

## Comments of Preservice Social Studies Teachers on Media Literacy<sup>1</sup>

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### Abstract

*Social sciences is a field of study that gains the students information, skill, attitude and values of social life based on the information elected from social sciences disciplines in elementary schools. The main mission of teaching social studies is to transmit the cultural inheritance and values of their society to the students, ensuring them to be good citizens and individuals, developing the process of their defining, analyzing and deciding the personal and social problems. Media literacy is the ability to reach, analyze evaluate and transmit the media messages in different forms. The ability of picking symbols from visual or audio materials like newspaper, television, journal, advertisement or computer that constitutes the media is quite important. Reaching the medium that constitutes the media messages, ability to analyze the media messages is pretty important in modern days in which the information technology improves rapidly. This research, which has been carried out with the aim of specifying the comments of the Preservice Social Studies Teachers on Media Literacy, is a qualitative research. Content analysis was used in this study that was conducted with the equalitative research method. Case study has been used as the research pattern and interviewing has been used as the technique of collecting data. The research has been carried out by interviewing 25 students who study Social Studies Teaching in Abant İzzet Baysal University Faculty of Education during the 2013-2014 academic years. According to the results of the research; the Preservice Social Studies teachers perceive the concept of media literacy as “understanding the media correctly, using it effectively and providing a consciousness about media messages”. On the significance of the course they commented that “it needs to be taught to raise generations who are conscious producers and consumers about media”; on its relationship with the social studies they commented that “media literacy is important as changes and improvements in society take place in the field of social studies”. It has been stated that, the media literacy course needs to be taught by the Social Studies teachers and topics related to “the effective usage of the media tools and the medium” need to have priority. About the media literacy, while mentioning problems like there are no private classrooms, practice activities do not take long enough and the courses are not obligatory, recommendations have been made on the need to teach the course being based on practice.*

### Introduction

Social Studies “is a teaching program that aims raising active citizens who can solve problems by making decisions based on knowledge in the shifting sands of country and World from all aspects, using the information and techniques that it obtains from social and human sciences by blending them (Öztürk,2005:5-6). Social Studies is a field that students are gained the basic information, skills, attitude and values with the aim of raising good and responsible citizens in elementary schools (Uçar, 2006: 45). To be able to explain that Social Studies do not consist of just geography and citizenship issues, recognizing the basis of social studies and the disciplines that constitute the social studies becomes crucial ( Merey and Keçe, 2011 : 111). Currently, both interdisciplinary and the social sciences approaches take place differently. According to the National Council of Social Studies (NCSS) the Social Studies is a field of study that is generated by bringing together the literature and social sciences with an interdisciplinary approach to gain the people citizenship adequacies.

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In the school program, the Social Studies provides a systematic and coordinative study field which is filtered out of the suitable and related contents of anthropology, archeology, economy, geography, history, law, philosophy, political sciences, psychology, religion, sociology and arts, literature, mathematics and natural sciences. The main purpose of the Social Studies is to help young people to develop capabilities of giving reasonable decisions based on information, as being members of a democratic society that contains cultural differences in an interdependent, global World (Doğanay, 2008:79).

According to the Social Studies teaching program, Social Studies is an elementary school course which reflects sciences like history, geography, economy, sociology, anthropology, psychology, philosophy, political sciences and law and the issues of the knowledge of citizenship; which contains the gathering of the learning fields under a unit or theme; the interaction of the human with his social environment within the context of the past, present and future; which has been generated with reference to the group teaching approach, with the aim of helping the individual to realize his/her social existence (MEB, Elementary Social Studies Curriculum and Instructions, 2005). By using the information produced by social sciences, it helps the students to understand themselves, their environments, the society and life. Via the social sciences course, to gain the students the intended qualifications and skills, it is obligatory to be taught with an interdisciplinary approach (Demircioğlu, 2006).

### ***Media Literacy***

The age that we live in is called as “Age of Information”. The definition, quality and the ways of reaching the information and the significance of it has changed dramatically. Instead of being the truths that are learned from published books, teachers or wise men, the information is now something accessible by everybody and allows people to find their own truths thanks to media and technology. With this process of change, and the variation of the ways to reach information, the individual’s gaining the ability to find the true information and interpreting it have become more important (Pak,2008:11).

Becoming a part of the daily life, computer, internet, mobile phones, game consoles, data bank recorders, in other words, all the digital technologies are gathered under the title of media. The basic characteristics of the new media that are different from traditional media (television, newspaper, radio, cinema) are; it has the interactive and multiple type of medium, it is able to transmit a great amount of information simultaneously, it enables different communication dimensions to occur simultaneously (Binark and Bek, 2007: 5). Along with its benefits, the increasing variety of media and its potential of influencing individuals from all ages have generated the concept of media literacy (Kurt, Kürüm, 2010:22). Media literacy has different definitions and approaches by domain experts from different countries and cultures, taking into account the truths and the priorities of the country (İnan, 2010: 5). Potter has classified many points of views on media literacy under four main media literacy specialty groups. Potter sets those groups as follows:

1. The ones who are interested in the potential negative effect of public policy and media on children,
2. The ones who are interested in how the people are going to be trained about the necessary skills to process the media messages,
3. The ones who bring forward suggestions to help parents and adults in developing the skills of children to process the media messages.
4. The ones who are making a critical analysis of the effects of mass media on society (Altun, 2009:109).

There are various definitions of media literacy. According to Thoman (2003), media literacy is the ability to read the hundreds, thousands of visual and verbal symbols that we receive every day from television, radio, computer, newspaper, journal, and particularly advertisements and interpreting them personally (Altun, 2010:16). It has been aimed with media literacy to create a conscious society who reads the media messages correctly, who analyses those messages consciously and who evaluates the results of that analysis by considering (Kurt, Kürüm, 2010:21). Potter has resembled the media literacy to the processing of raw material and defined as “the point of view that we use effectively while interpreting the meanings of the messages that we encounter” and stated that those points of views are structured information, the structuring of the information means to process the raw information with the skills we have (Karaman, Karataş, 2009:800). The Radio and Television Supreme Council which emphasizes the significance of media literacy for the education of the students and which prepared the project of media literacy course to be taught in elementary school curriculum has defined the media literacy as “reaching the various messages in written and unwritten formats, gaining the ability to analyze, evaluate and transmit them.”

(RTÜK.2007). When these conceptual bodies are analyzed, the characteristics of a media literate can be put as follows:

- A media literate uses the media effectively and for his/her own sake.
- A media literate looks for alternative information sources, evaluates the accuracy of the information which comes from different sources.
- A media literate is aware of the effect of media on beliefs, attitudes, behaviors and values of individuals and societies.
- A media literate is aware of the fact that media transmits the idea, information and news from somebody else's point of view.
- A media literate is aware of the fact that the media messages come out as a result of a creation process.
- A media literate is aware of the fact that the media messages are produced in several contexts like economic, social, politic, historic and aesthetic.

### ***Principles of Media Literacy***

A social studies teacher who wishes to include the education of Media Literacy in his/her courses, primarily needs to know the principles of media literacy which are regarded to be the first step of being a media literate. Although some other principles of media literacy are being put forward as well, the following five principles are the most common ones:

1. All the media messages are fictions. The messages that are presented to the people by media are messages that have been chosen, arranged and fictionalized cautiously.
2. The fictionalized media messages use a creative language that has its own rules.
3. Different people experience the same media message in different ways.
4. Media is a basically profit oriented sector.
5. Values and different points of views have been put into media (Altun, 2010:22-23).

### ***The Significance of Media Literacy***

In the course of Media Literacy, the students will be ensured to realize that the information presented by some of the media products is a reproduction that is subjective, cautiously chosen, fictionalized according to a certain point of view and generated under several effects. Additionally, it emphasizes how the media organizations, as commercial instruments, function with the aim of encouraging people to consume, through advertisements, movies, music etc. (M.E.B.Books in the Teacher's Guide, 2012). Following the telephone, radio and television; computers, as being brand new technologies developed after the 20th century, have made it quite fast for people to communicate internationally and intercontinentally. These intense communication opportunities that are provided by the computer sometimes cause an incident that occurred somewhere on earth to become a worldwide problem (Oktay, 2004: 14).

Besides, although technology provides great conveniences in all the fields of life the effects of the harms caused by its unconscious usage have started to become visible all over the World. In the previous years, there have improvements that require the issue of media education to be urgent in the frame of media. The most significant ones among them are as follows:

- The technological improvements: There has been a wide increase in electronic media with the invention of multichannel television, home video, computer and internet. However, while technology provides great conveniences in every field of our lives, on the other hand, the effects of the harms caused by unconscious usage have started to become visible all over the World.
- The economic improvements: Media has inextricably caught the contemporary culture to commercialize more widely.
- Social improvements: Cultural change and sociological changes in social life.
- Globalization: The balance change between the global and the local (M.E.B. 2006).

### ***Media Literacy Education***

The Media Literacy Course Teaching Program has been prepared with an approach that considers the value of knowledge and the previous experiences of the individual.

By this way, a new approach that is activity centered, that balances the knowledge and skill, that takes the life and the personal differences of the student into account, that enables the student to interact with his/her environment tried to be actualized. In accordance with this approach, The Media Literacy Course Teaching Program (MEB, RTÜK: 2006:6, 7):

1. Knowledge prioritizes learning, the realization of learning by providing the improvement of skills and values.
2. Encourages the students to observe research and see the environment through a constructive critical sight.
3. It aims to raise the students as physically and emotionally healthy and happy individuals.
4. It aims to improve students psychologically, morally, socially and culturally.
5. It enables the students to use their experiences and interact with the environment in the process of learning.
6. It considers the variety in the learning-teaching techniques and methods, multiple intelligence theory to reach each student.
7. By going through the student study files, it enables to evaluate during the processes of learning and teaching.

The student who completes this program successfully;

1. Gains the consciousness to evaluate wisely everything he/she comes across in media, becomes a person who is environmentally conscious, aware of the problems of his/her own country by reading the media from different aspects.
2. Becomes skilled in analyzing, evaluating and transmitting the messages in media like television, video, cinema, advertisement, printed media, internet etc. by reaching them.
3. Gains a critical point of view against the printed, visual, audial media.
4. Brings forward a conversion from finding answers to the process of asking questions about the creation and the analysis of the messages.
5. Becomes a conscious media literate.
6. Takes a more active and constructive part in the social life.
7. Contributes to the issue of creating a sensibility in improving the public and private broadcasting to a more positive point (MEB, RTÜK, and 2006:7).

In the last years in which the media became more varied and the media messages increased, there have been several researches made on Media literacy. When the researches carried out in Turkey have been analyzed, it has been found out that, the media literacy researches carried out in other countries have been compared to the ones carried out in our country; the opinions of students, parents, teachers and preservice teachers on media literacy course have been tried to defined and the problems that come out during the teaching process have been detected (Deveci and Çengelci, 2008; Çetinkaya, 2008; Karaman, Karataş, 2009; Ankaragil,2009; Sadriu,2009; Elma and Others,2009; İnan and Bayındır, 2009; Keleş, 2009; Kurt and Kürüm, 2010; İnan,2010; Bütün, 2010; Koçak,2011; Tutkun, Demir, Genç,2012; Tuncel,2012; Sur, 2013; Semiz, 2013; Çinelioglu,2013). It is stated that, in the researches made with the students and teachers, it has been found out that there are problems with the issues of program, process, and methods in media literacy course. In the researches made with the preservice teachers, it has been found out that, the variables of owning a computer, access to internet, following a newspaper or journal, frequency of watching TV and frequency of internet usage have a significant effect on media literacy; the preservice teachers who have taken the media literacy course have higher grades of general attitude about violence presentations of media than the ones who have not taken the course yet. As a result of the researches, suggestions on gaining the students the media literacy have been proposed.

In consideration of these researches, it has been observed that the comments of Social Studies preservice teachers on the Media Literacy course which is given by Social Studies teachers are important to evaluate their points of view, to know if the problems are continuing. For this reason, in this research, an answer to the question of “What are the comments of preservice Social Studies teachers on Media Literacy education?” has been looked for.

The aim of this research is to indicate the comments of preservice Social Studies teachers on media literacy education.

The following questions will be tried to answer during this research:

1. What are the comments of preservice Social Studies teachers on the concept of media literacy, its significance (reasons for teaching it) and its relation with the Social Studies?
2. What are the comments of preservice Social Studies teachers on by whom the media literacy course should be given, at which grade it should be given and which topics should be discussed?

3. What are the comments of preservice Social Studies teachers on how the media literacy education should be (method-technique-material)?
4. What are the comments of preservice Social Studies teachers on the problems that come out during the media literacy education and the solution offers?

### Method

Content analysis was used in this study that was conducted with the qualitative research method. In the research which has been made through case study pattern, the information has been gathered through the interview form approach applied on preservice Social Studies teachers with the aim of defining their comments on the concept of Media literacy, its significance, application and the problems – their opinions of solution offers. A content analysis has been made through the findings that have been achieved. An interview form has been applied on 25 students who were studying in Abant İzzet Baysal University during the 2013-2014 academic years. The personal information of the preservice Social Studies teachers have been shown in Table 1.

### Participants

**Table 1: The Personal Characteristics of the Preservice Teachers who Participated in the Research**

Variables	f					
Gender						
Female	12					
Male	13					
Grade						
3	12					
4	13					
The State of taking the Media Literacy Course						
Taken the course	15					
Not taken the course	10					
The State of following the Media						
Daily watching television	None	1 hour	1-2 hours	2-3hours	3-4 hours	4hours +
f	5	9	5	4	2	-
Frequency of reading newspaper	Every day	Every otherday	Oncea week	Once amonth	None	
f	10	9	3	-	3	
Daily frequency of internet usage	None	1 hour	1-2 hours	2-3 hours	3-4 hours	4 hours+
f	2	4	8	4	2	5

As seen in Table 1, 12 of the 25 students who participated in the research are female, 13 of them are male, 12 of them are 3rd grade students, 13 of them are 4th grade students. The number of the students who have already taken the media literacy course is 15 and the number of the students who have not taken the course yet is 10. The students' state of following the media has been discussed based on their state of watching television, frequency of reading newspaper and daily internet usage. 9 students who have participated in the research, watch television up to 1 hour every day, 10 participants are reading newspaper every day and the frequency of internet usage of 8 students are 1-2 hours.

### Preservice Teachers Interview Form

To gather the qualitative data in the research, one of the qualitative research methods, "The Interview Form Approach" has been used. "The interview form method is prepared with the aim of gathering the same information from different people by leaning to similar topics" (Yıldırım and Şimşek, 2008:122). The interview form consists of two parts that contain the questions about personal information and the topic. These are open ended questions. Following the preparation of the questions, to ensure that the questions can produce valid and reliable solutions, the comments of 2 domain experts, 2 assessment and evaluation experts and 1 language expert have been demanded. With the feedbacks that have been received from the experts, the questions have been given their final form and a pre-application have been made with 2 teachers. With the positive result that came out of this application, the interview form has been given its final form and the main application period has started.

### The Analysis of Qualitative Data

The data obtained from the teachers through the interview method have been analyzed using content analysis method. The content analysis which means to analyze the written and verbal materials can be defined as the process of digitizing what people say and write by coding according to the clear instructions. The main purpose of content analysis is to reach the concepts and relations that can describe the data that has been gathered.

In the content analysis, the data that have been gathered are processed deeply and the concept and themes that are not realized through a descriptive approach are discovered through this analysis. At the basis of this approach, the categorization of what has been said or written and counting their frequency. In this regard, the researcher tries to define the data, reveal the truths that may be hidden in the data through context analysis. The basic process of context analysis is to bring together the similar data in the scope of certain concepts and themes and to interpret them in a way that the reader can understand (Yıldırım and Şimşek, 2008:227).

The information that has been gathered from the preservice teachers interview form has been tabulated by constituting themes in the research. Each preservice Social Studies teacher who stated a comment have been symbolized as Ö1, Ö2, Ö3, Ö4... in the coding. By reading all the interview texts, a theme has been decided for each question. With the aim of controlling the correctness, reliability and validity of the themes, the comments of two domain experts and 2 qualitative assessment and evaluation experts have been taken.

### Findings and Comments

The qualitative data in the preservice teacher interview forms have been analyzed, a context analysis has been made for each entry and themes have been generated. The themes that have been generated for each entry have been tabulated.

**Table 2: The Frequency and Percentage Values of the Comments of the Preservice Social Studies Teachers on “Media Literacy**

	f	%
Understanding the media correctly and using it effectively	8	32
Providing consciousness about media messages	7	28
Supplying communication and the teaching of the media	6	24
Raising an awareness about the harmful effects of media	2	8
Getting them to adopt the habit to follow the current issues	2	8
Sum	25	100

As set in the Table 2, when the comments of preservice Social Studies teachers on the question of “What is media literacy?” are analyzed, it is seen that 8 comments have been made towards “understanding the media correctly”, 7 comments have been made towards “providing consciousness about media messages”. Some of the preservice teachers have commented as it is raising awareness about the harmful effects of media and getting them to adopt the habit to follow the current issues. The comments of preservice Social Studies teachers on media literacy are as follows; “It is a branch that enables us to see the background of everything that is transmitted to us via all kinds of media tools like advertisement, movie, series, documentary etc. from media and to read everything about media consciously” (Ö.3). “The media literacy is following what is current. By following what is current, improving our knowledge by reading regularly we can become a media literate and contribute to the society as well.” (Ö.7). “The media literacy is to gain the people the necessary information to better understand the social life and the media which has an impact on our personal lives.” (Ö.21).

**Table 3: The Frequency and Percentage Values of the Comments of Preservice Social Studies Teachers on “The Reasons for Teaching the Media Literacy Course**

	f	%
As the media gets more and more varied, to raise conscious	9	36
Raising individuals who can use the media tools more effectively	6	24
Being able to make effective use of media tools	2	8
Raising conscious individuals who can follow and discuss the current issues	2	8
Raising the consciousness of existing in the society as individuals	2	8
Decreasing the negative effects of media tools and messages	2	8
Keeping up with the age of technology	1	4
To find a solution to the communication problems	1	4
Sum	25	100

As set in the Table 3, when the comments of preservice Social Studies teachers on the question of “Why should the media literacy course be taught? Explain with reasons.” are analyzed, it is seen that most of the comments (9 comments) are on it should be taught “As the media gets more and more varied, to raise conscious media producers and consumers.” Some of the other comments (6 comments) are on the media literacy course should be taught to “Raise individuals who can use the media tools more effectively”.

Some of the comments of preservice Social Studies teachers on the reasons for teaching the media literacy course are as follows; “It is important to teach from the aspect of children’s learning how to reach the more reliable and rational information from media. One cannot trust all kinds of information on the internet.” (Ö.19).

“We live in a World which is globalizing and media has dramatic influence on people. We can almost say that the life flows through media. We need conscious individuals about media. Thus, this course is being taught.” (Ö.4). “This course should be taught because of a problem caused by the need to reach a conscious generation and healthy media for it is really important to reach the true information and getting rid of the influence of media for today and the future.” (Ö.3).

**Table 4: The Frequency and Percentage Values of the Comments of the Preservice Social Studies Teachers on “Media Literacy and Social Studies”**

	f	%
The changes and improvements in the society, being included in the field of social studies	10	31
The fact that the social studies topics are related to the social life	7	21
The fact that the current issues are important for social studies	6	18
To realize the aims of social studies	3	9
As it is related to the social studies course skills (Social participation, entrepreneurship, communication)	3	9
As it contributes to the reflective approach	2	6
As it is related to the learning fields of social studies (Individual and society, time continuity and alteration)	1	3
Sum	32	100

As set in the Table 4, when the comments of preservice Social Studies teachers on the question of “What kind of a relationship does the media literacy have with the social studies?” are analyzed, it is seen that most of the comments (10 comments) are on, that social studies analyzes the alterations and improvements that occur in the society taking the influence of media on the society as basis. 7 comments are on the fact that the social sciences topics are related to the social life and 6 comments are on, by taking that the media presents what is current as a basis, the fact that the current issues are significant for social studies.

The Preservice Social Studies Teachers put their comments on the question of “What kind of a relationship the Media Literacy has with the “Social Studies?” as follows; “Media literacy deals with the current issues. It emphasizes the current issues. Also social studies emphasizes all the problems related to humans and the welfare of the society.” (Ö.24). “It is the education received by the secondary school students under the name of social studies as a part of social sciences, which aims to raise students who knows the past and present and have ideas about the future. One of its most significant aims is to raise students who can keep up with the circumstances and times. This can be provided through the media literacy.” (Ö.11).

**Table 5: The Frequency and Percentage Values of the Comments of the Preservice Social Studies Teachers on “By Whom the Media Literacy Course should be Taught? Why?”**

	f	%
By Social Studies teachers:		
-As they have the pedagogical and Media literacy discipline educations	9	36
- As Social Studies deals with the current issues	10	40
- Social Studies is an interdisciplinary approach	1	4
By domain experts of media education:		
-They are more experienced in the field of media and communication	2	8
By Turkish teachers:		
-They are more experienced in Media Literacy field	1	4
Sum	25	100

As seen in Table 5, the preservice Social Studies teachers believe that the media literacy course should be taught by social studies teachers. (20 comments). That the social studies teachers have pedagogical education and receive the media literacy course, that the social studies deals with the current issues and it is an interdisciplinary approach have been stated among the reasons for this. That media literacy needs domain expertise that the media tools are currently common makes it necessary, have been stated among the reasons for this. The ones who have stated that it should be taught by Turkish teachers have given the reason that the Turkish teachers are more experienced in the field (1). The comments of preservice Social Studies teachers on the question of “By whom the Media Literacy Course should be taught? Why?” are as follows; “It should be taught by Social Studies teachers as they receive a media literacy education. Besides, social studies teachers have a social media course. This course should be taught by a person who has formation.” (Ö.16). “It should be taught by social studies teachers. Media literacy contains many social and current issues. As social studies contains many disciplines, emphasizes the human and human relations, it should be taught by social studies teachers.” (Ö.9). “As the course will be taught at school and teachers who have a pedagogical education will be more experienced in students’ cognitive and affective fields this course should be taught by social studies teachers.” (Ö.20).

**Table 6: The Frequency and Percentage Values of the Comments of The Preservice Social Studies Teachers on “Which Subjects Should Take Place in Media Literacy Course Program? Explain why”**

	f	%
Subjects related to the effective usage of the media tools and media (Internet, Television, Cinema, Computer, Telephone, Advertisements..)	12	52
-The unconscious usage of media tools	3	
-They should be taught how and how much they should use the mass media	3	
- To raise conscious individuals who can analyze what they watch	6	
Understanding the Media correctly	5	20
-That media tools are quite variable and give so many messages currently	5	
Following the current issues	5	20
-That the age we live in is in a constant alteration	3	
-That the social studies learning fields are related to the current issues	2	
Propaganda methods	1	4
-To better understand media messages	1	4
Reaching reliable information	1	4
Raising awareness about the positive and negative aspects of media	1	4
Sum	25	100

When Table 6 is analyzed, the comments of preservice social studies teachers are as follows; in (12 comments) it has been stated that in the media literacy course program, there should be subjects related to the usage of media tools and media. Reasons for this have been lined up as follows; the media tools are being used unconsciously, teaching how and how much the mass media should be used and raising individuals who can analyze what they watch. The comments that state there should be subjects related to understanding the media correctly (5), have given that the media contains various and different messages currently, as a reason. The preservice social studies teachers, who stated that there should be subjects related to current issues in the program (5), have given, to be able to fulfill the needs of our age and that the social studies is related to the current issues, as reasons for their comments. Preservice teachers have comments about the subjects like ones related to social studies learning field, propaganda methods, reaching reliable information, raising awareness about the positive and negative aspects of media (1) should take place in media literacy program.

When the comments of preservice Social Studies Teachers are analyzed, there are statements as follows; “*Mostly subjects like current issues, internet issues, GPRS systems should take place as our age is in a constant improvement. The media course should be taught to fulfill the needs of this age.*” (Ö.13). “*The internet usage: it is being used unconsciously. TV: most of the programs are irrelevant. Cinema should be of good quality, appropriate to the values, contribute to the individuals. Telephone is being used irrelevantly out of its purpose. Advertisement: influences the audience, the audience believes everything they hear, they become a group of unconscious consumers.*” (Ö.2). “*They should be subjects which are in the content of learning fields like Production, Delivery, Consumption, the adventure of Democracy, Science in Time and which will provide the currency. The ability to analyze news, advertisements and media in the teaching of current issues, should be raised.*” (Ö.18).

**Table 7: The Frequency and Percentage Values of the Comments of Preservice Social Studies Teachers on the Question of “At Which Grade the Media Literacy Course Should be Taught? Explain the Reasons**

	f	%
Elementary School 2nd Grade:	13	48
-High awareness	8	
-Improved sense of responsibility	4	
- The ability of the student to tell the right from wrong	1	
Elementary School 1st Grade	9	36
-The most open period to the messages of communication tools	4	
-From a younger age to raise a more conscious awareness	5	
Elementary School, Secondary School and High School Periods	4	16
-Periods of high awareness	2	
-The individual is open to outer influences in these periods	2	
Sum	26	100

When the Table 7 is analyzed, according to comments of the preservice social studies teachers, the media literacy should be taught starting from the elementary school 2nd grade (12). The reasons for this are; according to the preservice teachers, the 2nd grade students have a high level of awareness, improved sense of responsibility, they are more productive in this period and they begin to be able to tell the right from wrong.



The preservice teachers who commented as “the media literacy should be taught at elementary school 1st grade” (9) have stated the following reasons for their comments; the students of this period are quite open to the communication tools and the media literacy course should be taught starting from young ages to raise a more conscious awareness. The ones who commented as “Media literacy should be taught throughout the periods of elementary, secondary and high school periods.” (4) Have given the following reasons for their comments; the students of these periods have a high level of awareness and the individuals are open to outer effects throughout these periods.

Some of the comments of preservice Social Studies Teachers are as follows: “*The course should be taught in elementary school because, at younger ages the students are more influenced by the television.*” (Ö.14). “*Should be given especially in 7th and 8th grades as the students begin to be aware of the things around and begin to produce*” (Ö.10). “*In my opinion, it should start from the 4th grade as the children have already met media through the TV, internet etc. available in their houses, they need to learn how to use them.*” (Ö.6).

**Table 8: The Frequency and Percentage Values of the Comments of Preservice Social Studies Teachers on “The Place to Teach the Media Literacy Course and its Reasons**

	f	%
In the student centered classroom environment which is associated with the daily life	10	40
In the laboratory environment, based on practical applications	5	20
In a classroom which is designed for the M.O.Y	4	16
In the classroom and Laboratory environment	3	12
In any environment where the communication tools are available	1	4
The MOY course environment should be arranged according to the improvement level of the	1	4
Out of the school	1	4
Sum	25	100

When the table 8 is analyzed, the comments of preservice Social Studies teachers on the question of “Where the Media Literacy course should be taught. Explain with reasons.” came out as follows; it should be taught in the student centered classroom environment which is associated with the daily life (10), a laboratory environment will be appropriate (5) for media literacy and a classroom environment which is particularly designed for media literacy will be appropriate (4) for the teaching of this course. There are other ones who stated comments as, the media literacy course may be taught in both the classroom and the laboratory environment (3), out of the school (1), the course environment of media literacy should be arranged according to the improvement levels of the students (1). Some of the comments of the preservice Social Studies Teachers are as follows: “*It will be sufficient to be taught in the usual classrooms at schools.*” (Ö:11). “*It will be more efficient if it is taught in an environment where the necessary communication tools are available.*” (Ö.15).

**Table 9: The Frequency and Percentage Values of Preservice Social Studies Teachers on “How the Media Literacy Should be Taught and its Reasons**

	f	%
How the media literacy should be taught? Which methods should be adopted?		
-The process of creating media messages should be practiced by students	3	6
-A pre-study should be done on current media issues before the course	3	6
- Field- study should be done	2	4
- The media tools and messages should be analyzed	2	4
- A classroom environment which will improve the creative ideas should be provided	1	2
-The nagations that occur during the communication process should be emphasized	1	2
A problem solving approach should be adopted		
-Lecturing with a teacher centered approach	1	2
-The current issues should be brought to the classroom and discussed for the MOY course	1	2
-It should be taught in two stages as theory and practice by MOY field education experts	1	2
Which materials should be used during the teaching of media literacy		
Visual, audio and technological materials and media products	8	17
Printed-written media tools (newspaper, journal, banner, billboard etc.)	5	11
Advertisement analyses forms	2	4
Sum	45	100

As seen in the Table 9, the comments of the students on the question of “How the Media Literacy course should be taught? (What kind of a method should be adopted in the process of media literacy teaching? Which materials should be used?) Explain.” are as follows; there are 3 comments as “The process of creating media messages should be practiced by students.” there are 3 comments as “the teacher should have the students do a pre-study on current media issues before the course.”; there are 2 comments as “Field- study should be done”.

The comments on, which materials should be used during the media literacy teaching, are as follows: most of the comments (8) are on the teaching of the course by using visual, audio and technological materials and media products (computer, projector, advertisement, film, TV, radio etc.), 5 comments are on teaching through using printed-written media tools (newspaper, journal, banner, billboard etc.) and 2 comments are on using the advertisement analysis forms.

*The comments of preservice Social Studies Teachers on the topic are as follows; “The media literacy course should be taught to the elementary school students by teachers who have received the education of this course. First of all, the aims of the course should be explained to the students and a program should be prepared. The course must definitely be supported by materials and the students must be kept active during the process.” (Ö.12). “Current issues, news should be taught by demonstrating and discussing in the classroom.” (Ö.24). “Examples from media should be presented. The positive and negative aspects of communication, that is to say, the reasons for lack of communication should be explained. Media tools should be introduced and demonstrated to the student in visual environment.” (Ö.10).*

Table 10: The Frequency and Percentage Values of the Comments of Preservice Social Studies Teachers on “The Problems that Come Out during the Media Literacy Course and Suggestions for Solutions

Problems	f	%
There are no private classrooms for media literacy course	8	16
The practice activities are given a little part in the course process	6	12
Media literacy course is regarded as irrelevant	3	6
Media literacy course is not an obligatory course	3	6
The allocated hours for media literacy course are not enough	2	4
<b>Suggestions</b>		
-Designing a private classroom for media literacy course	12	24
-Taking the suggestions of experts during the course process (People who are experts in communication sciences)	5	10
- Getting the individuals to adopt the habit of reading daily newspaper	4	8
-Associating the course with current issues (Case study)	3	6
-Making the media literacy course obligatory	2	4
Including practices that will gain an objective point of view to the university s. (Teachers should have to students analyze different media messages)	1	2
-Processing the course at universities with a “solution oriented” approach	1	2
-Working on providing the due consideration of the course	1	2
-Increasing the practical activities, making the students active	1	2
<b>Sum</b>	<b>52</b>	<b>100</b>

As in the Table 10, the comments of the preservice social studies teachers on “The problems encountered during the Media Literacy course and suggestions about it” are as follows; for the problems encountered during the media literacy course: there are 8 comments on that there are not any media literacy classrooms, 6 comments on the part given to the practice activities in the course process is too little, 3 comments on the course is being regarded as irrelevant, 3 comments on the course’s not being obligatory and 2 comments on the issue that the allocated hours are not enough.”. The comments on the suggestion offers for those problems are as follows; there are 12 comments on “to be able to process the course more productively, designing classrooms private to the media literacy, 5 comments on taking suggestions from experts, 3 comments on associating the course with current issues, 2 comments on making the course obligatory, 1 comment on processing the course as solution oriented.”

Some of the comments of preservice Social Studies teachers on the problems of media literacy course and ways of solutions are as follows: “*It should be closely related to the current issues, should be associated to the subject through case studies. In my opinion, practice and case study is important. As far as I am concerned, the problem generally results from the course’s not being given the due consideration and regarded as irrelevant. Transmitting the importance in the right way is significant for the solution of this problem.*” (Ö.6) “*This course should be processed as practice based and at higher grades in universities. The course should be processed in a planned, programmed and disciplined way. Solutions should be offered for the current issues. Case studies should be presented.*” (Ö.7). “*The allocated hours should be increased. The content should be improved and the course should become obligatory rather than elective. It should be taught by experts.*”

### **Result and Suggestions**

The comments of preservice social studies teachers are analyzed and the following results have been come through: The preservice social studies teachers perceive the concept of media literacy as “understanding the media correctly and using it efficiently as well as forming a consciousness about media messages”.

Media literacy is the ability of reading media messages correctly and analyzing those messages in a conscious way, in a nutshell, approaching them with a critical point of view (Thoman 2003, Kurt, Kürüm, 2010). It is observed that preservice teachers' levels of awareness about media literacy are high. Also, considering the results of the research, according to some of the preservice teachers, media literacy is perceived as "avoiding the harmful effects of media". This is being supported by the related researches (Tutkun, Demir, Genç; 2012). The comments of preservice social studies teachers on by whom the media literacy courses should be taught at schools are as "they should be taught by social studies teachers". As the reason for this, they have stated that social studies is more related to the current issues, the fact that the social studies teachers have received both the necessary pedagogical education and the media literacy discipline education and that the social studies is an interdisciplinary approach.

According to the preservice social studies teachers, mostly, subjects about the effective usage of media tools and environments (internet, television, cinema, computer, telephone, advertisements etc.) take place in the media literacy program. As reason for this, the preserviceteachers state that the media tools are being used unconsciously, it needs to be taught how and how much the media tools to be used and it is necessary to raise individuals who can analyze what they watch. As another point of view, they stated that it is necessary to include subjects that enable one to understand media correctly, and stated that the media has currently got dramatically enriched, as the reason for that. When the media literacy program of Ministry of National Education is analyzed, it is observed that the subjects suggested by preservice social studies teachers are parallel with the ones in the present program. For instance, the media literacy units that have been released by the Ministry of National Education for 7th Grade Media Literacy are as follows: Introduction to Communication, Mass Communication, Media, Television, Family, Kids and Television, Radio, Newspaper and Journal, Internet (Cyber World).

The preservice social studies teachers state that it is necessary to begin teaching media literacy course at the 2nd grade of elementary school. The reason for this is stated as the awareness levels and senses of responsibility of the students at this grade are high, they are capable of telling the right from wrong. Most of the preservicesocial studies teachers consider that the media literacy course should be given in the student centered classroom environment which is associated with daily life. Some of the preservice teachers have stated that laboratory environment and the classrooms designed for the media literacy course will be more sufficient for the process of this course. Some of the preservice teachers have stated that the media literacy course may be taught both in the classroom and laboratory environments and some others have stated that it may be taught in any environment where the communication tools are available while one of them has stated that media literacy course environment should be arranged according to the improvement levels of the students.

According to the preservice social studies teachers, media literacy should be taught mostly through practical activities. Pre-studies should be made before the courses, media tools and media messages should be analyzed and implemented. Activities that will gain critical thinking skills to the students should be proposed, a classroom environment in which the students can participate in the process should be created. According to thepreservicesocial studies teachers, visual, audio and technological materials and media products (computer, projector, overhead projector, advertisement, news, film, television, radio etc.), printed, written media can be made use of during the media literacy teaching. Parallel results have been reached in the researches made by Deveci and Çengelci (2008). The student comments on why the media literacy course should be taught are mostly as it is necessary to raise conscious media producers and consumers, as media environments are getting more and more varied and the media messages are getting more and more. Raising individuals who are able to use media tools effectively is another outstanding comment. With the media literacy, it is aimed to generate a media consciousness that will provide the individual's correct understanding of the media messages and raising individuals who analyze the media culture through a critical point of view.

When the aim of media literacy is taken into account, providing the individuals to be conscious in media usage relies on some necessary critical skills they have (Kurt, Kürüm; 2010). The social studies course is about the improvements and changes that occur in the society. The influence of media has a considerable influence on society. Because of this fact, media literacy and social studies are closely relatedaccording to the preservice teachers. Social studies is about current issues, being a reflective approach, social studies relates the past, present and the future. Thus, social studies and media literacy are pretty related to each other. Besides, the skills that will be directly transmitted are necessary for the media literacy as well.(For instance, social participation, entrepreneurship and critical thinking.)

According to preservice social studies teachers, the problems that come out during the process of media literacy education in the universities are generally result from the program and method. Due consideration is not being given to the media literacy. There are not any private application classrooms for media literacy. The media literacy course is not obligatory. Besides, the allocated time for media literacy is not enough. On these issues, social studies teachers have stated the following comments: Private classrooms should be designed for media literacy course. The course process should be based on practice. Suggestions of experts should be taken during the course process. Media literacy course should be obligatory. In a research carried out by İnan (2010), the comments of preservice social studies teachers on media literacy have been analyzed and parallel results have been reached. According to the results of the research, the fact that the preservice social studies teachers are conscious media readers and this course should be taught at different grades.

### **Suggestions**

The subjects about the effective usage of media tools and media environments should take place in media literacy program. Media literacy classrooms should be designed at schools and the courses should be enriched with practice activities. The allocated time for media literacy course should be increased. Media literacy course should be obligatory. During the process of the course, the teacher should be in touch with the media domain experts. The methods and techniques used must be diversified. Studies on media literacy should be increased. Teachers should be given in- service training of media literacy.

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