

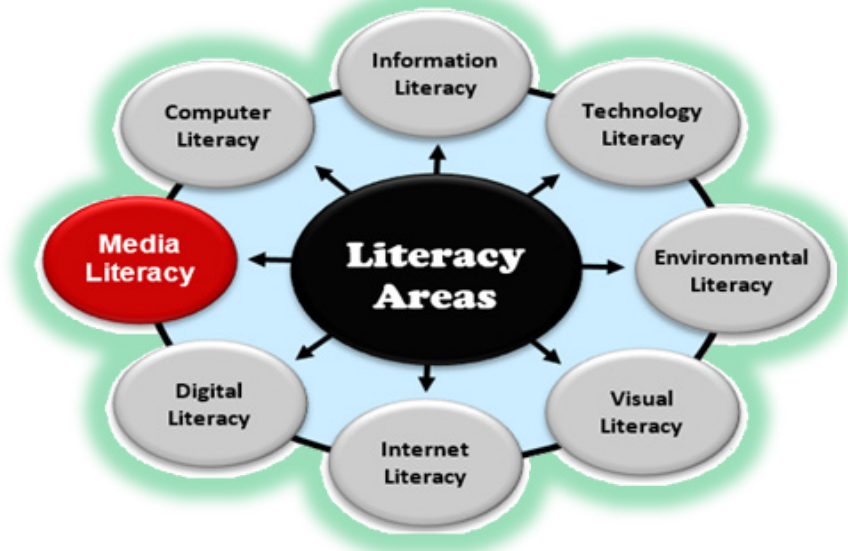


Reverse Tullip Education

Media Literacy: A Conceptual Analysis

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Graphical Abstract



Abstract

There is a lot of information in the literature about media literacy. Since the concept of media has a different meaning for many people, there may be different opinions about this concept. Many definitions have been made about media literacy. However, there are still some uncertainties regarding the concept of media literacy. Also, after the 2000s, it is observed that media literacy education has increased similarly due to people's increasing interest in the academic field. Considering this process that continues until today, there is an accumulation of media literacy education.

This study, which is designed as conceptual analysis, is to determine the essential elements that make up the field of media literacy by analyzing various definitions, models, usage areas, and relations with other literacy concepts related to media literacy. Thus, it is thought that the concept of media literacy will be presented in general terms and will contribute to the literature for people working in this field.

Keywords: Media literacy, media literacy definitions, media literacy within other literacy areas.

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INTRODUCTION

In this study, the position of media literacy conceptually has been investigated within the literacy areas. The research included both direct studies on media literacy and other literacy areas related to media literacy. In this context, the study aims to guide researchers interested in the subject and present it without confusing concepts.

The name has been heard a lot in recent years; In addition to literacy areas such as “information literacy, computer literacy, technology literacy, digital literacy, visual literacy, environmental literacy, internet literacy, and media literacy” (Figure 1). There are other areas of literacy that are less common than these in the literature.

It is possible to come across a new concept of literacy every day. The word “literacy” is recently put in front of any term, and new literacy fields are derived apart from the dictionary meaning. These concepts can be listed as picture literacy, graphic literacy, web (network) literacy, distance education (learning) literacy, economic literacy, legal literacy, library literacy, political literacy, consumer literacy, critical literacy, civic literacy, and water literacy (Snaveley & Cooper, 1997). The word “literacy” used together with these terms means having necessary knowledge and skills in the relevant field (Snaveley & Cooper, 1997). For example, political literacy does not mean being a politician. Still, it means to know the basic concepts in politics, understand it from the language of politics, and have general knowledge about the political system’s functioning and organs.

Other common points of literacy concepts can be summarized as follows. Competence levels can be measured as beginner, intermediate, and advanced, and consist of learnable skills, positive attitudes, and behaviors (Horton, 2008).

The skills and competencies that a media literate individual should have been among the most discussed topics in the literature. According to the European Charter of Media Literacy, There are seven core competencies that media literate people should have. These; using the media effectively, making informed choices about and accessing media content, understanding media content creation, analyzing media techniques and messages, using the media for communication, avoiding harmful media content, and using services and media for democratic rights and civic purposes (Bachmair & Bazalgette, 2007).

In addition to these competencies, the literature highlights four primary skills to be an effective media literate. These skills include access, analysis, evaluation, and communication (Silverblatt et al., 2014; Sahin, 2014).

What is media literacy?

Before the definition of media literacy, it is necessary to know the media closely. According to Radio Television Supreme Council [RTÜK], media is the plural of the Latin word medium, meaning vehicle, and is widely used in communication. It is a general term that encompasses all mass media such as media, books, newspapers, magazines, radio, television, film, and the Internet. At the same time, it refers to the whole of the medium (such as satellite, cable, Internet) where the tools used in mass communication broadcast and the structure (media organizations) that provide the broadcast service. On the other hand, media literacy can access media messages of various types (visual, auditory, printed, etc.), analyze and evaluate the accessed media with a critical point of view, and produce their own media messages (RTÜK-1).

Table 1. Activities of a child between the ages of 6-18 in the new generation (Sanders, 1999)

Activity type	Time spent (hours)
Watching TV	16.000
Listening to the radio, CD, or media player	4.000
Play with the computer	8.000
Watching cinema (film)	3.000

Looking at the values given in Table 1, children between the ages of 6 and 18 spend more than a quarter of their lives in front of the media. This rate also constitutes the most extensive time spent on any activity other than sleep.

It is emphasized that literacy skills, which are seen as indispensable for the 21st century, are grouped in six groups: information literacy, media literacy, computer literacy, functional literacy, cultural literacy, distance education, and e-learning literacy, and that these literacies partially overlap with each other but complement each other is indicated. The concept of media literacy, which is one of these literacy skills, is generally defined with two approaches. It is emphasized that the difference in process is due to the use of the English word media in two different meanings, such as “media” and “media” (Horton, 2008).

In the first approach, media literacy is defined as obtaining information from media such as television, radio, newspapers, and the Internet, and critically evaluating it (Bawden, 2001).

The second approach is defined as the ability to understand and use the environments in which information is produced, stored, and transmitted and media types such as text, graphics, newspaper, radio, television broadcast, CD, and DVD (Yilmaz, 2020).

In both definitions, it is seen that there is a close relationship between media literacy and other literacy. As stated above, media literacy, which has become popular in recent years, is a concept that is confused with information literacy and, in some cases, used instead of information literacy. However, it is part of information literacy and is somewhat more limited in scope. Information literacy naturally includes media literacy, as it consists of the skills of accessing, using, and critically evaluating all kinds of information.

Distance education literacy, which is closer to media literacy in terms of content among literacy areas and whose importance has increased even more during the pandemic period, is used as an application platform rather than literacy. The research on the environment has been done with technology integration and distance learning until today. However, today, due to the pandemic, it has been started to be carried out in a new process called “urgent distance learning process” (Yilmaz, Ayyıldız, & Baltacı, 2020). In this context, it is seen that there are many studies on distance education and technology integration in the literature. When these studies are examined; integration of technology into higher education (Ashrafzadeh & Sayadian, 2015), technological applications in the education process (Pugh, Liu, & Wang, 2018) and distance education field knowledge (Anderson & Dron, 2010), rapid adaptation to distance education (Kaiper-Marquez et al. others, 2020) and self-regulated learning environments: distance learning strategies (Carter, Rice, Yang & Jackson, 2020) appear to be included in the relevant literature.

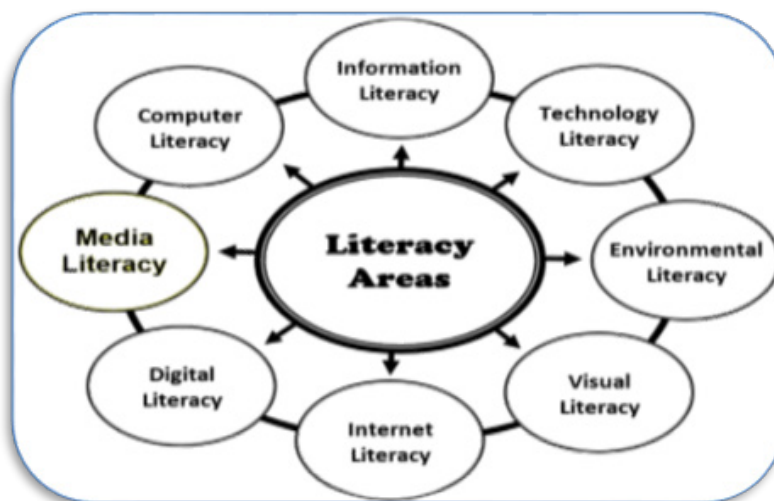


Figure 1. Media literacy and some other literacy within literacy areas

Historical Development of Media Literacy

United Nations Educational, Scientific and Cultural Organization [UNESCO] has tried to draw attention to media literacy since 1960, and 19 countries gathered in Germany in 1982 published a statement on media education. According to this statement;

Organizing training programs for teachers to increase their knowledge and understanding of the media; To equip them with appropriate teaching methods. To encourage research and development activities in psychology, sociology, and communication sciences to benefit media education. It supports and strengthens the actions that aim to promote international cooperation in media education, which are also foreseen and decided by UNESCO (UNESCO, 1982).

In our country, especially with the applications in the 1961 Constitution after 1960, importance and speed have been given to the social state practices in the media field. The state mechanism has supported the media through various tools until the 1990s.

During these years, “public service broadcasting organizations in Turkey which were established by law No. 359 of May 1, 1964. Turkey is the Radio and Television Corporation [TRT]. All kinds of radio and television broadcasts are made based on neutrality. Autonomy and neutrality have taken place in TRT Law No. 359.” (Başçı, 2018).

“The field of media has entered a painful process of change and transformation, especially with the effect of the national and international platforms’ developments since the 1980s, but beyond the driving force of the phenomenon of globalization.” (Bostancı, 2016).

In the 1990s, the end of the “Cold War”, the introduction of the Internet, and the formation of a unipolar world showed themselves at full speed. The same developments occurred in parallel with the media systems. At the same time, state control decreased; it became easier for capital to enter the media field and international capital to make cross-border initiatives and investments.

It is considering the use of the Internet and its tendency to become widespread and other world developments; it is a correct assessment to describe the 21st century as an age of revolution. This is the era of the communication revolution. This revolution has substantially impacted the country, society, and individuals and is much more accelerating than its predecessors (Bostancı, 2019).

Communication is one of the essential characteristics of an individual who gains meaning and value in social life. Humans have developed their intelligence while using contact due to their other features. Thanks to mass communication tools, they have raised this to the social and global level.

At the end of the 19th century, with the technological developments, the media’s influence on society increased. In the 20th century, significant media literacy developments were experienced with the proliferation of communication tools called media.

In the 2000s, the development of media literacy was as follows. In the Violence Prevention Platform, which was established under the Ministry of State in 2004, RTÜK proposed for the first time that media literacy courses should be taught in primary schools affiliated with the Ministry of National Education [MEB]. The proposal went into action in the 2006-2007 academic year, with its implementation in five pilot provinces (Istanbul, Izmir, Ankara, Erzurum, and Adana).

Since the 2007-2008 academic year, media literacy has been included in the curriculum as an elective course in all schools (MEB, 2018; CoEH-1, 2020) and has continued in this way until today.

Table 2. Historical Development of Media Literacy (Pérez-Tornero, Celot & Varis, 2010)

Film	Television Advertisement	Alternative Mass Communication	Television Arrangement	Digital Literacy	Media Literacy
1960-1970	1970-1980	1980	1980-1990	1990	2000-2010

Definitions of Media Literacy

It is possible to come across many definitions of media literacy in the literature. Media literacy has become a rapidly increasing concept in the 2000s. It has been the theme of many research types and has been covered by many academicians and educational institutions. It is shown among the qualifications sought in the personnel to be recruited by some institutions. Committees have been established for this purpose in universities, and the people and associations carrying out the studies have brought new definitions to the literature. It is possible to collect these definitions under the headings of descriptions explaining the concept of media literacy or a media literate individual’s characteristic. The concept of media literacy has been associated with quality of life, citizenship rights, social integration, and social acceptance. Besides, media literacy is expressed as obtaining information from the media (television, radio, newspaper, Internet) and critically evaluating the received data (Bawden, 2001; Horton, 2008).

Literacy is not just about learning the alphabet; in other words, it is a skill that cannot be expressed as writing or reading the meaning of any concept. In this context, the jobs in which almost all occupational groups are occupied can be called literacy. These occupations give clues about the limits of the concept of literacy. Since today, transferring or receiving any information using technology and media are literacy activities, more than one literacy field is in the coordination here. As can be seen, media literacy, information literacy, and technology literacy are concepts that both support each other and cannot be separated from each other (Altun, 2014).

Smart Signs

As it is known, some symbols are seen on the screen for a short time at the beginning of the programs broadcast on National TV channels and during the advertisement breaks (Figure 2). These symbols, called “smart signs, “ were designed by the Radio and Television Supreme Council to give information about the related television program’s content and the age limit (RTÜK-2, 2020).

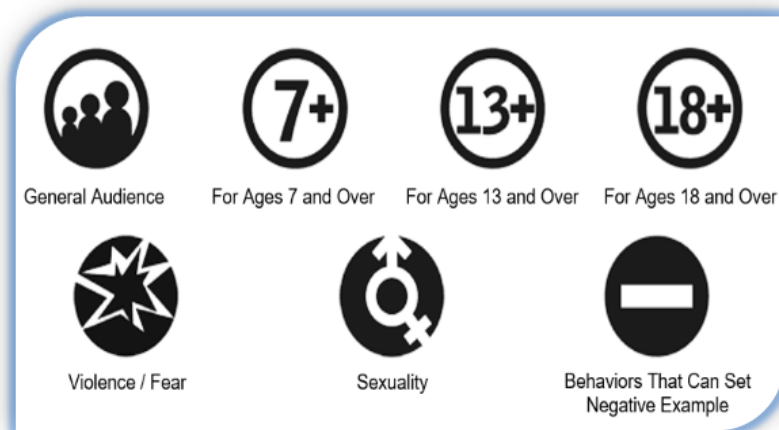


Figure 2. Symbols and meanings of “Smart signs” (RTÜK, 2020)

Media Literacy and Its Relationship with Other Literacy Areas

Especially in the definitions made in the 2000s, it is noteworthy that information literacy is associated with all of life and other literacy areas, and its benefits are highlighted (Yilmaz, 2020).

A good example is the definition made in the final declaration of the international information literacy meeting held in Alexandria in 2005. According to the description mentioned above, information literacy is the ability to search, evaluate, use and create information in all areas of life to enable individuals to achieve their personal, social, professional and educational goals. It is stated that this literacy is a necessary condition for participatory citizenship, social acceptance, new knowledge production, personal and corporate development, and lifelong learning (Bundy, 2004). According to another approach, information literacy is a combination of library literacy, computer literacy, media literacy, technology literacy, ethics, critical thinking, and communication skills (Curzon, 1995).

Information Literacy

Information literacy is a type of literacy that covers almost all literacy fields, including media literacy, which is the central theme of this research. The information literacy concept was first introduced in the USA in 1974 by Paul G. Zurkowski, the Information Industry Association (Badke, 2010). The first definition made by Zurkowski, the father of the concept, focuses on the information literate individual (Zurkowski, 1974). Information literacy is an essential skill for the 21st century. It is known for its features such as lifelong learning, processing existing information, following daily developments, contributing to personal and professional development, adapting to time, generating new knowledge, facilitating job finding, and adapting to the information society (Kurbanoğlu, 2010).

Technology Literacy

Technology education's ties with science and engineering fields have gradually strengthened, and technology literacy has become an essential part of the school curriculum named "STEM: (Science, Technology, Engineering, Mathematics)". Following the STEM-related technology literacy requirement's approval, technology literacy has become a rich publication, mostly formulated by engineers and national scientists. This focus has also struggled with understanding technology that has become widespread as an "applied science" in the STEM field (Hasse, 2017).

Leaders in field education have refocused on industrial arts and started lobbying to keep them current and valid (International Technology and Engineering Educators Association [ITEEA], 2017). According to ITEEA, technology and engineering should provide a rigorous education with hands-on, design-based roots and apply STEM skills, and positions it as a valuable stakeholder among core areas.

Computer Literacy

Computer literacy can actively use computers and other hardware and computer applications that replace computers (Horton, 2008). Basic operations such as computer use, on-off, file copying, and data extraction from the printer. Using computer applications is to know the use of simple applications such as operating systems, word processors, spreadsheets, and data presentations (Bawden, 2001; Horton, 2008).

Also, computer literacy and information literacy are often confused about their similarities, and it is found that information literacy is used in the same sense. However, computer literacy, as stated above, is an essential skill based solely on computer use. Information literacy is a broad concept that also includes computer literacy. Today, it is challenging to be information literate without a computer literate. Computer technologies are indispensable in sharing skills such as storing information, accessing information, and using and transmitting the information.

Visual Literacy

Visual literacy is to understand visual elements such as photographs, figures, maps, and graphics and apply skills related to them. It also includes the individual's mastery of self-expression, learning, and using visual information types. Visual literacy is a necessary condition not only for media literacy but also for internet literacy. So much so that these are the skills required to make sense of and use visual materials such as tables, graphics, pictures, figures, and symbols. For example, since the Internet contains many visual elements and has a graphical interface, it requires some basic skills (Braden & Hortin, 1982).

Network Literacy

Network literacy is often used synonymously with "Internet" and "Web" literacy. They are the skills required to access and use any information in a networked environment. A network literate person is aware of various network services and resources. Knows how to create and use the information on the network. It can access information on the web using multiple access resources and tools. They can easily benefit from network services that facilitate daily life and increase life quality (Bawden, 2001). As the relationship between some other literacy, network literacy is also part of information literacy, as access and use of information in the network environment require network literacy skills. A similar situation is observed between network literacy and computer literacy. Computer literacy is a prerequisite for network literacy.

Environmental Literacy

When studies on environmental sensitivity, environmental pollution, or ecological problems and studies on water pollution, water sensitivity, or water problems are examined, it is seen that data collection tools differ from each other. Although there are laws and regulations to raise awareness of air, water, and environmental pollution, the subject also has an education dimension (Yanarates & Yılmaz, 2020). In this context, it is also necessary to gain educational behavior. Today, there are many applications within the scope of skills training in the field of educational sciences. In particular, environmental literacy, environmental problems, ecological awareness, and environmental education are the most conspicuous types of these (Karatekin & Yılmaz, 2019, p.40).

In recent years, environmental literacy skills that individuals should have are generally expressed as accessing sources of information about the environment, analyzing environmental problems from various angles, understanding the role of different human behaviors in ecological issues, and critical thinking. There are studies in the literature on diverse themes on environmental pollution.

Among these, there are also studies whose theme is “water literacy” (Dinç, 2018; Ursavaş & Aytar, 2018). There are also studies on “environmental literacy” such as water policy, water pollution in the ecosystem, river pollution, conscious water consumption behavior, environmental education, and water pollution, ecological sustainability, environmental problems, and perceptions of water pollution (Yılmaz & Yanarates, 2020).

Library Literacy

Library literacy is defined as the ability to use the library effectively and experience. It refers to using different methods when searching for any information in the library, quickly access the data it is looking for, and appropriately using the information resources. In this context, it is a part of information literacy and a good duo with media literacy (Bawden, 2001).

New Media Literacy Areas

Along with the new meanings attached to the concept of literacy, new perspectives on the text’s boundaries and scope, such as the way the text is read, have emerged. Another point to be emphasized is the mobility in terms of the development of new literacy. In this context, expressed by Destebaşı (2016), “The researchers state that the digital tools that are given as new examples today will only be given as new examples for today.” It is quite remarkable.

Developments in the modern world have brought rapid changes, new areas of expertise, and new literacies. Literacy types in the different disciplinary compilation are as follows: “Network Literacy, Moral Literacy, American Literacy, Constitutional Literacy, Computer Literacy, Scientific Literacy, Geographic Literacy, Environmental Literacy, Digital Literacy / Digital Literacy, World Literacy, E-Literacy, Economic Literacy, Critical Literacy, Information Technology Literacy, Ancient Literacy, Newspaper Literacy, Visual Literacy, Graphic Literacy, Internet Literacy, Cultural Literacy, Mathematical Literacy, Media Literacy, Library Political Literacy, Cinema Literacy, Agricultural Literacy, Historical Literacy, Technology Literacy, Television Literacy, Consumer Literacy, Legal Literacy, Investment Literacy, Civic Literacy, Web Literacy” (Önal, 2010).

New literacies have transformed the way we read, write, think, communicate, and make meaning.

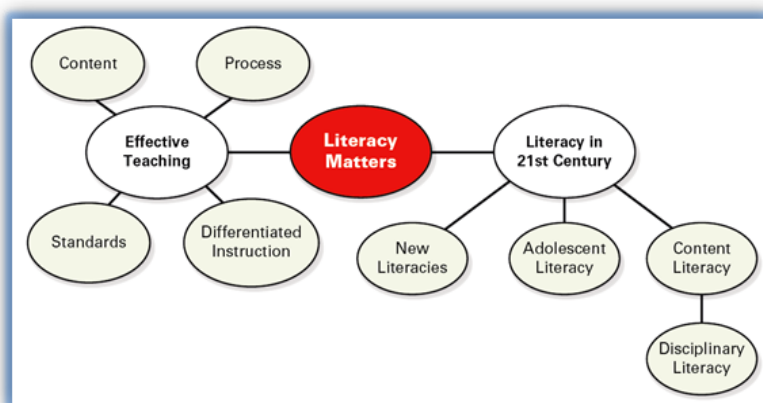


Figure 3. Literacy and learning across the curriculum (Vacca, Mraz & Vacca, 2019)

The universe serves as a metaphor for the human mind, with its ever-expanding and still incomprehensible aspects. Literacy has a powerful effect on the meaning-making and learning that occurs in the universe of our minds. Thanks to literacy, we begin to see and understand the images and ideas encountered in all text types. Literacy is crucial in learning in terms of content. All teachers have an essential role in their students’ literate lives. It is necessary to know what this role entails for effective teaching in content areas. In doing this, a few key concepts related to literacy, education, and learning should be clarified. These are teacher activity, standards-based planning, differentiated teaching, new literacy, adolescent literacy, content literacy, disciplinary literacy. These literacies, reading, and learning strategies are essential to support students with high needs (Vacca, Mraz & Vacca, 2019).

Sub-Literacy Related to Media Literacy

When looking at literacy, definitions, and applications related to media literacy, two different approaches stand out in general. The first of these is literacy types with the word media in their name, for example, Social Media Literacy, Commercial Media Literacy, Critical Media Literacy, etc.

The second group is media literacy in terms of implementation, for example, Advertising Literacy, Newspaper Literacy, Cinema Literacy, Internet Literacy, etc.

Social Media Literacy

Under media literacy, various literacy concepts such as digital literacy and ICT literacy can be addressed. Social media is an Internet-based application, but these literacy concepts are not limited to social media applications. Although the literacy situation regarding new media tools is described as “new media literacy” (Chen, Wu & Wang 2011) in some sources, it does not fully cover the situations related to social media use. On the other hand, while media literacy focuses on analyzing and evaluating information (online/offline), social media literacy focuses on the production, sharing, collaborative creation, and on-demand processing of information online (Jenkins et al., 2009; Kaplan & Haenlein, 2010). Social media literacy can be defined as effectively managing digital identity in social networks, consciously producing content, analyzing and making sense of content/messages shared on social networks (Castells, 2013).

In media literacy education, discussion groups, forums, and mailing lists of various organizations primarily serve teachers to learn from each other theoretically and practically. These places provide many benefits for students, such as information exchange and cooperation according to their interests.

YouTube has been the most well-known site for video sharing. Founded in 2005, YouTube has a robust infrastructure when Google purchased it in 2006 (Bilici, 2014).

Advertising Literacy

Advertising literacy is a new literacy field that most closely resembles media literacy and is known as a sub-genre. It takes its inspiration from media literacy and has a wide range of media content. There is not much research on advertising literacy in the literature. When a few existing studies are examined in terms of quality, they have some shortcomings because they cannot notice the digitalized media every day (Erdem, 2014).

Media Literacy Training

In recent years, media literacy education has been given as an elective course in all schools' curriculum in primary, secondary, and higher education. It cannot be said that the teachers are adequate in these lessons. There are two reasons for this. The first reason; Since media literacy is a new program, teachers' competencies or readiness are not complete. The second reason is that many schools do not have the equipment required for this course or are not sufficient. RTÜK, in some years, has trained nearly one hundred teachers in media literacy from all cities in Turkey. It is aimed for these teachers to share their media literacy training with the teachers in their cities or to convey this training to them (RTÜK-1, 2020).

As a result of the researches conducted by RTÜK, it was revealed that the media literacy course could not be carried out efficiently, and the renewal of the curriculum and textbook was started in 2013. Later, the curriculum was renewed. On 11.12.2013, it was accepted by the “Board of Education and Discipline” under the name of “Middle School and Imam-Hatip Secondary School Media Literacy Course Curriculum”. As a result of this, “It was decided not to use textbooks for the curriculum to be implemented as of the 2014-2015 academic year, but to use teaching material instead.”. Efforts are underway to prepare instructional materials and for teacher education to operate in the online environment.

Thanks to media literacy training, people (adults, teachers, and students) can access reliable information. Children can be made aware of media content appropriate to their needs. People can be protected against Internet addiction, health threats, violent media content, and pornographic content they encounter in any media. It can be ensured that people realize that they can question or criticize the media content of the movies, advertisements, and Internet sites they watch.

It can be ensured that children who start using social media know their rights and responsibilities and how to act in the face of cyberattacks. At the same time, they can be made to think about their safety and the people around them while producing media products. Within the framework of moral ethics, they can ensure that they observe universal and local values and take an active role in controlling media content (RTÜK-2, 2020).

Although teaching activities have been conducted with distance education using teaching technologies (Figure 1), including media literacy, for a long time, it has been observed that the success achieved is not as effective as informal education. The biggest reason for this is that many students and teachers started to use distance education applications after the Covid-19 pandemic (Avan, Gülgün, Yılmaz & Doğanay, 2019). Although educational institutions' internet infrastructure is sufficient, people who connect to the Internet from their homes are not satisfied with the internet services they receive. However, technological facilities are used more in distance education (Yanarates, 2020).

Besides, it is known that media literacy, one of the innovative teaching technologies that play a leading role in distance education, contributes to increased success when supporting formal education. It is already known that technology contributes to many direct and indirect contributions to the education system (Yılmaz, 2021). Such that, using applications and platforms for online learning, instant access to technological developments, utilizing virtual laboratories, creating simulation environments, and accessing scientific knowledge are just a few of them (Brito, Dias, & Oliveira, 2018).

Considering that discipline-based education leads to the emergence of memorized thoughts, interdisciplinary solidarity becomes necessary. Accordingly, it is thought that the principles of visual literacy, information literacy, electronic literacy, internet literacy, and multi-layered literacy should be used functionally in media literacy teaching. Media literacy courses, which are taught in the light of the mentioned literacy principles, are expected to have a more comprehensive perspective (Kanatlı & Çekici, 2013).

According to the results obtained from research on "Thematic Analysis of Studies in the Field of Media Literacy Education". As a result of the content analysis, it was revealed that the examined studies focused on the media literacy course and media literacy level themes, and the survey model and quantitative data analysis methods were used predominantly in the reviews. Including media literacy education in education faculties, making media literacy courses compulsory at secondary school, and teachers receiving in-service training are the prominent suggestions in the studies (Aydemir & Erdamar, 2018).

In addition, these new types of literacy, which emerged due to developing technology and living conditions, have become a part of social life. Considering that education aims to transfer the knowledge taught at school to life, it is possible to conclude that the literacy types mentioned here should be used effectively in other lessons. Other branch teachers should also know the mentioned literacy.

From this point of view, we think that in training other branch teachers, especially during undergraduate education, courses on other literacy areas should be given and the media literacy course.

Models of Media Literacy

Although many different models related to media literacy have been developed, it is possible to talk about three models. The Cognitive Media Literacy Model of James Potter, the Critical Media Education Model of Rick Shepherd, and Francis Davis's Model are Theoretically Originated Model (Apak, 2008; cited from Mentor, 2008).

James W. Potter's Cognitive Media Literacy Model

The Cognitive Media Literacy model has some essential axioms in itself. In short, these axioms; Responsibility axiom, Effects axiom, Interpretation axiom, Importance of shared meaning axiom, Power axiom, and Purpose axiom.

Responsibility axiom: If a person does not accept their literacy degree responsibility, there will be no motivation for change. **Effects axiom:** The basis of every proposition about Media Literacy should be a theory about how people are affected by the media. **Interpretation axiom:** Interpretation is the key feature of the human mind. The core of understanding the individual is understanding how the human mind works.

Importance of shared meaning axiom: Individuals need to understand external stimuli. So, he can understand other people and use standard symbols to communicate with them. **Power axiom:** If knowledge is considered power, people will need various information to establish their meaning structures. Without this information, meaningful positive changes will not be achieved. **Purpose axiom:** Media Literacy's goal is shifting control from the media towards individuals (Apak, 2008).

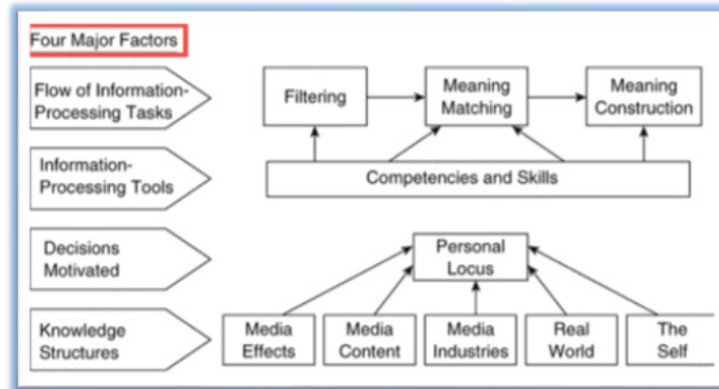


Figure 4. James Potter's Cognitive Media Literacy Model

Rick Shepherd's Critical Media Education Model

The Media Literacy Program Model of Rick Shepherd in her article "Media Education in Primary Education: Excellent Education Program" is based on the basis that teachers can use the critical perspective in media education with students. The model's basic approach is based on the assumption that truth is the basis in all communication and research. All representations of the world are an attempt to tell or describe the dream or reality. (Apak, 2008; cited from Mentor, 2008).



Figure 5. Rick Shepherd's Critical Media Education Model

Francis Davis's Theoretical Origin Model

Although all projects are an important element of the observer's distinctions, the theory of the use of desired outcomes, the view "Television does nothing to people, people do something with television" is effective in this theory, which aims to understand from a more active point of view. It is only necessary to help the observer reach some of his wishes. The main step that helps students develop standards suggests the development of skills for applying this media (Apak, 2008; cited from Mentor, 2008).

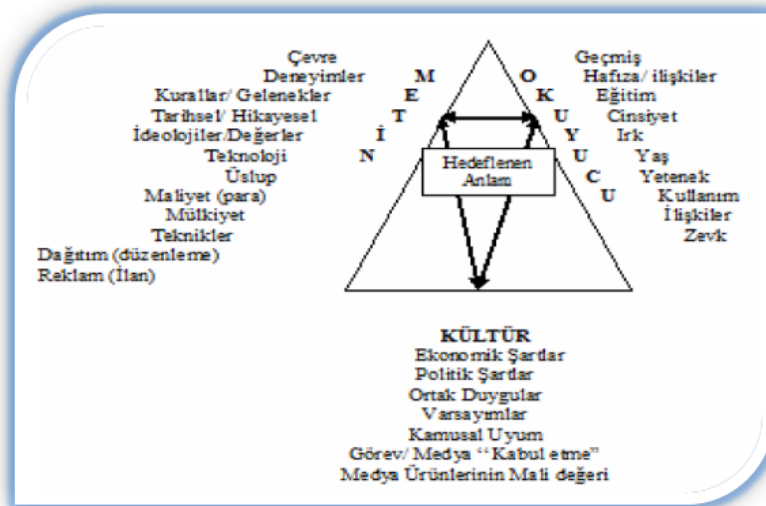


Figure 6. Francis Davis's Theoretical Origin Model

RESULTS

When media literacy definitions, models, standards, and other literacy areas related to media literacy are examined, it is seen that the concept of media literacy depends on knowledge skills, breadth of vision, and field of education. Also, it is seen that it is a concept that encompasses many features from human rights to lifelong learning in all areas of life, including personal, social, and cultural.

Media literacy consists of individual skills, just like the information literacy of which it is a member. These include recognizing society's needs regarding media, identifying these needs, developing solutions and strategies on the subject, finding, choosing, using, developing, evaluating, categorizing, organizing, interpreting, communicating, and adapting new information to existing information. Skills such as doing. Their implementation is possible by using high-level thinking skills such as problem-solving, decision making, critical and analytical thinking, synthesizing, producing new media, sustaining this, and giving a message from the past to the future.

This success can be achieved by combining individual skills such as personal motivation, teamwork, adaptation, and communication with various functional literacy fields such as information literacy, technology literacy, computer literacy, internet literacy, library literacy, and visual literacy. It has some relationships with media literacy, education, culture, economy, politics, scientific ethics, respect for labor, and fair use.

The "Selective Media Literacy Course", which was prepared in 2006 within the protocol signed between RTÜK and MEB was launched in the 2006-2007 academic year as a pilot. When the articles are examined, it is claimed that the interest in literacy education will continue to increase when databases such as "YÖK (CoHE: Council of Higher Education) National Thesis Center, ULAKBİM, National Library, Google Scholar" are examined (Altun, 2014; CoEH-2, 2020).

The following conclusion can be drawn here; Masterman (2001) suggested that the optional media literacy course should be given early, not at an advanced age. Children's media interest begins before school age and continues until the end of their lives. Media education that is given without realizing this fact fails, and it is necessary to provide both an entertaining and educational experience for media education to continue after school (Masterman, 2001).

In media literacy education, emphasis should be placed on teaching practices, teacher training, program development, and evaluation studies. On the other hand, studies should be conducted to compare media literacy education and course practices in different countries to see various approaches. Thematic content analysis studies can be performed at regular intervals (periodically) to obtain more affluent and more diverse works.

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The literacy phenomenon has progressed from literacy, including classical reading and comprehension actions, to audio-visual literacy and media literacy. Communication tools, which have increased quantitatively due to developments in information technologies, offer a new time and environment to the individual, social, economic, political, and cultural.

The intertwining of real-life and cyber life brings up serious problems. To keep up with the transformation and new media developments, consumers must be media literate and media literate. Consumers need to continually update themselves against the communication media updated by communication technologies. As an equivalent to the media's transformation process, updating literacy through new communication technologies is of great importance (Akgül, 2015).

Today, media literacy has become an essential role in participation in society as a citizen. Based on Kellner's statement, "what a person sees and hears is what he/she is", building a healthy structure for people to be informed through the media naturally necessitates media literacy in today's world where new communication technologies are dominant.

The rapid development of media technologies and the fact that they have a place in every aspect of life make media literacy necessary. The media-mediated production of social life and economic, political, and cultural life increases the importance of literacy skills even more.

Depending on the literature studies, it can be said that media literacy and critical thinking skills can be taught and developed. Similarly, media literacy skills can be gained through critical thinking skills.

In this context, the sooner individuals learn and perceive the difference between the existing reality and the reality presented in the media, the less adverse effects of the media will be (MEB, 2007).

For future generations to become critical media literate and conscious buyers, it would be a correct approach to present both concepts to the students in an integrated manner, starting from the primary education level. Also, to raise media literate individuals who can think critically, it is crucial to give in-service training to teachers on media literacy and critical thinking and carry out necessary studies to raise families' awareness, based on training teachers.

Since concepts such as technology, the Internet, social media, electronics, and computers are media products, literacy related to these concepts is also a branch of media literacy.

In this case, people talk in an electronic environment; individuals communicate with each other via e-mail. Parents learn the success or absenteeism status of their students via e-school from the Internet. Teachers transfer their students' report cards to the Internet at the end of the year. Many other innovations, such as media, show that it reflects on education and directly increases life quality thanks to his literacy.

Hence, media or technological literacy gains importance for influential citizens, effective parents, practical students, or effective teachers.

For social communication to continue as a bridge between generations and for individuals to use technology easily when necessary, they should be equipped with modern literacy skills. For this, as in many countries of the world, there should be courses in media literacy and communication skills learned in our country's curricula.

As a result, the awareness of media literacy gained in schools should also be provided outside of school within the scope of lifelong learning or similar activities. The following detail should not be forgotten in this regard; We thought that as people strive to become conscious media literate, it is necessary to give the message "be careful", not "never watch".

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