social studies and Turkish teachers, teachers of these branches have been selected. The following table shows the stats of teachers including gender, branch, and media literacy:

Table 1.
Gender, branch status of the study group

Gender	Age	Branch	N
Woman	10	Social studies teachers	12
Man	10	Turkish language teachers	8
Total	20	Total	20

As shown in the table, a total of 20 teachers, 12 men, and 8 women, participated in the study. The following table shows the status of teachers giving the media literacy course.

Table 2:
The case of participants about the media literacy course

I taught a media literacy class before.	4
Teaching the media literacy class this semester.	16
Total	20



Data collection

The study was according to qualitative research procedures. In this study, a semi-structured interview form was used as a data collection tool. Semi-structured interviews provided interactive listening of participants' experiences (Mason, 2002). This interview form was used to reveal the understanding of teachers for the media literacy course. Interview questions were created as a result of the media literacy curriculum and the examination of basic and similar research in the literature. 4 after the opinion of the field experts, the form, was given the final shape and applied to the teachers. The researcher who went to the schools asked each teacher 10 Questions. On average, the interviews lasted 30-40 minutes and were tape-recorded for transcription. During the interview, participants responded to open-ended questions based on the semi-structured interview protocol.

Analysis of data

The data was analyzed using the content analysis method. Content analysis includes the researcher's content in sources such as books, films, articles that allow the reveal of their messages, meanings, etc. (Neuman, 2013, p. 466). A form has been created for each research question examined. The codes obtained from the teacher's views were brought together and the category and then general themes were reached. Accordingly, 5 themes and 63 codes were reached. Ensuring the validity of research is possible by ensuring the credibility of the findings. In order to achieve this, the process of participant information, data collection, and analysis are explained in detail. In addition, an attempt was made to provide validity by making a sufficient number of citations. As another way, assistance was obtained in evaluating interview questions from a colleague who was not directly involved in the study (Lincoln & Guba, 1986). Again, a second researcher analyzed the data with content analysis to improve reliability. The fact that the results of both analyses conducted at different times are the same indicates that the research is reliable. Miles and Huberman's (1994) reliability formula were used and in this study, the reliability coefficient was found to be 0.90.

Findings

Several questions have been directed to media literacy teachers to reveal their opinions. The basic five themes were obtained from the answers given by the teachers. (1) Understanding of the concept of media literacy (2) understanding of the media literacy course. (3) Understandings on problems in the processing of media literacy course, (4) suggestions for solutions to these problems, (5) suggestions for media literacy teachers who will teach the course.

Teachers' Understanding of The Concept of Media Literacy

In the study, it was first attempted to determine the teachers' understanding of the concept of media literacy. It was assessed how teachers regard media literacy as a concept and in what ways they believe it is significant.

Table 3.

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Understanding on the Concept of Media Literacy

Codes	f
Developing critical thinking	6
Understanding the media correctly	6
Understanding the message correctly	6
Being able to read messages correctly	4
Clearing information pollution	4
The correct interpretation of messages	2
Questioning of messages	2
Mass communication	1

The table 3 shows that media literacy is described mostly as *critical thinking, understanding and perceiving messages correctly, being able to read messages correctly* by the participants. Although not given by all teachers, the answers relate to the concept of media literacy. However, it seems that the concept is depicted in similar expressions. Examples of this are expressions such as a correct reading of the media, correct perception of the media, correct reading of the message, and correct perception of the message. Some of the teachers' direct quotations regarding the concept of media literacy are presented as examples.

For example Participant 1 say: *Media literacy is the ability to accurately perceive the media's messages. These messages include several subtexts within them. To be able to interpret these messages correctly is media literacy.* Another one P16: *I can say that Media literacy is to teach the person to accurately perceive the messages given by the media. There are also situations in which the children's experience is not normally transmitted. They need to perceive them properly. At least that's what I thought.* P19: *I understand media literacy as "reading the media, knowing the media, and filtering the information from the media". So, I'm talking about perceiving that message, creating that threshold of perception. For example, I give my students something about a controversial topic that they can come across different concepts. However, the students don't usually question if there is an antithesis to the message.*

Based on this, we can say that teachers' level of knowledge related to media literacy is close. It is possible to say that teachers know what the concept meets, but their understanding is superficial, not deep.

Understanding on media literacy course

Participants in the study described the media literacy course as it is shown with the following statement: changing the misperception towards media in children, gaining a perspective way of critical thinking, preventing the usage of media unconsciously. In addition to that, according to the participants, media literacy is a subject that helps the students to question the media, and also a lesson that shows the right approach towards the media.



Table 4.
Understanding on Media Literacy Course

Codes	f
Changing children's misperceptions	8
Gaining a critical perspective	7
Awareness against unconscious use	6
Children's use of correct sources	5
Benefits and harms of media	4
Increasing the selectivity of children	4
The course that makes you question the media	2
Gaining the right perspective towards the media	2

Sayfa | 938

Based on the teachers' answers we can say, they often see the lesson as protecting children from the harmful effects of the media. Some of the teachers' direct quotations on the media literacy course are as follows: P8 is says that: *Children's effective use of media-related tools is a lesson in how we should use media, highlighting its benefits and harms to society.* Another one is says P9: *To notice these negative situations that children receive from TV, the internet, books, newspapers, filter it, is the lesson that enables them to act more consciously.* From beyond P15 says: *Nowadays there is huge pollution of information on the internet in the virtual environment on social networks plus television. I think this is an important part of the course, at least in terms of raising awareness of information pollution in children and developing a culture of questioning media publications. There is much fake news. To filter things that are beneficial to him, maybe to leave things that are harmful out. For these reasons, this lesson must be taken.* P21 says: *Media literacy is a very useful lesson for me because we are in the age of communication, children need to learn both technology & media, the positive sides, and the negative sides in the best way possible.*

As a result, most teachers view the lesson as a course that protects students from harmful media.

Understanding on the problems in the implementation of the course

Within the course of the study, participants were asked what problems they have faced while conducting media literacy classes. Said participants describe the problems they face in practice as follows: "The fact that the course is an elective course and therefore students having apathy due to the absence of grading; lack of infrastructure in schools; the teachers' feelings of inadequacy deriving from the fact that they had not been trained on the course; textbooks not being delivered by the MoNE (Ministry of National Education) because the course is elective.

Table 5.

Understanding on the problems in the implementation of the course

Codes	f
Being an elective course	12
Students not paying attention due to absence of passing grades	8
Lack of materials, and equipment	7
The teachers feeling of inadequacy	6
Lack of textbooks/ not being sent to schools	5

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Effort to finish other curricula	6
Parents primary concern about the LGS exam	5
Avoidance of discussing current issues	1

According to the findings, some of these problems are within the school/classroom system, while some are outside this system. For example, having an elective course in the MoNE is related to the education system. Sharper and state-supported solutions are needed. The most common problem is that the course is elective. In fact the tradition of measuring the value of a course by grades overshadows the importance of media literacy. Some of the teachers' direct quotations regarding the problems in the handling of the media literacy course are as follows:

P1: *They already have such a heavy burden on social studies, so much of the content they need to cultivate, it's heavy. We're doing the history of the Turkish revolution instead of media literacy. The media course is a course that must be handled with various visuals and with the media itself. There is no such infrastructure. Teachers don't have that equipment in schools.* Noting that the course is elective P5 is says: *I had not been trained before giving this course and I think that's one of the most important problems. I don't see myself as a teacher of this subject. I don't feel like I belong, the goal for me is to spend the 80 minutes, so I don't think the course reaches its goal.* P13: *First of all, children see it as a burden because it is not a compulsory course. That's the cause of us losing motivation. The children say, "Let's not do the media course, we have exams in Turkish and mathematics, let's study or something."* Similar the participant 17 pointed out that ML did not have a grade and that it was an elective P17: *The fact that the course is an elective course and the lack of notes, diminishes children's interest in media literacy class. There are plenty of activities in the books. We had trouble making photocopies. The classes are crowded. 45-50 people. So, it's hard for the teacher to make copies for all students, to distribute them.*

In the study, teachers were also asked about the materials they used in their media literacy class.

Table 6.
Materials used by teachers in media literacy courses

Codes	f
The newspaper	15
Web sites	12
Text books	11
Smart board	10
Magazines	6
Projection	4
Computer	4
Novels and books	4
Cell phones	3

Depending upon the findings, it could be considered that, while teaching media literacy the teachers have said to use: "newspapers, news, and videos from websites, textbooks, and smartboards". Other responses given include magazines, a projector, a computer, novels and stories,



and mobile phones. Teachers often use newspapers and websites. Both are easy to reach, cheap, that's they used I the first material. In the study, teachers were also asked about the methods they used in media literacy classes.

Table 7.

Methods and techniques used by teachers in a media literacy course

Codes	<i>f</i>	Expression
Question & answer & discussion	30	Expression
Activity-based course	10	
Composition	2	
Drama	1	

According to Table 7, it is seen that teachers often use the traditional method of question and answer. Methods that require effort, such as drama, are used by few teachers in the courses. Although it is few, composition, the interrogation-based method that provides discussion and dram are used by some teachers. As part of the research, teachers were asked about the way the course was handled and what activities they conducted. The answers given by the teachers are shown in the table below:

Table 8.

Activities used by teachers in a media literacy course

Codes	<i>f</i>
I don't do activities, I use direct instruction	7
Distinguishing newspapers as biased-neutral	6
Photo-image interpretation	6
Discussing useful, harmful things from media examples	4
I made my students do a media diet	2
Newspaper creation	2
The activity of distinguishing between fake & true news	1

As the table 8 shows, most of the teachers stated that they did not do any activities in the class. The lack of activities to reinforce the subject can be interpreted as the existence of teachers like students who do not care about the courses. The activities of the teachers are to analyze newspapers biased-objectively, to interpret photos and pictures, to discuss useful-harmful examples from the media, to make a media diet, to create newspapers, and to find the distinction of fake news. The participant who said he could not do the activity P2; *"They could have written a newsletter about the news. Students could have put themselves in the shoes of a journalist. But I couldn't get it done because I couldn't finish the other course contents."* then P6; *"I didn't do much activity. If it's an activity in the book, I did it verbally. Well, it's supposed to be photocopied, but frankly, I didn't do it because it was a toil to me. I have to take that page out of the book, or I have to sit on the computer and design that event again and prepare it. I'll print it out, I'll reproduce it, it's a huge burden for me."* We understand from his statements that taking time for the event seemed to him to be a big challenge. Another participant P3: *I choose programs that have already been published in the media. I show the series and discuss what's wrong and what's right among them.* Then the participant who indicates that he is doing an activity is P12; *"I think the public service ads that are being shown on TV are very useful for class*



activities. We started some discussion among the students. For example, if we were a radio broadcaster, what kind of radio would we set up at school? What kind of programs would we do if we owned a TV channel? I try to motivate the student to the lesson with these applications.” And P7 says; there were photos, questioned, what do you see in the photo, what it reflects?” while the P1 who did the activity said that they were "interpreting advertising" P4 and P8 say that “they discuss negative elements for society by conducting film analysis.”

Sayfa | 941

In the study, teachers were asked whether the duration of the course was sufficient in their opinions. According to most teachers, the course time was found insufficient (f15) however, some teachers find the duration of the course sufficient (f5). For example, P2 says; *Two hour will be enough for the kids because I don't think the media class is heavy. When the History of the Revolution course was two hours, I think it is unnecessary to have more than two hours in media literacy.* P7: *I think it's enough. I mean, we didn't get too distracted in class because we talked about current things.* P5: *The duration of the course is insufficient. Because the entrance to the subject, attendance, adjustment of the student's motivation is 25 minutes or so.* P8: *Very inadequate. Once a week, students forget what they saw at first. The next week the teacher has to remind it all again, that's why there is such a disconnection. The teacher has to remind them all the time.*

Suggestions for solutions to problems faced by teachers to make the course more efficient

It is important to give advice so that the future teachers do not face similar problems. Participants were asked what they thought could be the solutions to the problems they encountered while conducting media literacy courses.

Table 9.
Possible Suggestions

Codes	f
A compulsory course, evaluated with a grade	17
Media literacy teachers' training	10
Increasing course time	7
Teacher coming prepared for class	3
Starting the course younger than elementary school	2
All branch teachers teaching media literacy	1

According to the table 9, teachers often says for the solve problems that the course must be compulsory and have a pass grade. In addition, teacher training and teacher preparation for the lesson is also emphasized by the majority. Some of the teachers' direct quotations regarding the solutions to the problems in the course are as follows:

P3: *There should be sanctions, that is, in the sense of grades for children to take seriously, for them to be able to get back at us when we give them the mandate.* P5: *Teachers give this lesson without any training. I think the teachers should be trained with at least two or three-month-long seminars.* Another one is P24 says: *As far as I am concerned, the ML course should at least have an exam or some other selection system.* Mostly of the same opinion, P6: *The media is a resource that we refer to more than books today. Now the internet networks have expanded from Twitter to Facebook,*



all of which are in very different branches and there is a much richer structure in front of us than our library. This course must be included as a compulsory course.

The following conclusion can be reached from all the comments. The solution proposal from the applicants can be summed as follows: must be a compulsory course and there must be a provision for grades. Teachers must be trained before the course, course time should be increased, a teacher must be prepared for the lesson, and the course should be starting from kindergarten, to carry out the course by all teachers except social studies and Turkish language.

Advice to teachers who will teach media literacy

Finally, the research asked what the teachers who teach the course on media literacy might recommend to their colleagues who would give the course. The answers given by the teachers are shown in the table below:

Table 10.
Course' advice from teachers who teach the media course

Codes	f
Use practical and student-centered education	10
Using different methods and techniques	6
Following the media	5
Preparing before the course	4
Researching course subjects	4
Receiving in-service training, seminars	3
Using visual, digital material	3
Creating media content with their students	3

As can be seen from the table 10, teachers often recommended the following to the teachers who will teach the lesson: to prioritize student-centered learning is the most repeated advice. It is also often recommended to emphasize active learning, use different methods and techniques, and use a large number of visuals for the course. Similarly, other recommendations are, teachers should follow the media and the agenda, participation in seminar-in-service training, pre-course preparation, use visual-digital materials.

P1 says that about this topic: *We can improve ourselves a little bit, but we don't get enough support. There could be in-service training. Teachers themselves should be good users of the media. They should be able to view the media critically. They should have some ideas of their own about the purpose of the course, what age group they're trying to influence.* Another participant is P9 say, *In particular, they need to look at a few sources, that is, the teacher needs to research. Constructivist learning should be learning through invention. You will be the guide, the kids will find it themselves, and they will create their knowledge. But when you get involved, it's like a dream! Because it doesn't have the infrastructure. Another one is says that: It could be, you know, getting students involved, developing their creativity. We apply the classic method. The teacher tells, answers questions, and prints if there's anything to write. Not this, for instance, a trip to TRT's building or private channels can be arranged. We can bring various reporters to the school and maybe interview the kids. Through these,*



we can get the kids involved, but a little more visual into it. (P18). The participant who also emphasized the importance of media literacy P19 is says that: *Just because the Media literacy course is usually taught by The History of the Revolution teachers, it doesn't mean it's a lesson to do the exercises of that class. The media literacy lesson is not for playing games either. I think media literacy is a very critical lesson. We are talking about a lesson that guides the world that shapes it. Perceptions are managed by the media. That's why teachers should care about the media literacy course.* As can be seen from the explanations, teachers have recommended their own shortcomings and what they couldn't do in the lesson to other teachers.

Even if the MEB provided an online teacher training course or 32.000 teachers, the teachers who currently teach media literacy have not received any prior training. Therefore, they feel inadequate. However, as of 2018, the media literacy course has been added to university curricula. In this way, we predict that the young teachers who will take this course will be much more self-confident in the coming years. Teachers who teach the course are mostly from the field of social studies. The excess content of social studies courses consisting of many disciplines has brought the completion of this course curriculum to the forefront. Because this course has a grade and questions in exams such as LGS. Only one teacher said it was a problem to avoid discussing current issues. It can be said that the fear of interpreting political news in the media and the fear that children can share these comments with their families is caused.

Discussion and Conclusion

This study provides important information about the implementation of media literacy courses taught during primary education in Turkey, Muş. Through such conduction, the study reveals the deficiencies of the course. According to research results, most teachers know the concept of media literacy, but it does not seem to be enough. Answers such as reading the media by thinking critically, accessing the correct information, asking questions to the media, analyzing the message, and evaluating are also seen in the correct definition of the concept (Semali, 2000; Hobbs, 2010; Lahiji, 2015). However, a teacher has made a definition that is far from the original meaning of the concept by saying "mass communication". Thus, it is concluded that although teachers may know or guess the definition of the concept, they do not know very well how to teach it. Similarly, teachers have knowledge of the media literacy course, but their knowledge is not adequate, and is not qualified to cover the principles of media literacy from a holistic perspective. The variety of methods that teachers use when processing the course in the classroom, their practice actions, and the knowledge of what topics they focus on lead us to this conclusion. While analyzing the situations that are under the control or not teachers where the media literacy lesson is being taught, the role of teachers should also be investigated (Weninger et al. 2017: 430). Participants have listed the problems that they faced while conducting media literacy courses as it being an elective course, the reluctance of students due to lack of grades, the lack of technologic infrastructure in schools, the teacher feeling inadequate due to lack of ML education before the course, MoNE's failure to submit the textbook because it is an elective course. For a similar purpose, Kesici & Kızılkaya (2016) assessed the difficulties and deficiencies that teachers faced by 10 social studies teachers in ML courses in secondary education in terms of program and environment. The findings of the study seem to support said the study. Accordingly, teachers did not receive in-service training/courses. The materials used by teachers are newspaper



clippings, internet sources, and magazines. Teachers made other course curricula instead of the ML lesson. Another conclusion highlighted is the necessity of a passing grade. On the other hand, the difference between the results of these two studies is that the previous one shows the teachers feel adequate at the point of teaching the course and that the most commonly used material in the textbook.

Sayfa | 944

In the study, teachers were also asked about the materials they used in their media literacy courses. The findings indicated that teachers often used news, and videos from websites, textbooks, projectors, and smartboards. Magazines, newspapers, computers, stories, and mobile phones are other materials used in the course. As for the method, the teachers often process with questions-answers, discussions, and practices in their courses. Composition, interrogation-based method, and drama are used by some teachers, although few. According to research by Sayın et al. (2017), the methods that teachers use the most are lecture, question-answer, and discussion, respectively. Dissimilarly from the previous study, teachers in this research have also stated that they use brainstorming, storytelling, and case study methods. Most teachers said they don't guide any activity in the class. However, teachers who mostly handle the course with activities said that they use activities such as biased-neutral analysis of newspapers, photo-picture interpretation, and useful-harmful discussion of examples brought from the media. Also, advising a media diet, newspaper creation are other activities performed. When the qualifications of the activities are examined, it is noticeable that they are insufficient and ordinary examples at the point of raising media literacy awareness. According to the findings of Semiz (2013)'s study entitled media literacy competencies of Secondary School students and the problems faced by teachers conducting media literacy course, teachers don't perform activities related to ML due to the intensity of work on their other branches and therefore feel that they do not have enough experience. Similarly, in this study, the course is not considered by students and parents because it is elective and does not have a grade. In our study, participants were asked what the relationship solutions could be to the problems they faced while conducting media literacy courses. According to the majority, media literacy course should be a compulsory course in schools, teachers must have adequate training before, the duration of the course should be increased, the teachers have to come to class well- prepared, it should start from the elementary level, and be given in all the branches. In another study, Işkin & Kesten interviewed 12 teachers who were in different branches in the 2014-2015 academic year who were taking the media literacy course. It has been determined that teachers view the concept of media literacy as an important and necessary concept. At the same time, the study focused on the importance of criticizing the media, the importance of informing individuals and society in the face of the influence of the media. In this sense, the results are similar to this study. In that study, the problems encountered in the media literacy course were discussed. Accordingly, teachers do not find themselves qualified to teach this lesson. the problems are listed as the absence of time for those with administrative duties to process the course, the presence of Teog exam, processing of courses other than media literacy in the course, the lack of cooperation of parents and teachers, the course is elective, the lack of a grade, and the inability to take it seriously. The results of the study support the results of our research. However, although there is a five-year difference between the two studies, it points out that there are still the same problems in terms of the media literacy course in Turkey. Media literacy in Turkey is suggestive in terms of its quality and future. It is seen that the emphasis was placed on the training of teachers in the study. As a result of the literature survey, it is observed that there is a similar conclusion



on teacher training. The need for teachers to receive in-service training is emphasized in several studies (Scull & Kupersmidt, 2012; Baker 2010; Kubey 2017; Schmeichel et al. (2018). In this context, it is known that teachers who enter the classroom without any training feel inadequate (Şahin, 2012; Gretter & Yadav, 2018). Teachers often advise future teachers who will teach the ML course to regulate a student-centered lesson, emphasizes active learning, uses different methods and techniques, and uses more visuals. Other recommendations are for the teacher to follow the media and diary, to participate in seminar-in-service training, to prepare before the lesson, to use visual-digital materials.

Finally, in all research questions, there is not a difference between teachers' opinions. The similarity of the answers given by the teachers of both branches is remarkable. This result may be since Turkish and social studies teachers received similar pedagogies while they were on the faculty and had never received any prior ML training before. Some suggestions can be presented based on all these results. The media literacy course will be carefully monitored by students if teachers carry out activities and attract interest despite the LGS exam. However, electives and lack of grades are compelling elements for the teacher. The tradition of completing the missing curriculum and the perception that the elective course is opened for the completion of the main courses need to be changed due to it is seen that the emphasis was placed on the training of teachers in the study. Concern that the course may not achieve its objective. Every teacher who teaches this course must have the knowledge, skills, and attitude about the subject. As a result of an update by the Institution of Higher Education (YÖK) on May 16, 2018, the ML course into the Faculties of Education of universities in Turkey was added to the undergraduate program as a field education course (Dolanbay, 2018, p.77). This is an important step, but teachers who have graduated and conducted this course should not be forgotten. In-service training should be arranged for them to undergo. The teachers who received the opinion stated that they could not access the textbook because it was an elective course and they could not obtain it from the MoNE. Some of the teachers, therefore, have mentioned they do not perform any activities. However, there is a PDF edition of the book on RTUK's website. Awareness and sensitivity about lack of information and avoidance of liability should be addressed through in-service training. In the in-service training to be given; especially methods, materials, and activities should be among the main topics and practical sampling should be done. It will also be more efficient to teach ML in earlier years than 8th grade when the course curriculum is less. To attract the attention of the students which seems to be crucial, it sure must be a compulsory course.



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