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PERSPECTIVES OF EDUCATIONALISTS ON MEDYA LITERACY IN THE EDUCATIONAL SYSTEM OF TURKEY

ABSTRACT
The aim of this study is to find out and evaluate the opinions of the teachers and principles working in secondary schools in Uşak about the media literacy course. These teachers and the principles constitute the universe of the research. The time when this study carried out is spring term of 2013-2014 academic year, and the research sample involves the teachers and the principles working in different five secondary schools in the city. To collect the research data, likert scale type of questionnaire is used. The questionnaire consists of two parts. In the first part, there are questions about the participants' qualifications. In the second part, there are twenty questions related with the teachers' and the principles' opinions on the media literacy course. To evaluate the data, T-test, frequency and percentages are figured out. Research findings can be said to support the data results of media literacy course.
        Keywords: Media Literacy, Media Literacy in Turkey,
                     Educational System, Uşak, Education

TÜRKİYE'DE EĞİTİM SİSTEMİ İÇİNDE EĞİTİMCİLERİN MEDYA OKUR-YAZARLIĞINA BAKIŞI

ÖZET
Bu araştırmanın amacı Uşak Ortaöğretim kurumlarında görev yapan okul idarecisi ve öğretmenlerin Medya Okur-yazarlığı dersine yönelik düşüncelerini tespit etmek ve değerlendirmektir. Araştırmanın evrenini 2013-2014 Bahar yarıyılı Uşak il merkezindeki orta öğretim kurumlarında görev yapan öğretmen ve okul idarecileri oluşturmuştur. Araştırma verilerinin toplanmasında, araştırmacı tarafından geliştirilen 5'li Likert tipi anket kullanılmıştır. Anket iki bölümden oluşmuştur, birinci bölümde araştırmaya katılanların kişisel özelliklerine yönelik maddeler, ikinci bölümde ise, araştırmaya katılan okul idarecisi ve öğretmenlerin medya okur-yazarlığı dersine yönelik düşüncelerini kapsayan yirmi madde yer almıştır. Verilerin değerlendirilmesinde t-Testi, frekans ve yüzdelik değerler yapılmıştır. Araştırma bulguları medya okur-yazarlığı dersini destekler nitelikte bulunmuştur.
        Anahtar Kelimeler: Medya Okuryazarlığı, Türkiye'de Medya
                              Okuryazarlığı, Eğitim Sistemi, Uşak, Eğitim

1. INTRODUCTION (GİRİŞ)

From the very beginning, human beings communicate as a necessity of social life.Humanbeingscommunicating with signs and specific sounds firstly started to speak and use the language that belongs to the community they live in. As the time passes and social conditions develop, they started to use the communication instruments.In the twentyfirst centurywhich is called as communication, informationor technology age, new inventions and new developments in communication technology show up every day. Thanks to the technological developments, following the daily events and accessing the information all over the world is getting easier and easier. In addition, these new technologies from banking transactions to video conversations make daily life easier. People socialize with these new technologies and start to maintain their social life via internet and mobile phones.

Technological development accelerates the media. Media messages started to be transferred easier and faster. However, media does not transfer everything in a right way. Especially, in the 1970s when the media did not reflect the truth and the television was not objective, they were criticized harshly. Occasionally, the media might present its target useless and misleading information. Furthermore, people should perceive the media transmission, define and form them as required and use them efficiently. In an environment in which today's traditional education systems and policies are insufficient, media literacy needs to be used or people need to use the media in order to be able to reach the target. At this point, the media literacy is the premise of the study. In this study, the concept of media literacy which is an instrument to analyze the media, media literacy approaches, models and principles and the development process of media literacy in Turkey are examined.

2. RESEARCH SICNIFICANCE (ÇALIŞMANIN ÖNEMİ)

First of all, this study aims at introducing the Media Literacy lesson, its curriculum, the processes it has gone through and the position where it is today. This study is significant because of reflecting the processes in which the curriculum of the lesson was made up, how these processes were taken place in National schools, what the lesson consists in as content and syllabus and a research carried out to show the teachers' general thoughts and evaluations of the lesson.

This study is important for pointing out the teachers and principals thoughts and evaluations of the Media Literacy lesson at the pilot schools in Uşak.

3. ONMEDIA LITERACY (MEDYA OKURYAZARLIĞI ÜZERİNE)

The term, 'Media Literacy' is defined variously by differentauthorities.According to W.James Potter, while literacy is generally related with written media, visual literacy is related withfilm and television. Computer literacy is on the other hand related with computer and internet.As to Potter, media literacy term includes all these terms and more and the media literacy is the interpretion of meaning of the message (Potter, 2005:23-28).

To Elizabeth Thomann, media literacy is the ability to interpret hundreds or even thousands of verbal or visual symbols taken throughtelevision, radio, computer, newspaper, magazine or advertisements everyday and get the meanings of these (Thomann, http://www.medialit.org/reading-room/pdf/MCLskillsandstrat:pdf). As it is understood from the definitions, media literacy is the analyis of innumerable visual-auditory messages and contents submitted by the media.

In order to reach this goal more easily, an organization, named as The Center for Media Literacy, was established in national and international level. This organisation supports leadership, public education, professional development and education financially. The Center for Media Literacy is working on teaching all the citizens, especially the youngsters, critical thinking and producing media products in the 21st century dominated by media culture (http://medialit.org).

According to The Center for Media Literacy, media literacy is a 7-staged learning process which should be learned and applied lifelong by each citizen. These stages are:

- Being aware of the time spent in front of the TV,
- Learning specific skills of watching critically,
- Learning how the mass media sustains global economy with the help of social,economical and political analysis,
- Being sensible towards the environment or the country by analyzing the media,
- Gaining the capability of resolving, evaluating and transferring the messages received through channels such as TV, video, cinema, advertisements and internet,
- Gaining a critical perspective towards written, visual and auditory media,
- Creating a skill about active participation into social life (Center for media literarcy, http://www.medialit.org).

In the Communication Council meeting held in 2003 by the Radio and Television Supreme Council and the Ministry responsible for media, media literacy course was taken in the primary and secondary school curriculum by mentioning "media literacy course is suggested in order to make the children and young people conscious and the studies should be started in accordance with the UN to protect children from harmful broadcasting through an approach contributing to social and individual education, culture and taking care of mental health" (Communication Council, 2003:613). Media litereacy should be given as philosophy and critical thinking method (Inceoglu,"A new field in Communication Studies: media literacy" 2005:15). Thus, media literacy has changed its function as being a critical thinking method on classical text at school. With the help of media literacy, the materials are not even taken into consideration and used at school, can be reflected to our daily lives (Vered, 2008).

As the importance of mass media means increases in our life, the children's interests in living with media increase, as well. Children's understanding and interpreting the messages which electronic mass media means send, is one of the most paramount stages in social development. In the Media Education Declaration provided and determined by UNESCO, (January 2, 1982, Germany) it is stated that supporting and reinforcing the actions aiming at encouraging national cooperation in Media Education, the development of critical thinking among media users, improving information, skills and attitutes are what the media literacy sees as fundemantal. These programmes contain the analysis of media products, the usages of the media as creative expression means and the effective usage of media channels.

3.1. Approaches in the Field of Media Literacy
(Medya Okuryazarlığı Alanında Bazı Yaklaşımlar)

Media literacy is a renovation to raise awareness and bring self-control about the media. The purpose of this project is to help a person be strong against the negative effects of media and media organisations show self-control against the reactions of the masses.

It is viewers' ability to enlight the media by neutralizing the effects of fictional world between the real world and the media. In other words, media can be directed by the viewers or community. Media helps people learn the ability to access the media and detect the messages himself/herself. Decoding messages and understanding the reasons of ecoding messagesmean reading the lines of scripts in media (http://newsreel.org/articles/aufderhe.htm).

Two different paradigms can be mentioned in the field.According to protectionist approach, it is claimed that individuals are defenseless against the messages media sent. Individuals are passive and they should be guided about the media contents they will follow. Furthermore, others may decide instead of these individuals following the media. According to this paradigm, the person is informed about what is right or wrong.

According to critical media-literacy approach, individuals decide what is good or what is bad for them. Individuals are able to observe and criticize what the media sends them by using the skills they attained from media education. Thus, the individuals getting active in this process can interpret the messages they got from their experiences. Furthermore, the active individuals play a crucial role in informing the media organisations or relevant institutions about the displeasure they felt from the publishings.

3.2. Prominent Models in the Media Literacy
(Medya Okuryazarlığında Öne Çıkan Modeller)

Various models on how media literacy works have been generated so far. These models clarify how the individuals treat towards the media messages. In this way, the individuals exposed to the media messages evaluate and interpret these messages with respect to their personal characteristics. Two of these models can be touched on. The model of media literacy curriculum created by Rick Shephard assumes that the prominent concept in media literacy is the teacher. If the teacher has a syllabus of the course and correlates the subjects with the media education, learning will take place (http://www.mediaawareness.ca/english/resources/educational/teachering backgrounders/media literacy/perfect cirruculumintro.cfm). In this model, three basic functions are in use. The first one is examining a text formed by media means. What is important here is to identify what kind of a text this is and why this text is different from the others. For instance, the students try to answer the questions who sends the message and how. The second function is to make the students identify who the media observers are. In these resolutions, observers are evaluated in terms of age, sex, cultural values and habits. During these resolution sessions, the students are supposed to express their opinions whether they are in or out of the group. In the last process, the stages of creating a media text or visuals are studied. The methods used in this processand the factors which have impact on the processare questioned. Through the reviews made during these stages, the term, media literacy is explained in a clearer way. Moreover, James W. Potter's Cognitive Media Literacy Model clarifies the individuals' understanding and interpreting of the messages coming from the media. This model claims that individuals will turn the raw data into meningful data according to their values (Potter, 2004:65-68).

There are four basic factors in this model in which information is handled consciously. The first factor is knowledge structures. The structuresof knowledge consist of media effects, media content, media industries, real world and the person himself/herself. If individuals have much information and awareness about these five fields, they will

be much more successful in searching and using the knowledge. With the second factor, personal point of view is formed through knowledge and decisions are made regarding to these. Being a media literate means using the personal point of view efficiently in making decision. Third factor is related with the person's ability and skill of using information processing means. As to be media literate, a person needs not only ability but also skill. For example, ability is a person's reading and understanding the words made of symbols.On the other hand, skill isupgrading this reading level and getting the meaning of what is read. Fourth and the last factor is the process of processing information which consists of extraction, meaning mapping and meaning configuration. Thanks to extraction, people decide on which message to get and which one to refuse. Thus, they take the messages which they need and ignore the ones not needed. In the next stage, people define the messages through the symbols by using their basic skills. People attribute new meanings to these messages according to their knowledge and skills. Through these four factors related with eachother, the person who is a media literate can see beyond the given messages (Potter, 2004:65-68).

4. GENERAL APPEARANCE OF THE MEDIA LITERACY IN TURKEY
(TÜRKİYE'DE MEDYA OKURYAZARLIĞININ GENEL GÖRÜNÜMÜ)

Radio and Television Supreme Council (RTUK) and the Ministry of National Education began the media literacy course for the first time in secondary school in 2004. At the next stage, a research report named 'Media Literacy Project'was prepared by the Research and Development Department of the Radio and Television Supreme Council.After the research report made by the Research and Development Department, a commission consisting of participants coming from RTUK, Ankara University, Selçuk University and Gazi University was established. The commission examined and evaluated the studies on media literacy. Later, the media literacy curriculum and teacher's guide book were prepared.

Ministry of National Education accepted "Secondary Schools Elective Media Literacy Course Curriculum" on August 31,2006. Ministry of Education indicated five schools as pilot schools for the media literacy course in 2006-2007 Academic years.

Dumlupınar Primary School in Seyhan/Adana, AhmetVefikPaşa Primary School in Çankaya/Ankara, Barbaros Hayrettin Paşa Primary School in Bakırköy/İstanbul and 80. YılMetaş Primary School in Karşıkaya/İzmir was the pilot schools applying the media literacy curriculum. The media literacy course was studied by the 7th grade students as an elective course at the pilot schools above in 2006-2007 Academic year. Social sciences teachers who give this course were taken to a training program in Ankara on September 7-10, 2006.

A meeting, the topic of which was "International Media Literacy" was held in Ankara in 2006 when the media literacy course was started to study in five pilot schools by the RTUK.The topic of the first session which was held on November 24, 2006 was 'The Media Literacy: The Role of the Media as a Fundamental Actor' and the topic of the second session was 'The Media Literacy: What Kind of Media Literacy Education?' It is stated in this meeting that this course should be spread throughout the country in 2007-2008 Academic year.The media literacy course was supposed to be successful and started to take place in the curriculum of 2007-2008 Academic year as an elective course by the Ministry of National Education in Turkey. The Ministry of National Education approved the teachers of social sciences and the teachers graduated from the Faculty of Communication to give this course. For this reason, a group of 103 teachers were taken

toinservice training programme named "Training Educator Programme" on June 25-28, 2007. In 2007-2008 Academic Year, in order to encourage the students and the parents to choose this course, a public spot film was made. In addition to this, an official website named "http://www.medyaokuryazaligi.org.tr/" started to serve materials related with the media literacy and still goes on serving (Official Website of RTUK, The History of Media Literacy, http://www.medyaokuryazarligi.org.tr/).

4.1. The Written Materials in Charge of Media Literacy Course (Medya Okuryazarlığı Dersinin Yazılı Materyalleri)

For the media literacy course which is carried out as elective course in Turkey, different kinds of written materials have been prepared by Radio Television Supreme Council (RTUK) and The Ministry of National Education (MEB). In order to use in media literacy course, a guidebook and the curriculum of the coursehave been prepared for the teachers. Guidebooks for teachers were provided since the teacher who gave the media literacy course were out of the discipline. So, the teacher should have been acknowledged about the leson. Since the base to demolish and reconstruct the media messages is a hard subject, all teachers out of the communication discipline must be fulfilled for the lesson. Guidebooks were prepared for the teachers by communication authorities and in a way the ones who would give this course were educated to some extent; however any coursebooks for the students were prepared. Students entered the classroom without the course material. It is because this course is aimed to be different from the others in terms of many dimensions.

"The Media Literacy Coursebook for Teachers" has been prepared by Prof. Dr.Naci BOSTANCI and an editorial board including plenty of different academicians. The media literacy course consists of 8 units. The lesson has 36 course hours throughout the year. The units in the coursebook help the teachers of this course study the lesson in a regular and systematical way. The contents of these 8 units that are supposed to guide the teachers are given below.

In the first unit the name of which is "Introduction to Communication", communication term, process of communication and items of communication are defined. As the next topic, types of communication, relationship between communication and mass comunication are explained (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:6-24.)

In the second unit, "The Term of Media and Functions of Media", the term of media is defined and then the terms such as news, socialization, education, entertainment, saving cultural values, supervision and molding public opinion are explained.

In the third unit, "The Media Literacy and the Application Areas of Media Literacy in Turkey", media literacy term is defined and the studies on the media literacy in the world are mentioned briefly.

Lastly, this unit gives information about the phases of media literacy course and contents of the course as well (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007: 34-44).

In the fourth unit, "Family, Child and Television", the effects of technological developments on the family and development process of television are explained. Detrimental effects of television such as violance, sexuality, unconscious consumption, cultural corruption and drug addiction are explained. Cartoons, ads, cinema films and news on TV are analyzed. Finally, information about safety signs is given (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:45-60).

In the fifth unit, "Television", the functions and effects of television are given. In addition to this, the development of television broadcasting in Turkey is mentioned (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:61-77).

In the sixth unit, "Radio", the term of radio, development of the radio and the function of radios are explained. After the negative effects of radio have been told, the type of radio programs are explained (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:78-88).

In the seventh unit, "Newspaper and Magazine", definition of these terms are given and the development process of them are mentioned. After giving information about the type of magazines, basic terms related with newspapers and magazines are explained (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:89-98).

The last unit of the coursebook is "Internet". After explaining the development process of internet, the things that should be done while surfing on the net are touched on. Besides, in this unit, the topics such as accessing data, chatting, news, e-mail, game, advertisements and distance education are explained (The Media Literacy Course Teacher Guidebook for Primary Schools, 2007:99-108).

In this book, it is stated that the children who are the most sensitive target group of the television can differentiate what is fact or fiction on TV. Also, children are taught to be aware of the evil purposes and unilateral broadcasting of media organizations. In the media literacy curriculum, different useful activities about the units are prepared. The teachers of this course can make use of these activities during the lesson. Apart from these, there are plenty of activities that the teacher can undertake and do with personal interest and effort.

4.2. The Works Done by the Radio and Television Supreme Council For the Media Literacy (Radyo ve Televizyon Üst Kurulu Tarafından Medya Okuryazarlığına Yönelik Yapılan Çalışmalar)

The Official Website of Media Literacy and Radio and Television Supreme Counsel, Kid having visual and written materials about the media literacy for children and researches done in this field is http://www.rtukcocuk.org. org.tr/.

- **Application of Smart Signs:** These signs, designed by Supreme Council are black and white, visible and understandable signs that help viewers choose the right programme to watch. The encoder who is trained by Supreme Council gets a name and password. After watching the programme in advance, the person fills in a form. After this process, media service provider uses symbols of age and content. TV programmes which has 13+ sign are broadcasted at between 21:30-05:00 a.m., the programmes which has 18+ sign are broadcasted at between 24:00-05:00 a.m. 13+ and 18+ signs which stands on one of the cornner of the TV screen are constant and steady. The programmes the sign of which is 18+ are broadcasted after 21:30. In the advertising activity of these programmes the factors like violance, fear, sexuality etc. are not used. Before the programme starts, the signs which are both in written and readable forms are displayed for 5 seconds with their meaning on full screen. After the screen credits, every time out during the programme, the symbols of age that the programme accepts for the viewers and common viewers who are 7+.

- **The Project of "Have Nice Sleep, Kids":** "Have Nice Sleep, Kids" project is based not on probition and obligation but instead

responsibility and sensibility about the time to go to bed for children. This project can be said to have both responsibility of TV channel and the parents. What the parents do here is to take this project into consideration and persuade their children to go to bed at that time. In this way, the audiences in front of the TV are involved in the project and are supposed to behave in that way till the children really adjust the situation.

In the scope of the project, three animation and four spot films have been organized and displayed on the channels of the TV. In the spot films, Minister of National Education, Nimet ÇUBUKÇU and Prof. Dr.FerhundeÖktem from Child and Adolescent Psychiatry at Hacettepe University give information to the parents, MetinAkpınar who is an actor and İbrahim Kutluay who is a basketball player give information to the children.

This project has been prepared and adressed to AdileNAŞİT who presented the programme "Before Sleeping" in 1980s as a memorial to today's children.

5. PURPOSE, METHOD AND STUDY (AMAÇ, YÖNTEM VE ÇALIŞMA)

The purpose of this study is to find out the opinions of teachers and principals working in primary and secondary schools of Ministry of National Education. What the teachers and principals working in secondary schools at the city center think about and whether their thoughts differ from each other are the questions that need to be answered through this study.

The questions that are going to be answered in the study are;

- Does the fact that whether the Media literacy education is an indispensible mean in daily life or not show any difference in percentages?
- Do the opinions about whether media education affects the students' success differ from eachother in percentages?
- Do the opinions about whether media education helps students get universal values or provides general knowledge differ from eachother in percentages?
- Do the opinions about whether the media education improves students' attitudes and behaviours or not differ from eachother in percentages?
- Do the opinions about whether the messages coming from the media, forms our life and the media education helps us interpret these messages positively differ from eachother in percentages?
- Do the pollsters' demographic features differ from the opinions about media education in terms of T-Test and Variant Analysis?

5.1. Data Collection Tools (Veri Toplama Araçları)

In the research, as a data collection tool, a questionnaire is carried out in order to find out the school teachers' and the principals' opinions about the media literacy course.In order to find out the teachers' and principals' thoughts accurately and objectively about the media literacy course,a preliminary test has been conducted on a group of 50 people. The reliability and applicability values are measured. There are 20 questions in the questionnaire.The answers given to 5 point Likert type questions are scored and the questionnaire isevaluatedby scoring (1,2,3,4,5) from positive to negative. Frequency and percentage values arepresented in the analysis of the data.

5.2. Population and Sampling (Evren ve Örneklem)

The population of this study is the teachers and the principals working in the secondary schools in the city center of UŞAK in spring term of 2012-2013 Academic Year. 50 teachers and principals working in all the 12 high schools in UŞAK constitute the sample of this study.

6. RESEARCH (ARAŞTIRMA)
6.1. Aim of the Research (Araştırmanın Amacı)

In this research, the main purpose is to find out what the educationaliststhink about the Media Literacy in the new education process and try to interprete their point of views. In this way, suggestions to increase the quality of the education can be offered.

6.2. Type of the Research (Araştırmanın Türü)

This research has been carried out basically by using descriptive statistical tools. The data obtained from the questionnaires have been analyzed and then presented to the readers.

6.3. The Scale Used in the Research
(Araştırmada Kullanılan Ölçek)

Twenty questions have been prepared in order to indicate the points stated beforehand. In the fisrt part of the research, personal information and the preposition of curriculum concerning with the media literacy has been stated and in the second part, questions prepared with likert type are presented.

7. FINDINGS (BULGULAR)
7.1. The Frequency Analysis of Participants' Personal Qualities
(Katılımcıların Kişisel Niteliklerine İlişkin Frekans Analizi)

Table 1. The Frequency Analysis of Participants' Personal Qualities (Tablo 1. Katılımcıların Kişisel Niteliklerine İlişkin Frekans Analizi)

GENDER(CİNSİYET)	Frequency (Frekans)	Percentage (% Yüzde)
Woman	24	48
Man	26	52
TOTAL	50	100
MARITAL STATUS(MEDENİ DURUM)		
Marrie	30	60
Single	20	40
TOTAL	50	100
ADMINISTRATIVE FUNCTION(İDARI GÖREV)		
Yes	9	18
No	41	82
TOTAL	50	100
SENIORITY (KIDEM)		
1 Year and Below	5	10
Between 1-5 Years	12	24
Between 6-10 Years	11	22
10 Years and Above	22	44
TOTAL	50	100
EDUCATIONAL BACKGROUND(EĞİTİM DURUMU)		
Bachelor's Degree	32	64
Master Degree	15	30
Doctorate	3	6
TOTAL	50	100

*The participants' average of age is found out as 38.

7.2. General Propositions about Developing a Curriculum
(Müfredat Oluşturulmasına İlişkin Genel Öneriler)

First of all, the Media Literacy course has been offerred as to be a compulsory lesson. It has been mentioned that to study this course, teaching current events and using social networks efficiently should involve in the education process.Giving this education should not contain only theoretical knowledge but also providing students practical training is crucial.That is to say students should apply what they learn during the lesson. Another proposition is that the curriculum of the lesson should be prepared not just by the Ministry of National Education but also by the Faculties of Communication.

7.3. The Reliability of Scale (Kullanılan Ölçeğin Güvenilirliği)

The reliability of the scale used in this study is found out as (Cronbach Alpha) 0,804. This shows that the reliability of this study is really high (Kalaycı, 2010:404). In addition, item analysis has been applied onto the questions and the realibility of the questionnaire will be remeasured if every one of the question is picked out. The correlation values and the reliability levels of the questions are found out to be consistent so that any change on the questions will not be necessary. The tablebelow shows the analysis in detail.

Table 2. Item analysis
(Tablo 2. Maddeanalizi)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
s1	73,6800	136,018	,682	,689	,781
s2	74,4000	137,061	,552	,703	,786
s3	73,3000	142,541	,599	,782	,790
s4	73,6200	140,975	,636	,690	,787
s5	73,4800	138,010	,687	,878	,783
s6	73,5800	140,208	,546	,766	,788
s7	73,4400	146,456	,384	,784	,797
s8	73,8400	137,566	,676	,775	,783
s9	73,5400	143,968	,406	,795	,795
s10	73,9800	134,959	,686	,851	,780
s11	73,8200	139,457	,625	,774	,786
s12	73,5400	144,335	,498	,636	,793
s13	73,6600	147,331	,313	,590	,799
s14	73,6600	142,841	,406	,555	,794
s15	73,2400	116,431	,216	,482	,889
s16	73,5000	142,663	,478	,678	,792
s17	75,0000	151,347	,074	,283	,809
s18	73,2600	148,033	,298	,669	,800
s19	73,6000	140,490	,506	,747	,790
s20	74,2600	145,911	,270	,551	,800

Table 3. Assessment of the questionnaire
(Tablo 3. Anket sorularına ilişkin değerlendirme)

	Questionnaire Questions	N	Ort.	Std. Dev.
1	The Media Literacy is an indispensible tool for education.	50	3,92	1,08
2	The Media Literacy course should be studied successively for 4 years.	50	3,20	1,22
3	The Media Literacy course helps students get information about mass media tools.	50	4,30	0,78
4	The Media Literacy course is studied as student-centered.	50	3,98	0,84
5	The Media Literacy course helps students use the mass media tools rightly.	50	4,12	0,96
6	The Media Literacy education helps students get information about audio-visual literacy and computer literacy.	50	4,02	1,02
7	The Media Literacy education helps students comprehend the structural features of media.	50	4,16	,79
8	The Media Literacy education provides students self-confidence.	50	3,76	1,00
9	The education brings the living world into the educational environment.	50	4,06	0,97
10	The media education helps students access true universal culture and values.	50	3,62	1,14
11	The Media Education improves attitudes and behaviours positively.	50	3,78	,95
12	The Media Education improves students' learning skills.	50	4,06	,79
13	The language of the media does not focus on peace and rights. The media literacy course emphasizes the power of integration of communication.	50	3,94	,84
14	The media literacy course should be given by the graduates of the Faculty of Communication.	50	3,94	1,07
15	The Media Literacy course should be compulsory subject at school.	50	4,36	4,26
16	The Media Literacy course helps students a critical point of view.	50	4,10	0,95
17	The guidebook prepared for this course is sufficient for the teacher.	50	2,60	1,06
18	The curriculum of the Media Literacy course should be updated according to the decisions made in the international and multi-disciplinary assembles, congresses etc.	50	4,34	,79
19	The Media Litearcy course should not be studied only at schools but at public organisations, media corporations and non- governmental organisations.	50	4,00	1,06
20	In order to relate the subjects of the Media Literacy with media education, it is not necessary for the teacher to be a graduate of Faculty of Communication.	50	3,34	1,11

- Media literacy course is an educational tool which should be taught for 4 years in order to give students information about the mass media tools.
- This course should be studied through a student-centeredprogramme which includes visual, audial and computer based learning througtout the students' educational life.
- The media litearcy course improves students' attitudes and behavioursin a positive way by enabling them a universal and multicultural perspective to recognize and identify the media structurely.
- The media literacy course which must be studied by the teachers graduated from Faculty of Communication increases the skills of learning by providing a critical perspective.
- The curriculum of the media literacy course should be updated according to the international and multidisciplinal improvements, congresses or assembles and it should be studied not only at schools but also in public organisations, media corporations and non-governmental organisations.

Thus, much more critical and open-minded generations can be raised thanks to this programme. Besides, participant number 50 emphasizes that particularly advertising discourses and images should be stressed as deceptive and misleading in the curriculum and adolescents should be taught how to use social media and read electronic versions of newspapers.Participant number 49 proposes reading techniques in all the texts about media.

Participant number 48 expresses that the curriculum of the media literacy lesson should be prepared by the faculties of Communicaion or Ministry of National Education because of their familiarity with the subject.The participant number 47 suggested media workshops like computer laboratuary being built and giving the lesson to the students applicably.The participant number 46 expressed that the lesson has to be compulsory and anyone whose age is suitable has to take this lesson.

The participant number 45 underlines that the chronological orders in which the mass media tools have developed should be given with examples.The participant number 44 proposed that the lesson should be compulsory and be given by the graduates of the Faculty of Communication.The participant number 43 offers the teachers to let the students watch different programs at the same time and explain how the media manipulates the messages.

The participant number 42 expresses the importance of using cell phones with 3G and the tablet PCs and demands the teachers to give them technical information about how to use them.The participant number 26 suggests that subjects such as production and distribution of content in media, effects of the advertisements on attitudes and behaviours, consumption culture and the effects of mass media tools on consumption culture, dominant culture and relationship between dominant culture and popular culture should be taught in media literacy lesson.The participant number 25 tells that the lesson is supposed to help Turkish people make use of the media in a correct way. The participant number 24 suggests the lesson should provide exercises and applicable activities more than simple knowledge for students. The lesson should make the students more active about the media literacy at school.The participant number 8 claims that the relationship between media and democratic principles in maintaining public order should be included in the lesson.

8. CONCLUSION (SONUÇ)

According to the conclusion gained from the research, it is concluded that in order to reach the information, mass communication tools should be used effectively. According to the teachers and the principals working in primary and secondary schools of UŞAK, the media literacy lesson is a very important lesson at school.

In Turkey, Radio and TelevisonSupreme Council (RTUK) and the Ministry of National Education play active role in media literacy studies. In addition to this, in many universities like Cumhuriyet University, the media literacy lesson is studied as an undergraduate lesson in the Faculties of Communication. Formal and non-formal institutions of the Ministry of National Education also has this lesson in the curriculum. However, other public institutions, corporations and non-govermental organizations should pay much more attention to the media studies. For instance, Turkey needs broadcasting organizations working on the fields of media literacy like BBC in England.

The only website being active in media literacy is http://www.medyaokuryazari.org.tr/. Also, Radio and Television Supreme Council and the Ministry of National Education give importance to this subject. In the website, there are private parts for the adults, teachers, students and media employees.

In the part prepared for the teachers in order to share the projects, activities, and these parts should be activated.

Under the leadership of Radio and Television Supreme Council (RTUK), many various activities are being held for the principals and students' parents in order to study media literacy lesson as an optional course at school. This lesson should be regarded as a compulsory lesson and be studied by the graduates of Faculty of Communication. In this way, a new employment area for the graduates of this department will be provided.

Moreover, the number of advertisements or publicity activities should be increased and these advertisements or publicity activities should be displayed on TV programs. The school principals should be trained in order to choose this lesson as an optional one. The school administrations should be supported to buy necessary equipment like computer or projector for this lesson. Students should take this lesson within the frame of 4+4+4 compulsory education system. Also, it is considered that instead of teachers of social sciences, Turkish or physical education lesson, the teachers of media literacy study the lesson at school. The teachers of this lesson should be trained periodically like the ones in Finland, England and France.

At schools, as a school club, media club should be formed by the students and the activities of this club should be correlated with the ones in the curriculum. Students can produce a school newspaper and visit the media organizations in order to know about them.

The students should be encouraged to establish website, web TV and web radio and publish a school newspaper. The media literacy term should be introduced to all the citizens living in the country and they must learn how to use the media efficiently.

All the education institutions shouldgive importance to the media education. The benefits of media education should be clarifiedto the students and their parents. By taking this lesson, the students will be more attentive and aware about the media messages and their needs in media will be provided appropiately. The teachers of this lesson should guide the students to be active, think critically and consistently by giving homework and exercises.

A legislative proposal was given on June 12, 2013 in order to make the media literacy lesson compulsory at schools and decide the

teachers' department. When the proposal becomes law, the unemployed graduates of the Faculty of Communications will have the chance to get a job. If the proposal becomes law, the opportunities of this lesson will be welcomed by both the students and the teachers of media literacy (www.memurlar.net).

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