

ASSESSING MEDIA LITERACY: AN ANALYSIS OF UNIVERSITY STUDENTS

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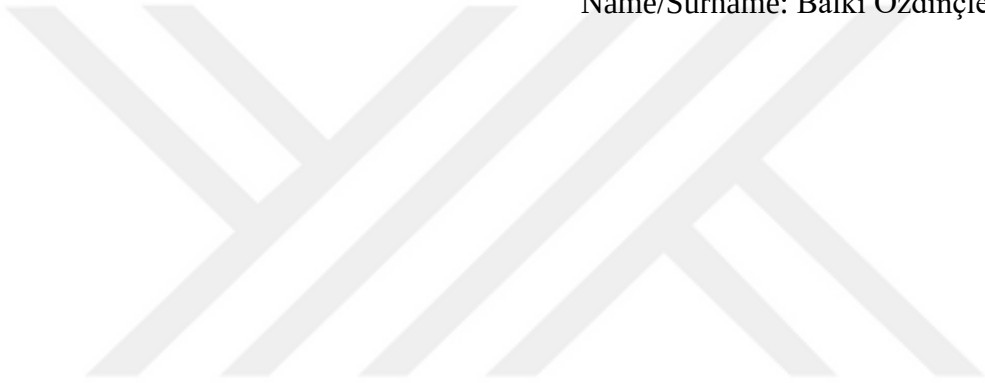
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PLAGIARISM

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ABSTRACT

Media literacy refers to the ability to access, analyze, evaluate and create messages in a wide variety of media modes and formats. It encompasses recognizing the role and influence of media in society. Even though the media is so globalized and easily accessible, it is necessary to correctly perceive and read the messages presented, make sense of them, analyze, evaluate, criticize, etc. On the other hand, it is possible to have sufficient equipment to distinguish positive and negative characteristics with the notion of media literacy. Before accessing media literacy equipment, the individual is only in a passive position in front of the messages presented by the media. However, the individual with access to the media literacy equipment comes out of passivity in the face of the messages presented and takes an active position that evaluates questions, analyzes the media messages, and keeps a distinction in the context of the criteria it sets.

Since media literacy is a lifelong process beginning from a young age, this study has been planned considering that it is important to examine it at all levels, especially for university students who have a significant role in shaping the future. The study aims to determine university students' media literacy levels, to compare the media literacy levels of university students who took and did not take a media literacy course and determine what socio-demographic factors affect media literacy.

In this study, the "Media Literacy Level Determination Scale" developed by Karataş to measure the media literacy of university students was used with his permission. The universe of the research consists of university students studying at Yeditepe University. The sample consists of 801 students studying at Yeditepe University.

As a result of the research, the fact that taking a media literacy course increases the level of media literacy shows that there is a statistically significant difference between students who take this course and those who do not. Another result is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy levels of the senior students are higher than the other classes. When socio-demographic characteristics are taken into account, no significant difference was found in media literacy in terms of gender, family structure and place of residence.

Keywords: Media literacy, university students, socio-demographic factors

ÖZET

Medya okuryazarlığı, çok çeşitli medya formatlarındaki mesajlara erişme, bunları analiz etme, değerlendirme ve oluşturma becerisini ifade eder ve medyanın toplumdaki rolünü ve etkisini tanımayı kapsar. Medyanın bu kadar globalleşmiş ve kolay ulaşılabilir olmasına rağmen var olan iletileri doğru bir bilinçle okumak, manalandırmak, sentez etmek, muhakeme etmek ve eleştiri yapmak vb. niteliklerle olumlu ve olumsuzluğu fark edebilmekle ilgili yeterli alt yapıya ulaşmak ise medya okuryazarlığı kavramıyla mümkün olmaktadır. Kişi, medya okuryazarlığı kavramını kazanmadan önce medya tarafından verilen iletiler karşısında yorum yapmadan, bu iletileri algılamadan alan bir alıcı olarak tanımlanabilir. Ancak medya okuryazarlığı alt yapısına sahip kişi, gösterilen iletiler karşısında iletileri sorgular ve yaptığı analiz sonucunda belirlediği kriterlerle değerlendirme yaparak aktif bir konuma geçmektedir.

Medya okuryazarlığı, çocukluk çağlarından başlayıp yaşam boyu devam eden bir kazanım olduğuna göre her düzeyde; özellikle geleceği şekillendirmede büyük role sahip olan üniversite öğrencileri açısından irdelenmesinin önemli olduğu düşünülerek bu çalışma planlanmıştır. Çalışmanın amacı üniversite öğrencilerinin medya okuryazarlık düzeylerini tespit etmek, medya okuryazarlığı dersi alan ve almayan üniversite öğrencilerinin medya okuryazarlığı düzeylerini karşılaştırmak ve medya okuryazarlığını etkileyen sosyo-demografik faktörlerin neler olduğunun belirlenmektir.

Bu araştırmada üniversite öğrencilerinin medya okuryazarlığını ölçmek için Karataş tarafından geliştirilen “Medya Okuryazarlık Düzey Belirleme Ölçeği” kendisinden izin alınarak kullanılmıştır. Araştırmanın evrenini Yeditepe Üniversitesi'nde eğitim gören üniversite öğrencileri oluşturmaktadır. Örneklemi ise Yeditepe Üniversitesi'nde öğrenim gören 801 öğrenci oluşturmaktadır.

Araştırmanın sonucunda ise medya okuryazarlığı dersi almanın medya okuryazarlığı düzeyini artırması, bu dersi alan öğrenciler ile almayan öğrenciler arasında istatistiksel olarak anlamlı bir fark olduğunu göstermektedir. Bir başka sonuç ise öğrencilerin sınıflara göre dağılımındaki puanlar incelendiğinde son sınıf öğrencilerinin medya okuryazarlık düzeylerinin diğer sınıflara göre daha yüksek olduğu sonucuna ulaşılmıştır. Sosyo demografik özellikle dikkate alındığında ise cinsiyet, aile yapısı ve yaşanan yer konusunda medya okuryazarlığında anlamlı bir fark bulunmamıştır.

Anahtar kelimeler: Medya okuryazarlığı, üniversite öğrencileri, sosyo-demografik faktörler

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RTÜK: Radio and Television Supreme Council

MEB: Ministry of Education



1. INTRODUCTION

1.1. Background

Media literacy refers to the ability to access, analyze, evaluate, and create messages in a wide variety of media modes and formats and encompasses recognizing the role and influence of media in society (Aufderheide, 1993; Hobbs, 1998)

It is seen that a new field of media literacy, that is a new field in the name of taking, making sense, synthesizing, and reproducing the codes of the media contextually, has emerged since the day the media emerged. In the emergence of this field, it is seen that the meaning of the information, documents, and messages that are tried to be conveyed to people by the media has gradually found its place in the literature. (Pala, 2017, p.60)

The change and development of technology today have also affected the media, and therefore the mass media. With the developments experienced, the speed of people's information acquisition has increased, and they have access to different information from many other sources. Thus, the world has become globalized. In today's world, there are only physical distances between a person living in America and a person living in Turkey. These two people can access the same news through the same channels and read this news in their language, and they can consult and communicate with each other on a topic, even if it is miles away.

Even though the media is so globalized and easily accessible, it is necessary to perceive and read the presented messages correctly, to make sense of them, to analyze, evaluate, criticize, etc. With media literacy, having sufficient equipment to distinguish between positive and negative features is possible. (Barut, 2018)

Even though media literacy is a new area that has come to the fore frequently in recent years, it is possible to talk about its importance in human life since the mass media emerged. Because media literacy provides the conscious consumption of mass media and a critical perspective against the messages presented by mass media. According to Barut (2018), the perception of the mind that distinguishes between positive and negative people is created in the face of what is presented in the media, and a conscious target audience appears that receives or consumes messages correctly. The fact that the media literacy has a place in human life is undeniable, as well as being a positive situation in terms of society, and individually. Before the individual accesses the media literacy equipment, he or she is in the position of the receiver, which is only in a passive position against the messages presented by the media, that is, he or she receives the messages only as they are. However, the individual who has access to the media literacy equipment goes from being passive in the face of the messages presented, to an active position that evaluates, questions, analyzes the media messages and makes a distinction in the context of the criteria he has determined. This creates a positive situation for individuals and societies, who receive what is presented in the media, from passivity to activeness. (Barut, 2018)

Hence, in keeping with Aufderheide (1992), a media-literate person can decode, evaluate, analyze, and produce both print and electronic media.

Given this crucial role of media, it is quite important to increase apprehension in academic settings. Media literacy allows people to take part in society actively, and despite families' obvious role in this object, media are not kept within the walls of the parents; hence, educational institutions have an important influence to arrange learners to use media in an acceptable manner. (Simons, Meeus & T'Sas, 2017)

This approach makes a point of young people should be effective, resilient, and active in their choices as both media consumers and innovative producers; it values the joy of experiencing being media end users and media makers. (Jenkins et al., 2009).

Media literacy studies in Turkey are mostly concentrated at the primary or secondary education level, and there need to be more studies at the higher education level. Since media literacy is a lifelong process that starts from an early age, at all levels; This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. Research questions sought in this study:

Q1: Do university students' media literacy levels differ according to classes?

Q2: Is there a difference in the media literacy skills of university students who take media literacy courses and those who do not?

Q3: How do socio-demographic factors (age, gender, region, family structure, etc.) affect media literacy?

2. LITERATURE REVIEW

2.1. The Concept of Literacy

Ever since written history began, the concept of “literacy” did not make sense on its own. Literacy is described as the ability to produce words that will contain meaning by putting the letters "squiggle, whirlwind" together on paper (Jolls & Thoman, 2008, p.11). The concept of "literacy" does not only mean the sum of reading and writing skills. When we look at the development process, it is seen that the notion of literacy is a much broader concept, including the first reading and writing (Çakmak, 2013, p.11). When literacy is considered as a process, it is redefined within the framework of needs by realizing that it has a constantly dynamic and variable structure.

Literacy, although it varies according to the place of use, is the fact that more people express their feelings, thoughts and wishes fully and accurately by speaking and writing. At the same time, literacy is to understand correctly by listening to what others say reading what they write and using their knowledge and skills in the social and cultural field while doing all these (Aşıcı, 2009, p.12). In this context, literacy also includes sociological, cultural, and psychological meaning-making processes.

Literacy is effectively using socially created forms of communication and representation. "Literacy, as a tool of criticism, to understand and organize the structured nature of subjectivity and experience in the social sphere; knowledge is a precondition for power and social practice not only to fulfil the wishes of the rich and powerful but also for collective decision-making in a democratic society" (Giroux, 1998, p.48). Therefore, a literate individual can make an active role in the

administration of the country by closely following the developments in the social field and thus contributing to the creation of a democratic society.

The word literacy has started to be used to talk about different skills and competencies over time. Some are 'information literacy, 'visual literacy', 'media literacy' and 'scientific literacy'. (Erdoğan, 2013, p.6) or the concept of literacy has gone beyond its traditional meaning and has led to the emergence of new types of literacy with different contexts. Although this includes reading and writing activities based on literacy, it requires complex, multiple reading and writing skills. Some of these are literacy types such as information literacy, computer literacy, internet literacy, e-literacy, technology literacy, visual literacy, and media literacy. These literacies expand by being articulated with literacy rather than replacing it in the traditional sense. (Yıldız, 2017)

It is possible to talk about the many benefits of literacy. Although literacy is one of the human rights, it forms the basis of lifelong learning. It strengthens individuals, families, communities, nations and improves the quality of life. Thus, it is possible to say that it helps to eliminate poverty, reduce child mortality, control population growth, and ensure peace and democracy by carrying development to higher levels. (Barut, 2018, p.20)

In recent years, it has been seen that the concept called "media and information literacy" by UNESCO as a combination of media literacy and information literacy has come to the fore. The concept of media and information literacy emphasizes the development of skills based on inquiry and criticism, and the ability to use media and information channels in a meaningful way, no matter in which format or with which technology they are presented (Özel, 2013, p.83). It is not possible to consider media

literacy separately from information literacy. Because media literacy is the ability to access, analyze and interpret information presented through mass media. A not information-literate person cannot test the transmitted information's accuracy, authenticity, and reliability. Therefore, information literacy is closely related to media literacy.

2.2. The Concept of Media

Media comes from the plural of the word medium, which means medium in Latin (RTÜK, 2007, p.24). Media, as a word meaning, is a phenomenon that attracts the attention of large masses and has an effective power on their attitudes by influencing their views and behaviors (Yüksel, 2001, p.8).

Media is defined as printed (newspaper, magazine, book, etc.) or electronic (radio, television, film, CD, Internet, etc.) tools used to disseminate messages (Potter, 2005).

According to the dictionary of the Turkish Language Institution, media means communication medium, means of communication (www.tdk.gov.tr). Therefore, it is possible to define the media as “mass media tools” (RTÜK, 2007, p.24). This dictionary description covers the entire field of modern communication media. Cinema, video, radio, photography, advertising, newspapers, and magazines, recorded music, computer games and the Internet are media. Many of these are often referred to as "mass media" to indicate that they reach large audiences (UNESCO, 2006, p.2). Media: it has functions such as giving news and information, socialization, education, entertainment, protection of cultural values, control, criticism, forming public opinion and promotion (RTÜK, 2007).

Media removes the limitation of time and space. Thanks to the media, everyone can access information, news, events, and visual presentations whenever and wherever they want (Koçak, 2011, p.22). Media brings distances closer. Today, an event that takes place in one part of the world is instantly read and watched from anywhere and at the same time.

The media is a part of daily living has a wide variety of functions such as communicating with each other, being aware of the agenda, obtaining information, updating information, and by making information a part of life, it affects individuals differently with various messages (Karataş, 2008, p.800) At this point, individuals should approach the media with a critical perspective. People must distinguish between good and bad, what is useful and what is harmful.

Bozkurt (2012, p.4) stated in his study that the term media generally refers to mass media messages conveyed by visuals, language, and sound, produced for mass audiences far away, using a certain form of technology.

It is seen that the media has increased its effective power through mass media from the past to the present. Because the mass media takes on the role of a channel in realizing the main goals of the media on society. In other words, everything that the media tries to inject into society is possible through mass media. For this reason, every medium that enables mass communication finds its place under the concept of "media". Newspapers, books, magazines, radio, television, internet etc. All mass media that enable the message to reach target audiences are brought together within the scope of media (Yüksel, 2004, p.228).

When the media is considered within the framework of education as a concept, communication education has been given at the university level for more than a long

time from the past to the present in Turkey. This is achieved through training that takes place within the scope of the communication faculty. Today, within the faculty of communication, there are various departments such as journalism, public relations, radio, television, cinema, press and broadcasting. And these departments are trying to create communication experts from their graduates. In this case, it makes it possible for communication faculties to be seen as one of the most important human resources of the media sector. However, the extent to which these individuals trained in the media sector are compatible with the media's needs, expectations and realities has been debated since the institutionalization of communication education (Gül, 2012, p.67).

2.3. The Concept of Media Literacy

Media literacy is not just about reading the media; it is a broad-framed concept that includes more meaning beyond this misconception, enabling individuals to approach the messages they receive from the media with a conscious, questioning, and critical approach. To better understand the importance of media literacy, its aims and the problems experienced in this field, it is necessary to go to the roots of the media literacy concept and know what it is. The concept of media literacy has been defined in various ways by researchers.

2.3.1. Media literacy definitions

Although there are different definitions of media literacy in different organizations and individuals, it is stated that Sirkka Minkinen first defined it in 1978 as "aiming to develop skills in cognitive, ethical, philosophical and aesthetic issues". (İnceoğlu, 2006) Media literacy is considered a lifelong process (Masterman, 1997; Buckingham, 2003). This concept has been defined by many people in different ways. If a few of them are mentioned, it is possible to say that first of all, media literacy

emerged with the idea that individuals, as the receiver of the objects, messages and messages presented in the media, should have some thinking skills in order more critical consumers in the digestion and consumption of everything they receive. (Kurt and Kürüm 2010, p.21).

Potter (2005, p.22) distinguishes media literacy from other literacy as follows: literacy, visual literacy and computer literacy are not synonymous with media literacy, these concepts are only one element of media literacy. Media literacy includes more than all these abilities.

The National Association for Media Literacy Education (NAMLE) states, “Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century.”

According to the definition made by the European Commission, media literacy; is defined as "the ability to access the media by critically evaluating different aspects of media content and media in order to establish communication in various contexts" (European Commission, 2007, p.3).

As reported by Jolls and Thoman (2008, p.33), media literacy: "Provides a framework for the ability to access, analyze, evaluate, and create media of various structures, from print to video, from video to the Internet. While media literacy provides an understanding of the role of the media in society, it also provides the acquisition of research and self-expression skills necessary for a citizen in a democratic society."

According to Thoman (2003); Media literacy is the ability to select and eliminate the thousands of verbal and visual symbols we receive every day from television, radio, computers, newspapers, magazines, and advertisements and turn them into personal meanings.

Media, which must turn out to be a part of daily lifestyles, has a wide type of features including speaking with every different, being aware of the timetable, acquiring information, updating data, and influencing individuals in another way with numerous messages utilizing making statistics a part of lifestyles (Altun, 2005). Similarly, to supplying statistics, conversation, and interaction of the media; it may additionally have numerous purposes such as business purposes, gaining power, directing the masses. At this factor, people must approach the media with an essential point of view and distinguish what is ideal and bad, what's beneficial and what is dangerous. For this, it's far stated that people must accept media literacy training to be capable of examining the media, deciphering the language of the media, attaining the extent of cognizance, taking part within the phenomenon of verbal exchange as an active individual, and have the ability to critically interpret and examine media reviews, as opposed to being a passive purchaser inside the face of the media. (Hendrix, 1998; RTÜK, 2007).

Alagözlü (2013, p.6) expresses media literacy because of the notion of endless messages provided by way of the media, which is an essential part of our daily life, by way of the recipients. What he means by belief here is the evaluation of the content supplied by using the media. For this reason, individuals who are uncovered to media messages will be capable of deciding whether or not those messages have a meaning for them and the factors to be conveyed inside the messages. Also, according to

Alagözlü (2013, p.6), media literacy additionally goals on the powerful use of media gear.

Otherwise according to Sadriu (2009, p.73), media literacy ambitions to take special methods and interpret simultaneously by choosing the supply of expertise conversation technology in exceptional technologies and social relations, the codes used and messages.

2.3.2. Media literacy coverage

Media messages in various forms and formats such as photographs, images, texts, films, icons presented in the media content constitute the content of media literacy. Consumption of all materials presented through the media with a critical eye is “reading” the media; presenting the information collected from the environment in an alternative format and medium is considered as “writing”. Media literacy is the ability to do all these. (Bilici, 2014, p.29)

Media literacy encompasses television, cinema, radio, music, print media, the internet and all other new digital media, and the purpose of media literacy is to make individuals aware of the media messages flowing in various forms, from advertisements on television to the word of music on CDs, from newspaper articles to slogans on a t-shirt. and to be awake (Pekman, 2007, p.44).

The purpose of media literacy is not only to protect children, youth, or adults from the harmful content of the media but also to make individuals competent, critical, and literate towards all types of media, so that they are the ones who control what they see and hear, rather than being in control of them (Jolls and Thoman, 2008, p.133). Therefore, media literacy is not only accepting the positive or negative effects of the

media or knowing how the media will be used, but also giving individuals the ability to understand, interpret and evaluate events that occur in all areas of life by providing a broader perspective.

2.3.3. Media literacy skills

The ability and capacity that a media literate people need to possess are one of the much-discussed issues in the literature. European Charter for Media Literacy, for instance, lists seven key competencies that media-literate people should have, and these include utilizing media effectively, evaluating and doing informed choices about media concept, understanding media content creation, synthesizing media techniques and messages, applying media to communicate, avoiding damaging media content and services, and using media for democratic rights and civic purposes (Bachmair & Bazalgette, 2007). Furthermore, four main skills to be effective in media literature. These skills include access, analysis, evaluation, and communication (Aufderheide, 1993; Hobbs, 2001; Livingstone, 2003).

Access: First, reach the targeted information via media tools, and comprehend the meanings of the contents (Jolls, 2008). It could be television, radio, newspaper, and a computer with an internet connection. Accessing and using information, searching, and storing content through any of these tools are included in the concept of access. However, it is necessary to have the certain technological knowledge to access the media. For this reason, media literacy is important (Bilici, 2014, p.32).

Analyze: This might be recognized as the most well-known skill of media literacy. This is because the main aim of media literacy is to allow critical autonomy

about media (Aufderheide, 1993), and the potential of analyze symbolic texts underlies media literacy (Livingstone, 2003). After accessing, media content, a set of skills is needed to analyze those. A media-literate people with analytical skills are sensitive of a media message is a product of planned work and sees the limit between the real world and the virtual world designed by the media (Potter, 2008). Besides, a media literate people examine literary strategies, possibilities, and situation (Lewis & Jhally, 1998); notice how media symbols are used (Baran, 2014); perceive that media uses specific techniques to create emotional influence (Bachmair & Bazalgette, 2007); and perceive the implicit meaning beside the explicit meaning in the messages (Volvic, 2003). At the end, a media-literate individual needs to have an adequate grasp of the background, structure and functioning of the media industry to be utilized to comprehend and consider what is offered through media (Taşkıran, 2007).

Evaluate: Evaluation provides awareness of the purpose of media messages. In this context, being aware of elements such as the extent to which the information contained in a watched, read or listened to media message is compatible or incompatible with the truth, and how consistent the information in the message is an example of evaluation (Aydoğdu, 2015, p.125).

Communicate: Comprises of competencies regarding creating and sharing media messages with others (Schmidt, 2013). The ability of communication is quite in the sense that it converts media consumers into media creators and important distributors. Through this skill which enables media users to design and share their own media messages as a different to professionally created media concept, people learn the processes of content selection, editing and construction methods, techniques, and technologies by doing and by this means comprehending the media kitchen way better (Bilici, 2014).

2.3.4. Factors that make media literacy important

Nowadays, we take part in lots of regions of life thru the media. Media, that's a way of participation in all areas of existence, has come to be a political or commercial formation in many nations. Consequently, international locations frequently forget about the precept of public hobby, which is the principal project of the media, due to the fact they frequently prioritize their political or industrial worries. This case is identical to each of their structuring and in the public provider characteristic. Whether or not it's far states or large media proprietors, they both ignore or forget about the public interest, which needs to be inside the first location due to commercial and political worries. For plenty media organizations, gaining financial strength via earning profits is certainly one of their primary goals, and that they frequently forget about ethical values and standards and may not observe those standards to acquire their desires (RTÜK, 2007, p. 33).

Media literacy will assist human beings to see how the media filters perceptions and beliefs, shape famous traditions and impacts personal possibilities. It will allow citizens to produce and eat statistics consciously using gaining crucial questioning and problem-fixing abilities. because of this, media literacy training is also of first-rate significance in terms of freedom of expression, acquiring facts and democracy (Pekman, 2007, p.44).

Kutoğlu (2007, p.117) emphasizes the importance of media literacy as follows: The idea of media literacy is given fantastic importance if you want to reduce the bad impact of the media on people and specifically children. Media literacy has to be seen as a skill, a manner of thinking to be advanced so that the media can control youngsters less. The most critical electricity in a cutting-edge conversation environment is surely

media literacy and schooling. Media education is important in phrases of ensuring participation in democratic societies, as well as forming one of the necessities of social justice and being a critical citizen (İnceoğlu, 2004, p.357).

İnal (2009a, p.45) expresses why media literacy is so crucial for our age as follows: "The motive why media literacy is of crucial importance for trendy generation is that from television applications and advertisements to newspaper information and tales, billboards, radio announcements, income catalogues and it's far the truth that visible, auditory and multimedia messages intensively surround our lives, starting from statistics obtained from the internet."

Media literacy recognition is very critical for the present day those who spend extra than half of the day actively in front of the television and the net. in this regard, media literacy schooling comes into play. The media literacy path has begun to accept as an optional route to students reading at the secondary school stage, particularly in terms of raising recognition of people at college-age (Gedik 2015, p.780).

The effects of mass media, which individuals are constantly exposed to in their daily lives, on their decisions, behaviors, speeches, in short on their whole lives, become important. On the other hand, it is stated that individuals are often unaware of the effect of news, advertisements, and messages in the mass media on their preferences such as clothing, lifestyle, and political views, and they even feel happy when they behave, speak and live as they see in the media (Samuelson, 2003). It has been argued that with the development in technology, the diversity in communication channels, especially revealed by electronic media, appeals, and attracts everyone from children to adults, and under this intense information, especially children are affected by taking the presented material directly and unconsciously, without the chance to choose it.

(RTÜK, 2007). At this point, the main purpose of media literacy is to provide individuals' awareness and selectivity in the face of media where messages in various forms such as TV advertisements, music, newspaper articles, advertisement posters, and e-mails are forcibly imposed on individuals. (Pekman, 2005).

In order for individuals to express their thoughts freely, they need to "read" different types of media and have the ability and competence to comprehend the various meanings in the content of messages. The process of distinguishing between printed or digitally transmitted messages; is expressed by methods included in traditional literacy terminology such as analysis, reconstruction, analysis or "reading" (Jolls and Thoman, 2008: 31). Since media literacy covers all these processes, it plays an important role in individuals becoming conscious media users. Since media messages are usually created from the perspective of a particular person or group, some facts are emphasized while others are ignored, and others are manipulated. In other words, media messages express the products that emerge because of a certain creative process (Kurt and Kürüm, 2010, p.30). Media literacy emphasizes that media texts are generally fictional, that the same content can create different meanings for different audiences or listeners, that there may be some hidden meanings as well as explicit meanings in the message, and that messages should be considered in the context of power relations in the society.

The media uses mass media to convey its messages to society. Although the media seems to have prepared the messages in a structure that can appeal to everyone, these messages are created using some special techniques. Therefore, being media literate requires a very good understanding, analysis, and interpretation of these techniques. Thus, individuals can realize that media products are message carriers (Bütün, 2010, p.31). It is necessary to have the awareness required by media literacy to get away from the negative effects of the media and to realize the main purpose behind

the superficial meaning of media messages. With the technologies in recent years, live connections via satellites, the internet, news channels broadcasting 24 hours a day, the "information" flow have turned into "instant" news transmission, and the nature of communication has changed, and an information flow culture with "disintermediated news" has developed. Therefore, media products whose accuracy has not been confirmed and whose effects have not been sufficiently considered and discussed are presented to the audience to broadcast immediately and instantly (Treske, 2007, p.33). The important point here is to raise individuals who are empowered and conscious of these products. In this respect, media literacy is necessary to be conscious consumers who can perceive the world we live in and act selectively.

As a result, individuals need to constantly renew themselves in media literacy. Because there are constant changes and innovations in the media world. It is impossible not to be attracted to the media due to the emergence of new media tools, the use of new technologies in creating messages or the more professional preparation of message content. Therefore, if individuals do not open themselves to innovations and increase their media literacy levels, they will not be able to get rid of being under the control of the media gradually.

2.4. Historical Development of Media Literacy

With the introduction of television, one of the mass media, into human life and observing its socially positive and negative effects, many studies have been carried out in the field of media literacy, and media literacy has entered the development process (Bakan, 2010, p.65).

Globalization and deregulation in the world are felt effectively on the media, and this situation makes the need for media literacy felt (İnceoğlu as cited in Çelik,

2008, p.217). In this sense, it is seen that many educational activities and projects have been carried out in the field of media literacy from the past to the present. When the historical development of media literacy education is examined, it is seen that each country has experienced and still has a different development process (Altun, 2010, p.42). In this context, many institutions and organizations that have been influential in the media literacy development process have operated. These organizations, which come to the forefront with their media literacy activities both in European countries and in Turkey, have the feature of being a turning point in emphasizing the importance of media literacy.

2.4.1. Development in the world

Media literacy was first developed in Great Britain in the 1930's to protect people who were under the negative influence of the media (Taşkıran, 2007, p.91). In the 1960's, the concept of media literacy was used for the first time by UNESCO to describe the studies carried out to improve children's traditional reading and writing skills. This concept was later used to describe studies aimed at primary and secondary education as a complementary source of information in order to introduce social problems, teach pluralism, freedom of interpretation, critical thinking, and understand the contribution of the news and programs in it (Gün and Akyol, 2005, p.51).

By focusing on the negative effects of television in 1970 and later, it was ensured to increase the personal and social recognition of media literacy (Çepni et al., 2015, p.434-435). The concept of media literacy was discussed in many conferences by researchers in various branches in the USA in the 1990's and the following years, and a consensus was reached on the necessity of media literacy as a solution by drawing

attention to the excessive negative effects of the messages coming from the media on the masses. It was decided to give the literacy course (RTÜK, 2007, p.37)

UNESCO supported a conference entitled “New Trends in Media Education” in France in 1990. In England, Len Masterman's “The Media Education Revolution” (1995) and the “Media Education in 1990’s Europe” (1994), which he and Francois Mariet co-prepared for the Council of Europe, directed the discussions on media literacy. UNESCO also supported the development of research networks on children and the media, with conferences held in Paris in 1997 and Sydney in 2000, and the “International Clearinghouse on Children and Violence”. In the spring of 2000, he brought together the relevant experts in Vienna, Austria (Binark and Bek, 2007, p.45).

The countries where media literacy first emerged in the West are England, America, Canada, Australia, and South Africa (Taşkıran, 2007, p.91). While the media literacy course was first given in addition to the basic courses, it was later given as an elective course under its name. It is currently taught as a compulsory subject in some countries. As a result, it is seen that media tools, including the purpose of use, have undergone a constant change and transformation with the change and development of technology. As such, a world in which functionality, content, discourse, writing and meaning have changed with the changing media tools has been presented to human beings. Being aware of this change and transformation, the world countries, especially the USA, have become aware of the media and have started to work in the field of media literacy in order to raise a more sensitive and selective society with the research of the effects it has or will leave on the people related to this medium.

These studies can be in the form of accessing and using the communication tools that are included in the definition of media literacy, as well as in the field of eliminating

semantic differences. All countries in the world envisage raising a generation that can see the difference between correct information and false information and documents in terms of analyzing and examining the dimensions of the realities that are tried to be reflected by the people in the receiving position through the media, as well as analyzing and examining the contents of the messages given, in this way, and include them in educational activities.

2.4.2. Development in Turkey

It is known that the first stage of studies in the field of media literacy in Turkey consists of mutual and separate studies between RTÜK and MEB. The media literacy course, which is a product of the joint work of the Radio and Television Supreme Council and the Ministry of National Education on raising conscious media users, came to the fore in Turkey much later than in Europe. This course was first discussed in the "Violence Prevention Platform" established in 2004. The media literacy course, organized by RTÜK and the Ministry of National Education, was taught as an elective course to 7th-grade students in selected pilot schools in the 2006-2007 academic year. (Cetinkaya, 2008).

As of October 7, 2010, inside the scope of the "İyi Uykular Çocuklar Projesi (Have a Good Night Children's Project)", which targets to make children visit bed early, animations containing the messages İyi Uykular Çocuklar Projesi (Have a Good Night, Children's Project)", "Haydi Çocuklar Uykuya (Let's Go Kids To Sleep)" and "Bugünlük Televizyon Yeter, Bütün Çocuklara İyi Geceler (Enough TV for Today, Good Night to All the Children)" are broadcast on televisions starting from 21:30 (Erdoğan, 2014, p.71-72).

A Media Literacy Workshop was held in Ankara with the participation of RTÜK, the Ministry of Family and Social Policies and the Ministry of National Education to exchange various views in order to increase the effectiveness of the media literacy course and raise the awareness of media literacy among children, youth, and adults between 30 June–1 July 2012. Two fundamental operating organizations were formed for this workshop below the titles of "Media Literacy Lesson study organization" and "Lifelong Media Literacy working group". Due to this workshop, the Media Literacy Lesson working institution decided to devise and conduct the media literacy lesson with a focal point on software (media analysis and manufacturing), to cope with media literacy schooling inside the scope of lifelong studying, inside the pupil trainer circle of relatives triangle, and to make sure that the relevant stakeholders (public establishments, NGOs, media businesses, unions, and so forth.) and teachers to be blanketed within the technique with a participatory technique (RTÜK, 2016b).

It must take delivery of by experts inside the discipline and those instructors who are currently teaching this path must be subjected to in-service education to grow their professional development. The Lifelong Media Literacy working institution, alternatively, endorsed those important studies be done to introduce the idea of media literacy, to increase the participation of universities and non-governmental organizations and to elevate awareness of families (Aydoğdu, 2015, p.73-74). To update the media literacy course within the framework of the recommended decisions reached as a result of the workshop, RTÜK and MONE signed the “Cooperation Protocol on the Development of Media Literacy Awareness among Primary School Students and the Media Literacy Course” on May 23, 2013. Following this protocol, a fee such as MEB, RTÜK and academicians turned hooked up to develop a new Media Literacy Curriculum. The Media Literacy Course Teaching Material prepared by the

Commission was approved on January 27, 2014 and started to be taught in the 2014-2015 academic year (RTÜK, 2016b).

On the other hand, the 1st International Media Literacy Conference was held by Marmara University Faculty of Communication on 23-25 May 2005 in Turkey, and the papers presented at this conference were later published in a book as a resource in the field of media literacy. Considering the purpose, the conference was emphasized that the fundamental right of citizenship is to obtain information and to use the information obtained, and it was said that the mass media are indispensable resources for the exercise of this right. In addition, the necessity of new communication skills has been emphasized to live in an environment surrounded by messages created in written, visual, and auditory sources. While making use of these rapidly developing tools such as newspapers and magazines that are literary, the audio radio, cinema and television that includes literary, visual, and audiovisual, and the internet, which includes all these features to the smallest detail, the necessity of meeting the citizens with media literacy, which has entered the literature as a new concept, has been emphasized, has been stopped. In line with these purposes, media literacy was also discussed through academic conferences and various events in the communicator's week, which is traditionally held in May every year within the body of Marmara University Faculty of Communication (Türkoğlu, 2007, p. 9).

As a result, countries are undertaking different studies in many areas in order to raise new generations. These studies are carried out in order to raise a more conscious generation. The speedy development of the media in Turkey in recent years and the boom in its effectiveness inside the society have brought about an excessive growth inside the dating of the society, particularly children and young people, with the media. Mainly since kids and younger humans are greater open to manipulation, it necessitates

a more stable relationship. Youngsters, who are at risk of the media, want to be raised as conscious people within the face of the media, starting from number one college. Students who've handed the essential schooling will get hold of the messages as they should by using deciphering and decoding the language with the perfect studying of the media, rather than receiving the messages from the media as they are. That reason, the harms of the media will be minimized, and the media could have evolved into a high-quality situation. in this direction, the studies have begun to be performed in Turkey as properly.

2.5. Principles of Media Literacy

Various principles have been developed by many researchers and academics regarding media literacy. The principles formulated by three important names are as follows.

2.5.1. Eight principles in media education according to Patricia Aufderheide

Patrica Aufderheide (1989) explained media education with 8 principles. Aufderheide talked about how media messages, tools and content are created to raise more conscious and critical individuals against the media. These principles are as follows, respectively:

1. All media are constructions
2. The media construct reality
3. Audiences negotiate meaning in media
4. Media have commercial implications

5. Media contain ideology and value messages
6. Media have social and political implications
7. Form and content are closely related in media
8. Each medium has a unique aesthetic form

2.5.2. Eighteen principles of media education according to Len

Masterman

Len Masterman, one of the pioneers in the field of media education in the UK, has presented an important resource in the field of media literacy with his book *Teaching the Media* (Inal, 2009).

The following are the "18 Principles of Media Education (18 Principles of Media Education, 1995)" put forward by Masterman and used as a resource by those who have been providing media education for many years:

1. Media education is a serious and important risk area. It is the granting of power to the majority and the strengthening of the democratic structures of society.

2. The central unifying concept of media education is a kind of restructuring. It is a matter of representation. The media mediates. Media does not reflect reality; it re-represents it. Media is a system of symbols and signs. Without it, there is no media education, it is the media that provides all the flow.

3. Media education is a lifelong process. High education student should be the main target.

4. Media education aims not only to develop critical intelligence, but also to promote critical autonomy.

5. Media education is investigative. Does not try to force the acceptance of specific cultural or political values.

6. Media education is current and opportunistic. It seeks to illuminate the life situations of learners. By doing this more positions the present in the context of major historical and ideological events.

7. The key concepts of media education are more analytical

8. In media education, content is a tool for the purpose. This content is the development of analytical tools that can be transferred rather than being a different content.

9. The effectiveness of media education can be evaluated according to only two criteria:

- Students' ability to apply their critical thinking to new situations,
- The degree of responsibility and motivation exhibited by students.

10. In fact, the evaluation of the student's self in media education assessment means both developmental and incremental assessment.

11. Media education strives to change the teacher-student relationship by offering mutual conversation and inference goals.

12. Media education conducts its research through mutual conversation rather than discussion.

13. Media education is an active and participatory structure that mainly feeds the development of more open and democratic pedagogues. It encourages students to have control and responsibility over their own learning, to think on the way to planning a common learning curriculum, to gain longer-term perspectives on their learning. In short, media education is as much about new methods of study as it is a new subject area.

14. Media education covers group-oriented collaborative learning. It recognizes that the value of individual learning is increased not through competition, competition, but by accessing the insights and resources of the entire group.

15. Media education consists of applied, critical and critical practice. Affirms the superiority of cultural criticism over cultural reproduction.

16. Media education is a holistic process. For example, it means the formation of relationships between parents, media masters and teacher colleagues.

17. Media education is dependent on the principle of continuous change. Continuous must evolve with changing necessity.

18. Supporting media education from below is a special "epistemology" separate from the others. The knowledge that already exists has not been transmitted in a simple way by teachers and has not been discovered by students. This is not an end, but a beginning. It forms the subject of critical research and dialogue that comes out of the new knowledge that students and teachers actively create.

2.5.3. Twelve principles of media education according to Cyndy Scheibe and Faith Rogow

Rogow is a founding member of the American Media Literacy Association. He worked to raise awareness of children about the effects and harms of the media on children. Working for the same purpose with Rogow, Cyndy Schiebe discussed concepts such as books, newspapers, television, movies, radio, posters, and the internet in the project called “Look Sharp Project” and stated how the media would be adapted to the lessons (Aydoğdu 2014, p.62). According to Cyndy Scheibe and Faith Rogow, it has been argued that ten principles should be emphasized in media education. These principles are:

1. While teaching the use of the media, at the same time, to teach to look critically at the information presented in the content of the media message and to think critically about it.
2. Making use of the media on newly started topics in order to keep the interest in the lesson alive with a video, a short story that creates excitement in the lesson.
3. By presenting examples from popular media, to enable students to discuss their knowledge and how much they know through the media.
4. Designing assignments that require students to use multiple media tools between assignments.
5. Making use of examples that falsely represent that subject in order to analyze the wrong or contradictory things about a subject.

6. To explain the difference between the fictionality and reality of programs prepared on any subject in media content.

7. Presenting information on a subject through different program types and emphasizing the time difference.

8. To discuss and analyze the historical impact of media on a particular subject or event in terms of different cultures.

9. To get practical help from printed communication tools (books, magazines, newspapers, web pages) in order to enable students to determine the purpose and different definitions related to writing, and to apply their reading and comprehension skills.

10. To direct students to the analysis of media messages created on topics of special interest. For example, to analyze the harmful movements of the media, messages that promote age and racial degradation, and the messages generated about popularity and sexuality when compared to the real world.

11. To use the products and contents of the media as an evaluation tool. To enable students to distinguish between right and wrong by giving media content (for example, an advertisement, newspaper article, website, movie, and clip, etc.) containing false information about the subject at the end of the topic.

12. Collaborating with community organizations such as museums, galleries, and libraries to direct students to these channels that enable them to evaluate or create their media messages.

It is understood from all these principles that media literacy education has become compulsory for all societies. Especially young people need media literacy

education and use the media consciously. Media education to be given to the new generation is of great importance in order to prevent them from living in the internet world and being disconnected from reality.

2.6. The Importance and Purpose of Media Literacy

The effects of mass media, which individuals are constantly exposed to in their daily lives, on their decisions, behaviors, speeches, in short on their whole lives, become important. On the other hand, it is stated that individuals are often unaware of the effect of news, advertisements, and messages in the mass media on their preferences such as clothing, lifestyle, and political views, and they even feel happy when they behave, speak and live as they see in the media (Samuelson, 2003). It has been argued that with the development in technology, the diversity in communication channels, especially revealed by electronic media, appeals, and attracts everyone from children to adults, and under this intense information, especially children are affected by taking the presented material directly and unconsciously, without the chance to choose it. (RTÜK, 2007). At this point, the main purpose of media literacy is to provide individuals' awareness and selectivity in the face of media where messages in various forms such as TV advertisements, music, newspaper articles, advertisement posters, and e-mails are forcibly imposed on individuals. (Pekman, 2005).

In order for individuals to express their thoughts freely, they need to "read" different types of media and have the ability and competence to comprehend the various meanings in the content of messages. The process of distinguishing between printed or digitally transmitted messages; is expressed by methods included in traditional literacy terminology such as analysis, reconstruction, analysis or "reading" (Jolls and Thoman, 2008, p.31). Since media literacy covers all these processes, it plays an important role

in individuals becoming conscious media users. Since media messages are usually created from the perspective of a particular person or group, some facts are emphasized while others are ignored, and others are manipulated. In other words, media messages express the products that emerge as a result of a certain creative process (Kurt and Kürüm, 2010, p.30). Media literacy emphasizes that media texts are generally fictional, that the same content can create different meanings for different audiences or listeners, that there may be some hidden meanings as well as explicit meanings in the message, and that messages should be considered in the context of power relations in the society.

The media uses mass media to convey its messages to society. Although the media seems to have prepared the messages in a structure that can appeal to everyone, these messages are created using some special techniques. Therefore, being media literate requires a very good understanding, analysis, and interpretation of these techniques. Thus, individuals can realize that media products are message carriers (Bütün, 2010, p.31). It is necessary to have the awareness required by media literacy in order to get away from the negative effects of the media and to realize the main purpose behind the superficial meaning of media messages. With the technologies in recent years, live connections via satellites, the internet, news channels broadcasting 24 hours a day, the "information" flow have turned into "instant" news transmission, and the nature of communication has changed, and an information flow culture with "disintermediated news" has developed. Therefore, media products whose accuracy has not been confirmed and whose effects have not been sufficiently considered and discussed are presented to the audience in order to broadcast immediately and instantly (Treske, 2007, p.33). The important point here is to raise individuals who are empowered and conscious of these products. In this respect, media literacy is necessary

in order to be conscious consumers who can perceive the world we live in and act selectively.

According to Kutoğlu (2016, p.100), if we are conscious about media literacy, we protect ourselves against the negative effects of the media by knowing the difference between the reality we live in, and the reality fictionalized by the media. For this reason, the greatest importance of media literacy can be considered as protecting people against the media.

Algan (2007) argues that the belief that media literacy protects young people from the negative effects of the media is wrong and that such a view assumes that young people and those without a university education are individuals who believe everything the media says and cannot think and evaluate themselves (p.70).

As a result, individuals need to constantly renew themselves in media literacy. Because there are constant changes and innovations in the media world. It is impossible not to be attracted to the media due to the emergence of new media tools, the use of new technologies in creating messages or the more professional preparation of message content. Therefore, if individuals do not open themselves to innovations and increase their media literacy levels, they will not be able to get rid of being under the control of the media gradually.

2.7. Role of Media Literacy in Education

It is known that media literacy considers two main elements and acts on them. The first of these is the ability to use the technology required to reach the media content, and the second is seen as the ability to not only understand the content conveyed by the media but also to evaluate this content. In line with these purposes, media education is given as a media literacy course in educational institutions at different levels in all

developed countries in the world. These courses are either directly included in the curriculum or are taught within the appropriate courses within the curriculum. No matter how this situation happens, it is seen that the courses in question are focused on practice, and as a result, plans are made for the development of students' critical, participatory, and productive skills (Solmaz & Yılmaz, 2012, p.56).

It is emphasized that the purpose of media literacy is not the acquisition of skills and abilities at the point of cognitively eliminating the negative effects of the media, but the protection of living spaces that are determined more and more by the media (Alver, 2006, p.23). As can be seen, the media literacy course covers the studies carried out by countries in order to minimize the effects of the communication tools invented by people without imagining that they can reach today's point in the life of human beings. Regardless, it is seen that in line with this purpose, it is aimed to raise a conscious and participatory generation which looks at the world with a critical point of view, besides, can question what he listens, reads, and watches, interprets what he questions and analyzes in this direction and creates feedback and transfers it to people.

Media education includes an educational process that makes a critical understanding of the messages presented in the media prevail. This critical view tries to develop analytical and creative skills of media-related information. In this way, the process of making sense of the content of the messages sent by the media and the final target they contain in the production process becomes easier (İnal, 2009, p.21). Media education aims to examine, evaluate, and interpret the place and social effects of the media in society in every field (Türkoğlu and Şimşek, 2007, p.18). Today, media education becomes a necessity with the development of the opportunities offered by technology. Because the development of technology has had a significant impact on the increase in media tools and the diversity of the messages presented in the media. The

importance of media literacy is an undeniable fact in terms of the necessity of some features that the target audience, who is exposed to these messages at first degree, should have. The realization of this is possible with media literacy education.

It is necessary to consider media literacy education only for individuals in the education process rather than to associate it with the education given at school. Thinking in this way creates a great deficiency in the educational process of media literacy. The media affects every individual living in society, regardless of the child, young, adult, or old age, in this context, media literacy education is necessary for every individual. Because today, the media has attacked and influenced every part of the living space. Therefore, it is possible to get rid of the negative sides of this effect and be exposed at the lowest level only by becoming conscious media literate due to media literacy education.

2.7.1. Objectives of media literacy education

The most basic aim to be achieved with media literacy is to raise effective individuals who know what to do in the face of messages from the media (Özonur and Özalpman, 2009, p.197). According to Kurt and Kürüm (2010, p.21), media literacy aims to raise individuals who can understand media messages correctly and can make the right solution and evaluation of the messages. Gün and Kaya (2017, p.120) state that media literacy, is aimed to gain the ability to have knowledge about all aspects of the media, to be free to choose what they want, and to distinguish between reality and fiction.

Jols and Thoman (2008, p.33), Kıncal and Kartal (2009, p.322); state that the purpose of media literacy is not to keep away from the negative and bad effects of the

media (it is no longer possible to be unaffected by the media today), the media alone creates a culture.

The purpose of media literacy is to contribute to people becoming informed citizens rather than informed buyers. In a different discourse, it is emphasized that it is more than a form formed by analyzing and restructuring the messages coming from the mass media. Thanks to media literacy, it is said that people can identify the differences they need to distinguish in media messages and can choose them. In addition to all these, it is emphasized that media education should make the necessary associations with the messages reflected from the media, and it should also teach the necessary associations and comparisons about media institutions and organizations in line with people's perspectives (Lewis & Jhally, 1998, p.109).

One of the main purposes of the education system is to increase the equipment level of people in the world, which is in constant development and change. Media literacy is seen as an education that will play an active role in transforming people into a more conscious form in a world that is surrounded by the media and its contents. In the absence of such education, people will be helpless and defeated by the negative effects of media content and messages, or they will not be able to go beyond being a passive reader in a world where content and messages are produced by others and set the agenda. A level of awareness will be created in people who have met and received media literacy education. Those who receive this training will be able to distinguish between the contents of the messages and whether they are suitable for them, and they will also be able to protect themselves from the negative effects of media content and messages by simultaneously byions and problems that may arise in terms of message and content creation. With the education they receive by going through all these stages,

these people will reach the position of the active participant from passive receptivity (Tanrikulu, 2014, p.25)

Avşar (2014) defines media literacy as helping people of all age groups to look critically and ask questions, research the source of events, raise individuals with strong communication skills, and create effective citizens.

Elma et al. (2009, p.95) enable children who are vulnerable to the media to grow up as conscious individuals who are aware of everything in the message production and consumption process, to gain the skills that will enable them to become aware of real and unreal information that has been manipulated, and to analyze the media by looking critically at it, with the media literacy education to be given starting from primary school. Also, according to Elma et al. (2009, p.95) Media literacy education is necessary for the formation of a healthy society in which people who are more conscious about the media, self-confident and able to protect themselves from all kinds of effects of the media.

According to Buckingham (2003), with media literacy education that will be applied to gain knowledge, skills and abilities related to media literacy; In addition to critical understanding and active participation, it is aimed that young people, who are active media consumers, will both improve their interpretation and judgment skills and become an independent media producer. According to Kellner and Share (2007); With media literacy education, students evaluate different perspectives as well as critically reflect on media messages in order to ensure the continuation of democracy and literacy in the twenty-first century. In addition, students; learn to question, interpret, and express themselves by developing their perspectives, understandings, or views.

2.7.2. The reasons that make media literacy education necessary

New verbal exchange skills are had to live in this sort of global this is geared up with messages from all written and visible sources. Whilst all kinds of mass media including newspapers, magazines, radio, television, cinema, and the net benefit from rapidly developing generation, it has emerged as inevitable for citizens to fulfill the brand-new concept of 'media literacy' (Türkoğlu, 2007). Currently, after understanding the necessity of media literacy, studies are being conducted on media literacy in many countries, especially in the United States, EU countries or Turkey.

Instructional applications, whether for adults or youngsters, have also begun to be prepared as e-learning packages organized for free schooling. The maximum critical purpose for that is that youngsters are surrounded using much electronic equipment nowadays. due to the fact, children begin looking at cartoons from the age of two, and when they reach the age of six, they advantage the addiction of looking television (Çaplı, 2002, p.184). Considering the popularity of media literacy from all angles, appropriate media literacy applications can be developed, and they will be tried to accept by children within the maximum accurate way. Consequently, kids who receive media literacy schooling will learn to understand the media successfully and could be protected from the possible negative results of the media (Kutoğlu, 2007, p.105)

UNESCO explained the necessity of media literacy education in the "Grunwald Declaration on Media Education " held in 1982 as follows:

"What we need is not to seize or acknowledge the undoubted power of the media. We must accept that the media, as an established phenomenon, has become widespread all over the world and has significant effects. We should also appreciate the

importance of the media as part of today's world culture. Neither the role of communication and media in the development process nor their function in the active participation of citizens in society should be underestimated. Policy and education policymakers need to be aware of their obligations to citizens to develop a critical understanding of the phenomenon of communication." (Altun, 2011, p.87):

When we examine the approaches to media literacy education; It is understood that the media literacy education process is essentially an active inquiry process. In this process, students are taught creative communication skills as well as analytical skills. Rather than teaching theoretical information, students are allowed to explore interactively with each other and express what they have learned in the natural process (Hobbs, 2010). In this context, 'Five Basic Principles' and 'Five Key Questions' created for this; media literacy is capable of guiding educators in teaching knowledge, skills, and attitudes. These basic principles and questions are stated as follows (Jolls & Thoman, 2008)

If the basic principles of media literacy are briefly summarized:

All media messages are constructed. This first principle forms the basis of media literacy. Media does not present reality; messages are structured, shaped, and positioned in the process of constructing media messages. This construction process includes decisions about how to represent reality what to add and what to subtract. Analyzing media messages through critical inquiry is a starting point for media literacy (Kellner & Share, 2005).

Media messages are structured using a language created by the media with its own rules. Each communication form (newspapers, television shows, horror movies, etc.) creates its messages by using several methods or techniques such as various music,

colors, image, and sound effects in order to leave emotional effects on individuals (Jolls & Thoman, 2008).

Different people experience some media messages differently. Audiences have an important role in the interpretation of media texts (Jolls & Thoman, 2008). Individuals from different cultures may interpret the same message differently. In the same way, different situations such as age, race, gender, education, class, and differences in perspectives and life experiences increase the diversity of interpretations of media texts (Kellner & Share, 2005).

Media includes perspectives and values. This fourth principle focuses on the content of media messages to question overt and implicit connotations, prejudices, and ideologies in representations (Kellner & Share, 2005). For example, the selection of a character; is reflected by associating his age, race, gender with his lifestyle, attitudes, and behaviors. Decisions about exploring different perspectives, accepting, or rejecting them completely are simultaneously by skills (Jolls & Thoman, 2008).

Most media messages are organized to gain profit and/or power. This last principle encourages students to think about where this message came from and why it was sent (Kellner & Share, 2005, p.376). Share and Thoman (2007) argue that most media messages are created by large multinational companies for commercial purposes and concerns.

2.7.3. Benefits of media literacy education

With the step into the 21st century, many innovations and practices have begun to be implemented in order to raise the new generation as more qualified and equipped individuals in the field of education and training (Sever et al., 2018, p.1586). In this context, the new generation starts their education life at an earlier age compared to the

previous generations and receives a more planned and advanced education (Berkup, 2014, p.224). Media literacy education is becoming increasingly important in order to receive media messages, analyze and evaluate them correctly for the new generation with new communication technologies at the center of their lives. Because media messages come with various applications such as blogs, websites, social media platforms, these applications are indispensable elements in the daily life of the new generation. The rapid increase and dissemination of information emerge as a natural result in networks where there is such a versatile sharing. As this popularity spreads globally, it can also cause changes in social and cultural habits. In the same way, although the independence of time and place offers new opportunities for young people and enables them to gain different perspectives, perceiving the content in an uncontrolled and unconscious way can cause them to become vulnerable to harmful content. In this context, it is necessary to teach young people whether the contents in the media, which are the common basic principles of media literacy, are fiction or reality. A controlling approach will not be sufficient as it bases the daily life of young people on social media tools. (Berkup, 2014, p.224).

This awareness emerges with the necessity of recognizing the media and how the media contents should be analyzed and evaluated. In that case, media literacy also allows young people to choose from different sources or to understand the messages behind a source they choose, and even to open a new source where they can create a message. Media literacy education also plays an important role in adapting the lives of the new generation to which they have to adapt in the face of changing technology and in creating individual awareness against possible harm. This training should aim to strengthen the skills of individuals who are consumers and producers of the digital age with a critical approach. With this course, they need to understand how the media

constructs news and the function of the media, to analyze advertisements as customers, and to distinguish different political views as citizens, that is, to criticize media messages with their cultural, political, and economic aspects (Hobbs, 2006, p.99-100).

Young people need to choose the resources they will benefit from while getting to know and discovering themselves. Because young people take part in social life and ensure the continuity of the next generation in the society. Supporting and sustaining the society's own culture by the youth brings the continuity of the future of that society. This can only be achieved through a life-long education in media literacy, a critical approach in curricula and active participation of the student in the course. (Hobbs, 2006, p.99-100).

2.7.4. The development of media literacy education in Turkey

From the period when traditional media tools were dominant until today when new media tools are used effectively, media contents include political, cultural, social, or consumption-oriented elements. This attitude has brought about the presentation of information to individuals on a biased basis. Information that everyone interprets according to their view also has negative effects on social life such as differences of opinion, discrimination, hatred, and violence.

The concept of media literacy was first mentioned in 2003 as a training need in order to improve the individual's way of thinking critically against information in order to eliminate negative effects. The concept of media literacy has become widespread in the last thirty years, but it has come to Turkey quite late compared to Western countries.

Media literacy, which has been emphasized since the beginning of the 21st century, is still taught as an elective course in 7th and 8th grades. Raising awareness of children who are vulnerable to messages from the media through media literacy education reveals the main purpose of the course. For this approach of media literacy, which is also accepted in the international literature, as mentioned above, RTÜK has cooperated both within its own body and with institutions such as the Ministry of National Education and TRT.

Media literacy has been included inside the device in many nations since it first emerged, but it has continued to exist as a topic of discussion at the fulfilment and disasters of the system (Türkoğlu and Şimşek, 2007, p.28). Even as media literacy schooling in Turkey was still in its infancy, it became a topic that did not emerge in the academic field till 2005, earlier than the Marmara university Symposium. however, after the symposium, the idea got here to the fore, it was subjected to various discussions, it was examined in cross-play, and it turned into often cited in educational fields in universities and faculties (İnal 2009, p.147).

However, when it is considered as of today, it is seen that there are no comprehensive and well-established studies on media literacy in our country (Ertürk and Gül, 2006, p.52). It is not possible to speak approximately the emergence of media literacy in Turkey at any particular time. Although it has made a call for itself in certain periods with the studies achieved, it has tended to be removed from the timetable and forgotten sometimes. But it cannot be denied that media literacy has been discussed and received importance in Turkey in the latest years as compared to previous years. In advanced international locations, it is seen that media literacy training has an extra deep-rooted record in comparison to Turkey and is regularly occurring as a part of

schooling. however, in a previous couple of years, it has been given as an optionally available direction in schools in Turkey, and there were discussions about who will teach those publications and what qualifications the instructors need to have (Şahin, 2011, p.215).

It is possible to say that studies on media literacy have increased in Turkey in recent years. It is not possible to limit these studies. It is seen that the plans and studies related to education come to the fore. Although this situation is seen as positive, it is not sufficient. Studies should be carried out to bring the awareness of media literacy to the citizens of the country, to give it a compulsory course instead of as an elective course in schools, and to expand its scope.

Kalan (2010, p.63) mentions that the media literacy training is given in our country nonetheless has no longer reached the favored level. Altun (2009) states that media literacy education should be a long-time period of schooling that should accept by all students at some stage in their training lifestyles, starting from the first years of early life without limiting a positive schooling stage and class. Altun also states that the performance of this route is very low for college students due to the fact media literacy education has grade worries, it's far given as a non-obligatory route best to the 6th, 7th and 8th grades, and the path length is brief in per week. Şahin (2011, p.217) shows that although the media literacy path is given as an optionally available path in our country, it could be supported utilizing locating software areas in different publications.

In summary, when the literature on media literacy is scanned; there are very few studies with university students, and it has been seen that almost all the studies are done with the students of the faculty of education. It is considered that the studies in this field are intensified because the education faculty students will take part in different

levels of education and the media literacy course has been added to the curriculum. However, considering that having media literacy skills is an important way of democratic participation being a conscious, active citizen and social integration, it is considered that it is important for everyone to receive this education.

2.7.5. Main problems of media literacy education in Turkey

The media literacy course has been taught in the 6th-7th-8th grades of secondary education since the 2006-2007 academic year. It is taught for 2 hours as an elective in one of the classes.

The truth is that this course is optionally available, the lecturers have no longer obtained education in this subject, and the shortage of exercise are the most vital limitation in front of this education. Therefore, it can be considered that teachers have difficulty implementing the book and curriculum organized by the MEB. In the research and surveys, it is understood that different instructions are taught at some stage in this lesson hour, which brings along different issues. Media literacy training is a part of essential pedagogical training.

Consistent with Binark and Bek, important pedagogy evolved in response to 'transferrential' and 'shielding' schooling approach thinking outdoor of sure styles; its miles based totally on interpretation by considering socio-cultural, political, historical, and monetary contexts while reaching information and explaining records. (Binark ve Bek, 2007, p.56).

Media literacy training in Turkey is taught via social studies instructors who've exceeded a quick schooling seminar, according to the program within the MEB permitted Media Literacy Lesson trainer's manual e-book. Even though the route does no longer have a specific book, there are personal books on Media Literacy divided into

devices by the program of the Ministry of countrywide education; media literacy path teachers do no longer use books (Toker, 2010, p.122). But, the content of the guide is far from an essential point of view, which determines right and incorrect for college kids, instead of laying the foundation for students to reflect on consideration on political and social issues (Şeylan, 2008, p.82).

With the media literacy lesson on the schedule, the challenge of the trainer who will supply this lesson has additionally started to be discussed. mainly, researchers and teachers argue that this path ought to receive by conversation school graduates who're greater proficient in media. the shortage of teaching formations of communication graduates prevented this issue from being resolved. Later, it changed into stating that this hassle would be triumph overusing giving formation education to the graduates of communication schools through schooling colleges (İnan and Bayındır, 2009)

Media literacy path remains given by way of social studies teachers and teachers of numerous branches. however, these days, lots of communication college graduates with coaching formation are expecting this direction to accept to them. Therefore, it might be extra suitable to pick out such an essential direction with the aid of verbal exchange graduates who have reached media competence and feature knowledge approximately this field.

Söylemez added that, “The difficulties experienced in terms of technical equipment and materials in the field of media literacy education in Turkey as follows: The media tools used for media literacy schooling in Turkey are constrained to the faculty's and students' approaches. even though the teachers want to have the students shoot quick films and watch films in keeping with the scope of the course, the shortage of vital technical gadgets hinders the belief in such activities.” (Söylemez, 2012)

Infrastructure deficiencies are at the forefront of the main issues of media literacy in Turkey. In other words, there is a lack of know-how and experience because the interest inside the field is very new. information overlaying many subjects including at what age, to whom, what is going to be taught, who will educate, expectations, equipment, sources, visuals, media substances, curriculum, ideology, principles, curricula consistent with the class, whether or not the course is non-compulsory or obligatory, and in this broad framework it can be said that troubles which include loss of experience are the most important factors that gradual down the tactics to the situation. The truth that all civil or instructional research on media literacy and various studies of the EU are posted in English, which has emerged as the not unusual language of the arena, is one of the problems that researchers working on this discipline need to have an awesome command of the language. In addition to media intake in Turkey, consumption of content material on the internet (social media) and clever telephones, apart from written, printed, visual and audio media also brings with it positive troubles. (Söylemez, 2012, p.42)

Media literacy schooling has taken its region within the curriculum as an obligatory direction including arithmetic, technological know-how or grammar training, particularly in Western international locations (İnan and Bayındır, 2009, p.2). In Turkey, then again, RTÜK envisaged that media literacy has to learn as an elective direction for the duration of the 2007-2008 instructional year, and the tendency to show this direction right into an obligatory route over time become conveyed to the public (Binark and Bek, 2007, p.90).

If college students show splendid hobbies in media literacy, media schooling will be made compulsory in Turkey, and if there's no hobby, it'll be endured as a non-obligatory media literacy direction.

To summarize this part; the media literacy training given in Turkey is a "media literacy schooling that aims to preserve them away from media messages, protects and defends kids against the harmful results of the media, as opposed to raising energetic people who can analyze the media messages properly, technique them extra seriously, and raise the attention of being democratic residents. carried out in the framework of a "shielding" method. The reality that adults do now not absolutely recognize the difficulty of media literacy constitutes a separate trouble location, which additionally leads to their lack of ability to offer any steering to kids in this problem. for that reason, university students should additionally be aware of this issue.

2. 8. Studies on Media Literacy

As a result of the belief in the significance of media literacy training in recent years, the number of studies performed both at Turkey and abroad has been increasing. When the studies on media literacy in the literature are examined, it is possible to consider the studies in certain categories. These are: articles, translated articles, doctoral thesis, master's thesis, specialization thesis, papers, institutional documents, textbooks, etc. are studies.

2.8.1. Studies conducted in Turkey

Aktı (2011) examined the relationship among media literacy tiers and social talent levels of number one faculty 8th-grade college students, and also mentioned variables inclusive of students' gender, school, tv and net possession, where they connect with the internet, the duration of watching television, and the time they hook up with the net. Findings associated with media literacy tiers of students display that there is a sizable difference among media literacy tiers according to high school and net area variables. It's been found out that the media literacy ranges of the students who

connect to the internet from home are better than people who connect from one-of-a-kind locations. it's been determined that there may be no extensive distinction between college students' media literacy ranges in keeping with variables such as gender, presence of television at domestic, pc possession, tv watching time and net connection time. again, the result of the research famous that there's no considerable relationship between students' media literacy stages and social talent stages.

Çinkır, Dicle, Elma, Kesten, Mercan and Palavan (2009) tested the attitudes of the students toward the media and media literacy on the seventh-grade college students who took the media literacy path. due to these studies; it has been located that the students' perspectives are that the media gear do not show the essential care in defensive social and cultural values and that the media does now not fulfil its fundamental features effectively. In addition, it changed into discovered that the scholars observed the media literacy route dull, however except this, the students had contradictory perspectives that this course should be obligatory. The critiques of the scholars about the teaching measurement of the path are they do now not discover the schoolroom sports and coaching methods enough and they do not just like the way the instructor teaches the lesson. regarding the effectiveness of the lesson, the scholars said that they shared what they found out in the lesson with their households and friends and that those sharing had high-quality outcomes on their pals and families.

The scale evolved using Karataş (2008) in the scope of the research to determine the media literacy levels of teacher applicants consists of three factors: (i) having the know-how, (ii) being able to research and react, (iii) being able to decide and seeing implicit messages. in addition to figuring out the media literacy degrees of pre-provider teachers inside the research, the consequences of variables including computer and net possession, following newspapers/magazines, looking television and net utilization

frequency on media literacy tiers have been additionally tested. according to the studies consequences, it's been discovered that the media literacy levels of the pre-service instructors are high, having a laptop, gaining access to the internet, following normal newspapers and magazines, watching television for a mean of 10-20 hours every week, and the use of the net regularly have a large and nice effect on the media literacy degree.

Aydemir's (2013) study titled "Examination of Media Literacy Levels of 8th Grade Secondary School Students in Terms of Various Variables", the media literacy tiers of the 8th-grade students reading in Eskişehir had been tested in terms of sociodemographic, socio- monetary, frequency of the use of media tools and whether or not they took the media literacy path. has acquired. Inside the mild of the information acquired in the look at, there's an enormous distinction among the students' dad and mom' schooling, socio-economic reputation, the duration of looking tv, having phones and computers with internet get entry to, the frequency of reading books, magazines and newspapers, and the giant use of media gear. It became concluded that there has been no substantial difference among students' media literacy stages.

Bozkurt (2012) aimed to show the differences that the media literacy direction created on the media literacy path of the number one school students in his grasp's thesis titled "The Media Literacy students' perspective of the Media: The Case of Kayseri". Conducted the study with 963 number one college students randomly selected amongst 6th, 7th and eighth-grade college students analyzing 26 exceptional number one schools in 5 districts of Kayseri inside the 2011-2012 instructional year. At the end of the studies, it become found out that there are substantial differences inside the frequency of use of mass media and their views on the media and media literacy course between the scholars who acquired media literacy schooling and people who did now not take the course.

Tuncer (2013) conducted his study on "Media Literacy Levels of Education Faculty Students" using simple random sampling method on 900 students studying at Ege University and Dokuz Eylul University Faculty of Education, Department of Primary Education, Turkish Language Teaching, and Social Studies Education within the scope of İzmir province. The goal of the research is to show whether or not the media literacy tiers of the training college students exchange according to their members of the family with the mass media and their demographic traits. Because of the studies, it's been found that the characteristics of the students inside the context of the decided standards have an impact on the extent of media literacy.

Although there are many studies on media literacy in our country, much less focus is placed on university students. For this reason, it is striking that there is a gap in the literature on this subject. Research on the subject has generally been conducted for primary school students, teachers graduated from the faculty of educational sciences, and parents.

2.8.2. Studies conducted abroad

Fine, Gold, Lond, Primack ve Switzer (2006), evaluated the media literacy stages of college students concerning their smoking attitude on a Likert scale they developed with the information they accumulated from high school students. On this examination, media literacy; attitudes and behaviors which include being conscious that the tobacco industry provides its messages for profit (interest), studying the primary deficiencies in the messages, being privy to the strategies utilized by the tobacco industry to have an impact on its messages, and distinguishing fact and fiction. within

the research effects, it's been found out that a high level of media literacy reduces the possibility of smoking and a nice attitude toward smoking.

Damico (2004) carried out studies with nine instructors operating in public and personal faculties. In line with the reason of the observation, those analyzes goal to show students' perspectives on the media, their addictions to the media, and their theories on media literacy education. The results discovered that there is a mixed connection between the lecturers' views of the media and their activities in the conditions in which the education of this path is practiced. again, because of the study, it became discovered that the lecturers said that special perspectives on the media could affect the scholars and they presented an intrusive and conservative mindset. It became concluded that the lecturers, who said that they did now not see any aid from the faculty for the Media Literacy schooling activities, did no longer get hold of any education in this concern earlier than to train this route.

In their research, Wilksch and Wade (2009) examined what kind of impact the presentation of media literacy teaching will have on maintaining body structure and weight in adults. In the review, the eating disorders of the students were examined. In the study examining whether there is a relationship between eating disorders and taking the Media Literacy course, 540 8th grade students whose physical qualities were considered were determined. The study was continued for 30 weeks. Media literacy education was given to the students participating in the study and it was found that giving media literacy education for a long time had a benefit in correcting the eating disorders of the students.

Media literacy curricula of Oklahoma, Kansas, Missouri, Texas, and Arkansas were comparatively examined by Heller (1983). As a result of the comparison, the similarities and differences between the curricula were revealed.

The media literacy curricula of Canada, Australia and England were tested and analyzed by using Taylor (2002). The results of the analysis have been evaluated. because of the analysis, effects have been revealed approximately why those three international locations are the main international locations in media literacy.

Hart and Süß (2002) the first worldwide perspective on media training given to fourteen-sixteen-year-old students in twelve international locations in Europe in the Nineties. inside the scope of the observation, a comparison study turned into made about the area of media education inside the mother tongue training given in secondary colleges in Belgium, England, Finland, Germany, Greece, Ireland, Russia, Slovenia, Spain and Switzerland. This observation, which ambitions to present a new angle on media teaching, is crucial for instructors to examine exceptional strategies, evaluate their strategies and practices with others and improve themselves in lecture room activities.

French and Richard (2003) examined the media literacy practices of eight European countries. Based on the findings obtained at the end of the study country reviews, the study was conducted in order to make recommendations on subject teaching and course organization in the best way in Western European countries.

Tayie, Shelat, and Hirsjarvi (2012) carried out an empirical have a look at media literacy on the numerous assets that teenagers in Egypt, India, Finland, Argentina, and Kenya use these days to look and describe statistics. inside the look at, people who use conventional and digital media in particular for the research and dissemination of

information were examined. Media diaries were used in this project, which became completed with one hundred seventy-five youngsters from Argentina, one hundred from Egypt, a hundred and sixty from India and one hundred forty-four from Finland. With the contribution of Nokia Research Center, forty-eight days have been acquired from Kenya. The diaries acquired from the youngsters had been examined in phrases in their similarities and differences. This has a look at, which become finished with the aid of inspecting the diaries, changed into carried out below the management of global corporations, especially UNESCO, to create media and facts literacy in teacher education around the world.

As a result of all these studies with this study, I am wanted to explain the importance of media literacy. Also, when it is assumed that only certain faculties take media-related courses at universities, and some do not take media-related courses, at least students who take media-related courses were asked to compare them with students who did not take media-related courses during their educational lives through this study. In addition, it is aimed to compare the level of media literacy and sociodemographic characteristics.

3. METHODOLOGY

3.1. Purpose and Research Questions

This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. The purpose of this study to determine university students' media literacy levels, to compare the media literacy levels of university students who took and did not take a media literacy course and determine what socio-demographic factors affect media literacy.

Research questions sought in this study:

Q1: Do university students' media literacy levels differ according to classes?

Q2: Is there a difference in the media literacy skills of university students who take media literacy courses and those who do not?

Q3: How do socio-demographic factors (age, gender, region, family structure, etc.) affect media literacy?

3.2. Importance of Study

When we look at the literature, studies on the level of media literacy are mostly done for teachers, teacher candidates and children studying in primary or secondary school. There are few studies that reveals the relationship between the level of media literacy and whether taking courses related to media literacy on university students. According to the data obtained as a result of this study, it will be possible to recommend that the media literacy course be taught more widely in universities.

3.3. Research Universe and Sampling

A minimum of 389 students were determined as a sample from Yeditepe University students. However, 801 people were reached in our study. A voluntary consent form was obtained from the participants to participate in the study. The ethics committee of the study was approved by Yeditepe University Humanities and Social Sciences Ethics Committee Commission with 27.05.2022 date and 30/2022 number.

3.4. Measurement Tool

“Medya Okuryazarlık Düzey Belirleme Ölçeği (Media Literacy Level Determination Scale)” developed by Karataş was used with his permission. (Karataş, 2008)

“Medya Okuryazarlık Düzey Belirleme Ölçeği (Media Literacy Level Determination Scale)” consists of 3 parts.

In the first part, expressions with socio-demographic content, in the second part, expressions involving the Use of Mass Media, and in the third part, expressions involving Media Literacy were used.

In the first section, questions related to the gender, age, department, type of education, high school graduated, family structure and educational status of students, and where they live were included.

In the second part, students' relationship with mass media was determined. For this purpose, the frequency of following newspapers, the pages they prefer to read in the newspaper, the basic functions they are looking for on these pages, the frequency of watching television, the programs they watch on television, the basic function they are looking for in the programs they watch on television, the frequency of listening to

the radio, the programs they listen to on the radio and the basic functions they are looking for in these programs were asked questions.

In the last section, there are statements about media literacy. A 5-point Likert type rating was used in this section. The students were asked to mark the option that best reflects themselves from the options “Never”, “Rarely”, “Sometimes”, “Often” and “Always” for each statement in this section. The data obtained were digitized and transferred to the computer environment. The reliability of the tool was found to be Cronbach Alpha= ,84.

The first part of the “Media Literacy Level Determination Scale” contains 12 demographic questions, the second part contains 12 questions on the level of use of mass media, and the last part contains 17 Media Literacy statements and consists of a total of 41 questions.

3.5. Data Collection

The questions in the scale were transferred to Google Forms. After the ethics approval was obtained, the students informed about the questionnaire in online platforms. At the same time, the lecturers teaching at Yeditepe University were informed about the survey by sending an e-mail and asked for help in delivering it to their students. The questionnaire was sent via Google Forms immediately after receiving ethical approval. Students could field it for 3 weeks. The number of students who completed the questionnaire was determined with weekly checks. The survey was planned to stay for 3 weeks, and the survey was closed when a sufficient number of students was reached at the end of 3 weeks.

3.6. Limitations of Study

The study has got some limitations. The first one is limited to Yeditepe University students only and distribution of students on the basis of faculties is not equal. The other limitation is for media literacy level only one survey was used. All the results and the conclusion are related to this survey.

3.7. Data Analysis

Statistical analysis of data obtained from surveys SPSS with the package program 13.0 (Statistical Program for Social Sciences). Statistical analyzes are frequency, percentage, mean, standard deviation, correlation, Posthoc Tamhane T2, Mann Whitney U and Kruskal Wallis tests. Percentage was used for demographic data. In order to compare the two answers, the mean and standard deviation were taken first, and then the statistical significance was checked with the Mann Whitney U test. Kruskal Wallis tests were used in relation to variables such as family structure, region of residence, classes, and gender of the respondents. Posthoc Tamhane T2 analysis was performed to see the difference in scores according to grade level.

4. RESULTS

For the findings the mean age of the volunteer participants in this study was 22.36 ± 0.06 years.

Gender, class level, family type, region of residence, and taking a media literacy course at the university are shown in Table 1-5. 62.96% of the participants were female, and the rate of students attending the 4th grade was 43.57%. The family characteristics they belonged to were mostly of the nuclear family type. It was determined that the region they live in is a metropolis with a rate of 73.78%. When the media literacy of the participants was questioned, it was determined that 81.40% did not take any course on this subject.

Table 1

Results on gender of the participants

Variables		n	Percent (%)
Gender	Female	510	62,96 %
	Male	284	35,06 %
	Did not specify	7	0,88 %

Table 2

Results on class level of the participants

Variables		n	Percent (%)
Class level	1st	111	13,86 %
	2nd	175	21,84 %
	3th	166	20,73 %
	4th	349	43,57 %

Table 3*Results on family type of the participants*

Variables		n	Percent (%)
Family Type	Small family	647	80,77 %
	Broken family	62	7,74 %
	Large family	92	11,49 %

Table 4*Results on region of residence*

Variables		n	Percent (%)
Region of residence	Metropolis	591	73,78 %
	Province	91	11,36 %
	District	102	12,73 %
	Town	9	1,12 %
	Village	8	0,99 %

Table 5*Results on media literacy course*

Variables		n	Percent (%)
Status of taking a media literacy course	Yes	149	18,60 %
	No	652	81,40 %

Media literacy level assessment scale results shown in Table 6.

Table 6

Media literacy level assessment scale results

	Answer	n	Percent (%)
I become aware of the implicit (background) messages conveyed by the media.	Always	36	4,5
	Often	93	11,6
	Sometimes	243	30,3
	Rarely	319	39,8
	Never	110	13,7
I can decide for myself whether the messages in the media are true or false.	Always	21	2,6
	Often	52	6,5
	Sometimes	167	20,8
	Rarely	358	44,7
	Never	203	25,3
I become aware of values such as consumption culture, violence, etc. produced by the media.	Always	11	1,4
	Often	26	3,2
	Sometimes	128	16,0
	Rarely	369	46,1
	Never	267	33,3
I am aware that the media has political, economic, cultural and social priorities.	Always	12	1,5
	Often	41	5,1
	Sometimes	137	17,1
	Rarely	340	42,4
	Never	271	33,8
I realize the purposes for which the messages are created (social responsibility, consumption, information, entertainment, etc.).	Always	12	1,5
	Often	28	3,5
	Sometimes	136	17,0
	Rarely	352	43,9
	Never	273	34,1
I determine the positive and negative sides of the publications in the media.	Always	14	1,7
	Often	33	4,1
	Sometimes	129	16,1
	Rarely	358	44,7
	Never	267	33,3
I follow whether the legal and ethical rules are adhered to in the	Always	28	3,5
	Often	99	12,4
	Sometimes	223	27,8
	Rarely	260	32,5

publications of the media.	Never	191	23,8
I immediately understand that there is biased reporting in the media.	Always	14	1,7
	Often	26	3,2
	Sometimes	123	15,4
	Rarely	269	33,6
	Never	369	46,1
I take a critical look at the messages given by the media.	Always	20	2,5
	Often	34	4,2
	Sometimes	169	21,1
	Rarely	330	41,2
	Never	248	31,0
I am competent in deciphering the meanings of messages given by the media.	Always	14	1,7
	Often	37	4,6
	Sometimes	194	24,2
	Rarely	335	41,8
	Never	221	27,6
I am competent in how the media affects individuals	Always	16	2,0
	Often	25	3,1
	Sometimes	160	20,0
	Rarely	344	42,9
	Never	256	32,0
I make suggestions to protect from the negative effects of the publications in the media.	Always	53	6,6
	Often	131	16,4
	Sometimes	262	32,7
	Rarely	207	25,8
	Never	148	18,5
I react positively and negatively to messages in the media.	Always	35	4,4
	Often	95	11,9
	Sometimes	220	27,5
	Rarely	264	33,0
	Never	187	23,3
I know that the messages given are created in different ways in different media.	Always	19	2,4
	Often	38	4,7
	Sometimes	215	26,8
	Rarely	321	40,1
	Never	208	26,0
As an individual, I know how much influence I can have on	Always	35	4,4
	Often	111	13,9
	Sometimes	250	31,2
	Rarely	253	31,6

the production process in the media.	Never	152	19,0
I notice hidden advertising in the media.	Always	19	2,4
	Often	50	6,2
	Sometimes	194	24,2
	Rarely	333	41,6
	Never	205	25,6
I can observe the influence of the sponsors on the broadcast.	Always	19	2,4
	Often	53	6,6
	Sometimes	183	22,8
	Rarely	297	37,1
	Never	249	31,1

The sum of the participants' Media Literacy Level Determination questionnaire scores is shown in Table 7. It was determined that the media literacy level of the participants was good with an average of 65.02 points.

Table 7

Total of Participants' Media Literacy Level Determination Scores

	Mean±SD
Media Literacy Leveling Skor	65,02±11,39

Media Literacy Level Determination scores were compared with the Mann Whitney U test according to the participants' media literacy course (Table 8). As a result of the findings, it was determined that the media literacy level determination scores of those who took a media literacy course at the university were significantly different than those who did not take this course ($p<0.001$).

Table 8*Comparison of Survey Scores of taking media literacy course*

	Mean±SD	p
Yes	68,54±10,25	<0,001
No	64,22±11,49	

Media Literacy Level Determination scores of the participants according to their family types were compared with the Kruskal Wallis test (Table 9). As a result of the findings, it was found that media literacy level determination scores did not differ significantly according to family type ($p=0.895$).

Table 9*Comparison of Survey Scores by Family Type*

	Mean±SD	p
Small family	64,98±11,32	0,895
Divorced family	64,98±11,18	
Large family	65,37±12,09	

Media Literacy Level Determination scores according to the regions where the participants lived were compared with the Kruskal Wallis test (Table 10). As a result of the findings, it was found that the media literacy level determination scores of the participants did not have a significant difference according to the regions they lived in ($p=0.297$).

Table 10*Comparison of Survey Scores by Region of Residence*

	Mean±SD	p
Metropolis	65,33±11,11	0,297
Province	64,21±12,67	
District	64,32±12,08	
Town	66,89±10,45	
Village	58,38±6,92	

The Media Literacy Level Determination scores of the participants according to their grade levels were compared with the Kruskal Wallis test (Table 11). As a result of the findings, a significant difference was obtained in the media literacy level determination scores according to the grade level ($p=0.004$).

Table 11*Comparison of Survey Scores by Grade Level*

	Mean±SD	p
1st	63,62±10,39	0,004
2nd	63,39±11,48	
3th	64,78±11,01	
4th	66,40±11,70	

Posthoc Tamhane T2 analysis was performed to see the difference in scores according to grade level (Table 12). As a result of the findings, the questionnaire scores of the fourth-year university students were significantly higher than the second-year university students ($p<0.05$). There was no significant difference between other grade levels ($p>0.05$).

Table 12*Posthoc Analysis of Grade Level Scores*

Grade		Mean Difference	p
1st	2nd	0,22	1,000
	3th	-1,16	,940
	4th	-2,77	,106
2nd	1st	-0,22	1,000
	3th	-1,38	,829
	4th	-3,00	,032
3th	1st	1,16	,940
	2nd	1,38	,829
	4th	-1,61	,564
4th	1st	2,77	,106
	2nd	3,00	,032
	3th	1,61	,564

Media Literacy Level Determination scores according to the gender of the participants were compared with the Kruskal Wallis test (Table 13). As a result of the findings, no significant difference was found in media literacy level determination scores according to gender ($p < 0.645$).

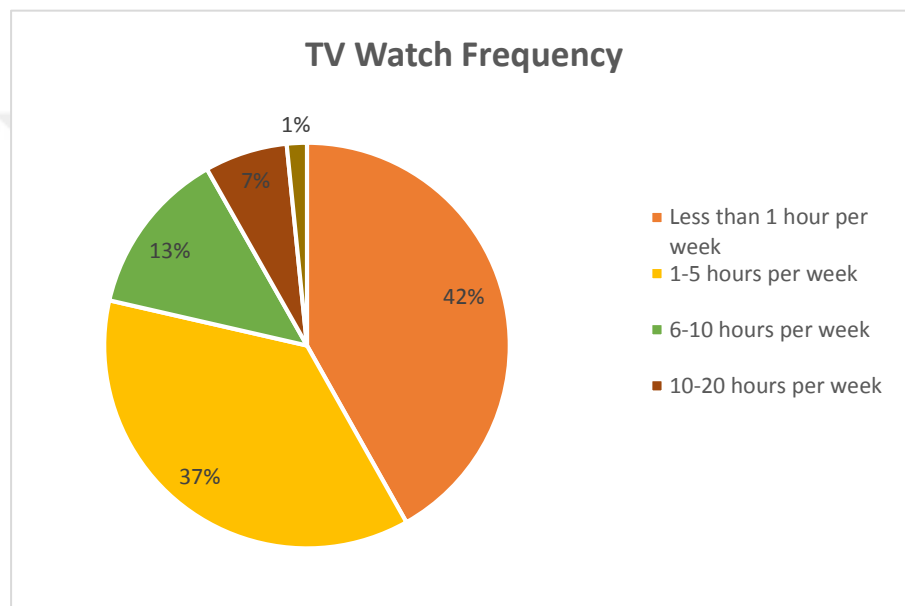
Table 13*Comparison of Survey Scores by Gender*

	Mean±SD	p
Female (n:510)	65,17±10,37	0,645
Male (n:284)	64,86±13,02	
Did not specify (n:7)	61,00±12,55	

Considering the TV watch frequency of the participants ratio of watching less than 1 hour a week and 1-5 hours a week was found to be the highest. TV watch frequency of the participants were seen in Figure 1

Figure 1

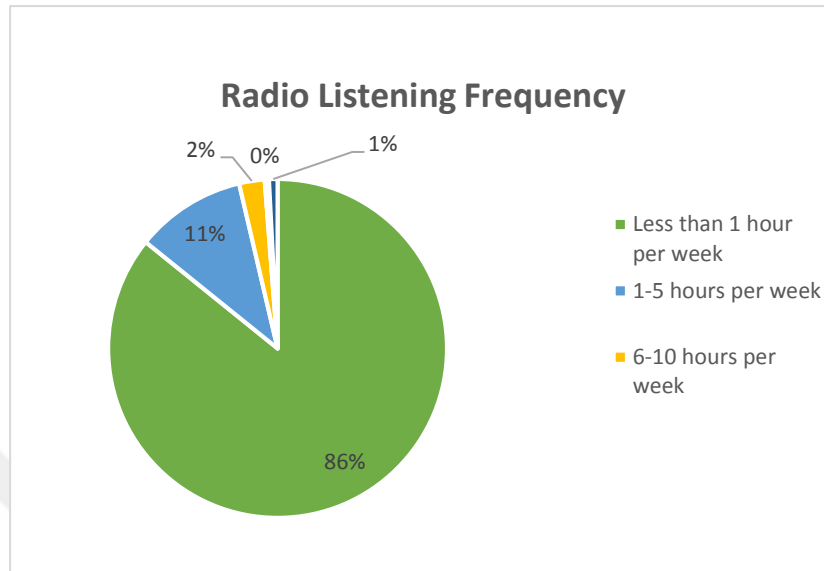
Television Watching Frequency



Considering the radio listening frequency of the participants ratio of listening less than 1 hour a week was found to be the highest. Radio listening frequency of the participants were seen in Figure 2.

Figure 2

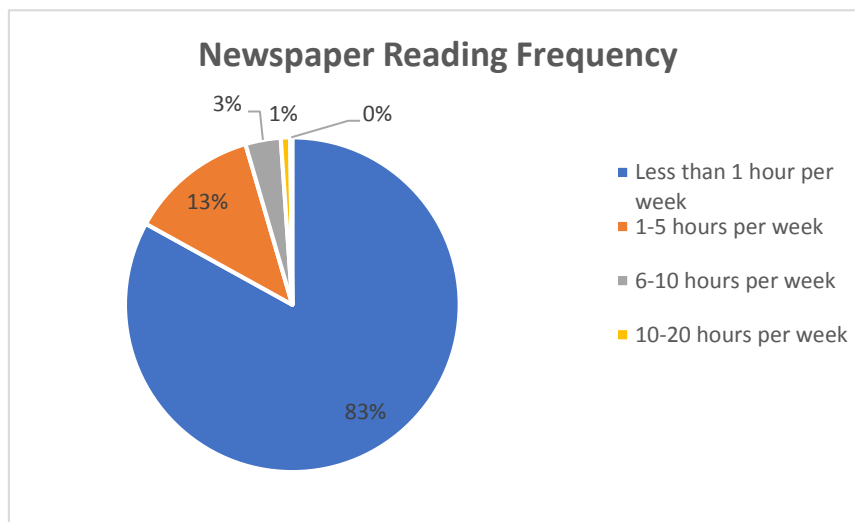
Radio Listening Frequency of Individuals



Considering the newspaper reading frequency of the participants ratio of reading less than 1 hour a week was found to be the highest. Newspaper reading frequency of the participants were seen in Figure 3.

Figure 3

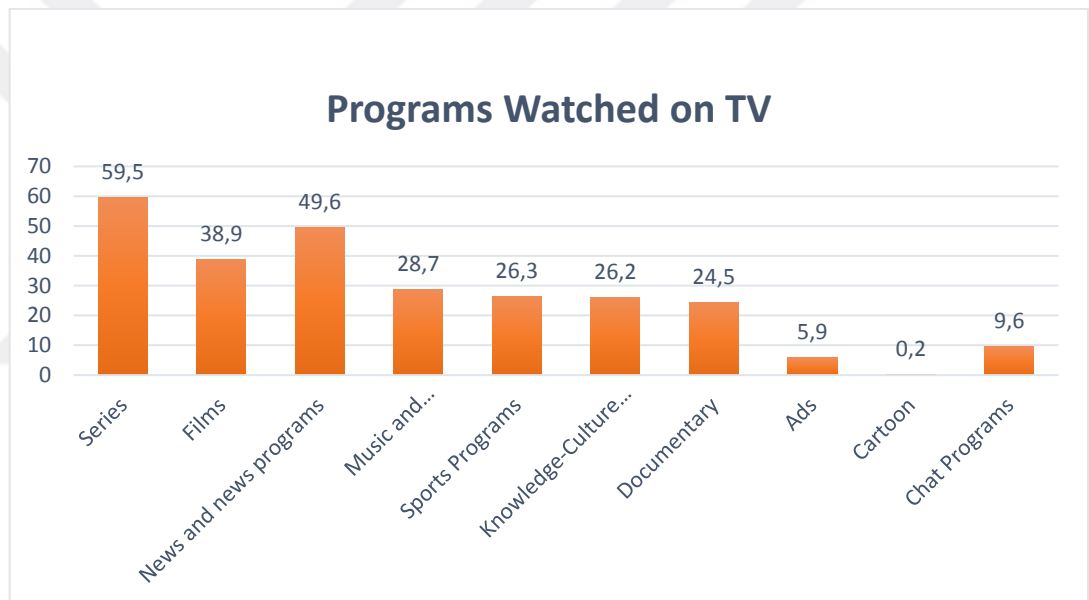
Newspaper Reading Frequency of Individuals



It is seen that the programs that the participants prefer while watching television are TV series and news programs with the highest rate. Programs watched on TV of the participants were seen in Figure 4.

Figure 4

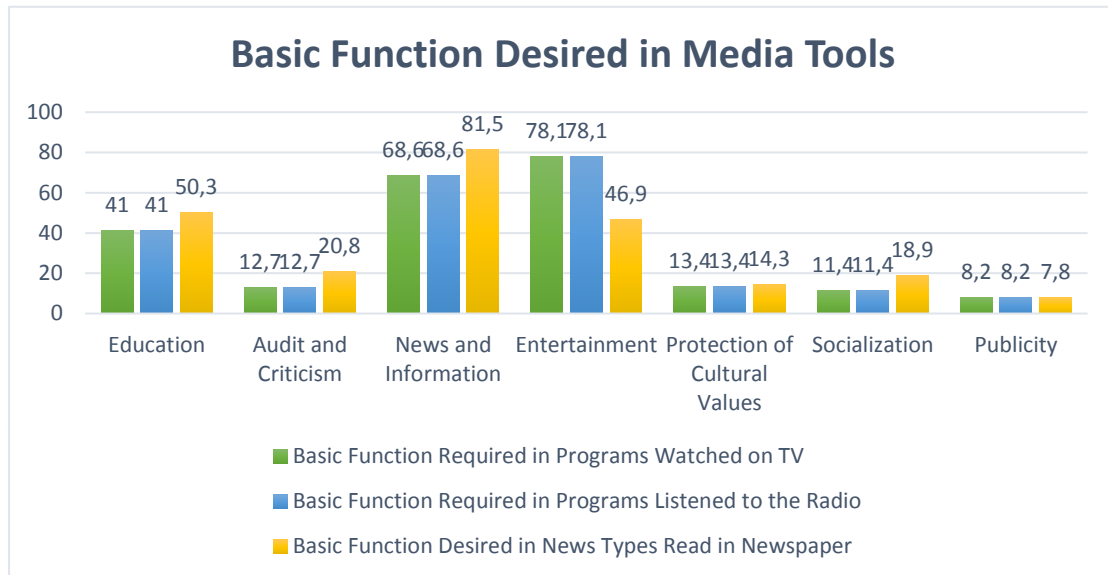
Programs Watched by Individuals on Television



It is seen that the participants use media tools mostly for entertainment and news-information. Basic function desired in media tools of the participants were seen in Figure 5.

Figure 5

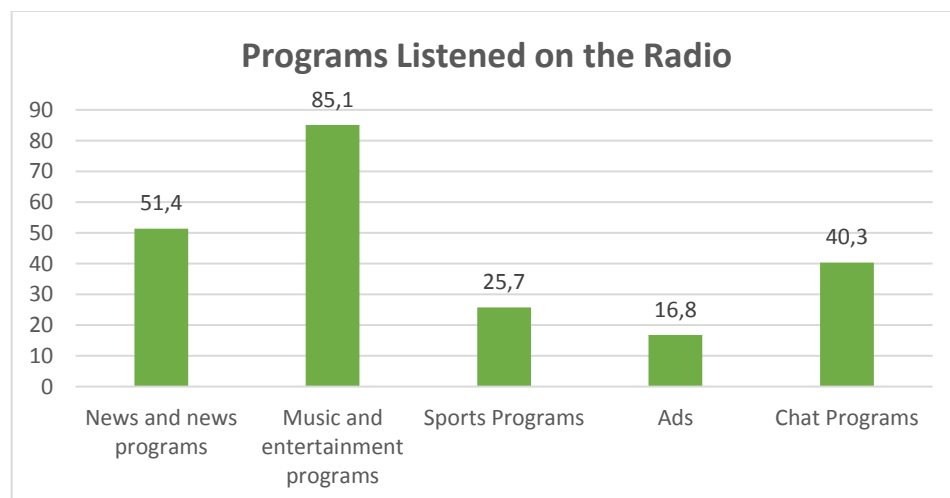
The Basic Function Individuals Seek in Media Tools



It is seen that the programs that the participants prefer while listening radio are music and entertainment programs with the highest rate. Programs listened on the radio of the participants were seen in Figure 6.

Figure 6

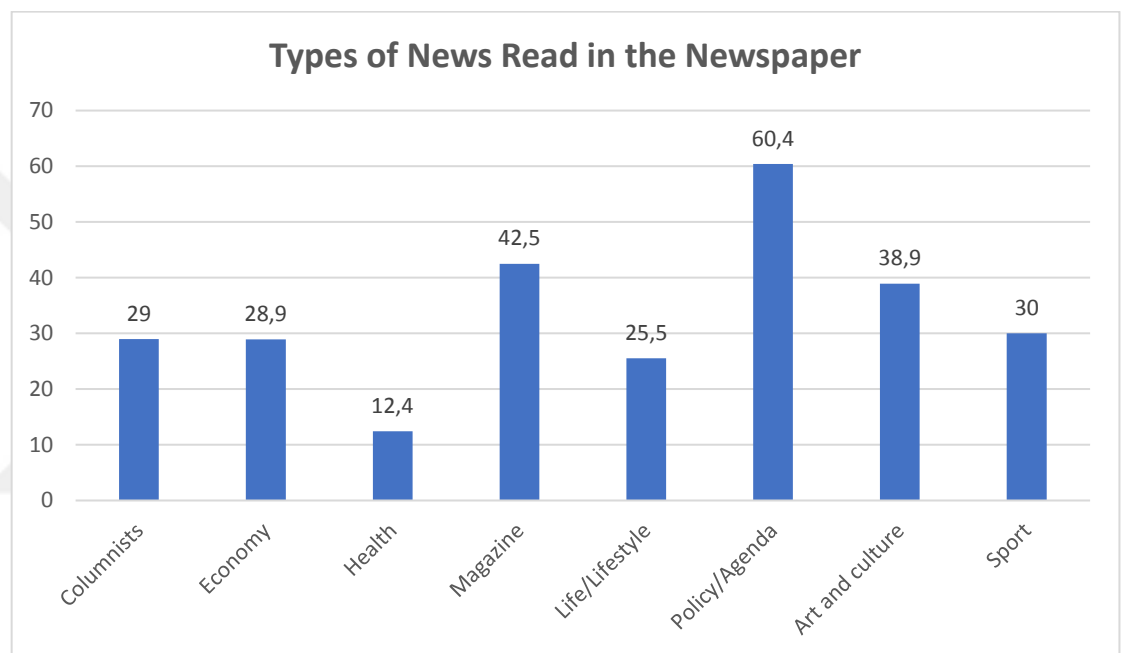
Programs Listened to by Individuals on the Radio



It is seen that the highest rate of politics and agenda is the answer to the question of which type of news the participants read most while reading the newspaper. Types of news read in the newspaper of the participants were seen in Figure 7.

Figure 7

Types of News that Individuals Read in the Newspaper



5. DISCUSSION & CONCLUSION

Today, it is very important to read and interpret the media correctly. Especially with the media being so globalized and easily accessible, individuals should read, analyze, and evaluate the media correctly. Although the media seems to have prepared the messages in a structure that can appeal to everyone, these messages are created using some special techniques. By understanding these special techniques, people who receive media literacy training are in a more advantageous position than people who do not receive this training in distinguishing the positive and negative features of messages. Because people who have not received media literacy education are passive in the face of the messages given by the media, those who have received this education take an active position in the face of the messages given by the media and perceive the messages correctly, ask questions, criticize, or analyze them. Considering the problems such as media literacy being given to secondary school students only 1 hour a week and as an elective course, secondary school students are not aware of taking this course as an elective or this course does not attract enough attention and the families of students do not adequately understand the importance of this education. Taking these situations and problems into consideration with this study, it was requested to reveal the awareness of university students about media literacy education, which is the last educational stop before starting their career. It is an inevitable fact that university students need media literacy no matter what professions they choose when they complete their education. It has been observed that many of the studies related to media literacy in Turkey focus on the media literacy level of teachers, teacher candidates, or elementary and secondary school students. Thus, the importance of conducting research on measuring and evaluating the media literacy awareness of university students who will shape the future has emerged.

Wondering whether university students take a media literacy course at some time in their lives, whether their media literacy level depends on their classes, the effect of taking a media literacy course on media literacy level, and whether socio-demographic factors such as age, gender, region, or family structure affect media literacy level constitute the basis and background of this research.

This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. The first aim of this study's was determined the media literacy levels of university students in different classes, the second aim compared media literacy skills and relations between university students who took and did not take courses in media literacy. The last aim of this study was determined the socio-demographic factors (age, gender, region, family structure etc.) that affect media literacy.

The results of the study, which were put forward for these purposes, can be summarized as follows:

University students with an average age of 22.36 years got from the last part of the media literacy survey, which is related to level measurement, was found to be 65 point. Considering that the highest score that can be obtained from the media literacy level is 85 points in total, we can say that the students have an awareness of "just above the average". In addition, the fact that taking a media literacy course in our research question increases the level of media literacy shows that there is a statistically significant difference between the students who take this course and those who do not, and this difference is statistically significant.

Another result that supports this finding is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy level of the seniors is higher than the other classes.

When we look at the relationship between demographic factors and media literacy, no difference was found in terms of gender. Related to this, in the thesis on "Media Literacy Levels of Teacher Candidates" prepared by Karataş, no difference was found between genders in the studies conducted with teachers. (Karataş, 2008) In addition, there was no significant difference in media literacy when family structure and region were taken into account.

In the study; 62.96% of the participants were female, and the rate of students attending the 4th grade was 43.57%. The family characteristics they belonged to were mostly of the small family type. It was determined that the region they live in is a metropolis with a rate of 73.78%. When the media literacy of the participants was questioned, it was determined that 81.40% did not take any course on this subject. In the light of these data, there is no significant difference between the level of media literacy in demographic data with regard to family type, gender, and place of residence.

It was determined that the fourth graders had the best results in favor of the fields and in terms of grade level in terms of getting media literacy. In the master's thesis, in which Karataş examined the Media Literacy Levels of the Teacher Candidates, it was seen that the media literacy levels of the pre-service teachers did not change in terms of age, gender, department, type of education and the high schools they graduated from. (Karataş, 2008). However, according to the type of score graduated from high school, it was determined that students graduated from "equal weight" are in

a better situation in terms of media literacy. In our study, however, no analysis was made according to the type of scoring used by the faculties when recruiting students.

In our study, the highest response to 15 questions was rarely given for 17 questions in the 17-question Media Literacy statements section. The question "I make suggestions to protect from the negative effects of the publications in the media" 3 sometimes answers are given. Never was the answer to the question "I immediately understand that there is biased reporting in the media. When viewed in this way, in fact, the answers of the participants in general have not always and often been for any question. This shows that the level of media literacy is at an intermediate level for all participants. In Karataş's study, there is rarely and never any answer to the 17 questions. The answers are given often and sometimes.

When looking at the total score, 65 points were scored in general out of the score that should have been 85, the fact that the fourth grades, which are the highest among the grade levels, received 66.4 and there was a significant difference Decisively compared to other grades and the fact that the average of those who took the media literacy course is 68.5, and again it turns out to be more significant than those who did not take it, shows that the level of media literacy is at an average level in the universe we are looking at.

Another study conducted in the students of the Department of Computer and Instructional Technology Education found that the level of media literacy varies according to their classes (Kurt and Som, 2012). In other words, as students' grade levels increase, their media literacy levels also increase. These results show the same result as our study. Again, in the same study, the total score of the media literacy level was found to be 65.5 and showed a similarity with our study at this point. The

researchers attributed this result to the fact that the students did not take a media literacy course. However, it is suggestive that the average of those who took the media literacy course in our study was also at the intermediate level of 66.4.

Computer education and instructional technologies and pre-school in the Department of media literacy levels of the students who are studying in another study which examined in a comparative way, students media literacy scores of students in their study of the effect of Section variables, and significant differences were observed. (Özkan and Yılmaz, 2013) This difference was realized in favor of Computer and Instructional Technology students. In other words, the level of media literacy of Computer and Instructional Technology students was found to be higher than that of Preschool Teaching students. According to this result, it can be said that the students of the Department of Computer and Instructional Technologies necessarily use mass media such as computers, the Internet, social networks in their courses, students are more advanced in accessing information on the Internet, following the agenda, communicating over the Internet and improving their research skills, and therefore analyzing and evaluating information. In our study, we could not compare the level of media literacy of students of different faculties with each other, because the number of participation from faculties was very variable.

In our study, when looking at the use of television, radio and newspapers by university students, it was found that today's young people use these media for less than 1 hour. We can interpret the small amount of this usage as the use of the Internet, the presence of social media and the fact that digital content platforms are an alternative to television.

In the study of Karataş, there are the following statements about the effect of watching newspapers, radio and television on media literacy. Karataş (2008), said that “In the dimensions of media literacy, awareness, and knowledge, watching TV between 10-20 hours a week has a better effect than watching less than 1 hour. Here, the frequency of watching TV is stated as a maximum of more than 20 hours and watching a lot of TV is not a good situation, but watching less than 1 hour is not a good situation either. Watching TV for 10-20 hours a week, that is, an average of 85-170 minutes per day. Watching TV has a positive effect. The reason for this is that watching less TV restricts the interaction of the individual with the media (in terms of TV), so it is not possible to talk about a literacy situation, otherwise, watching more than 20 hours leads to TV addiction. As long as the habit of watching TV does not become addicted to TV, it can be said that it affects media literacy levels as it supports skills such as using information technologies, observation, critical thinking and effective and correct use of Turkish. Continuously following newspapers and radio in the dimension of media literacy behavior has a positive effect. In this, the problem of following the newspaper and radio is the problem solving, creative thinking, critical thinking, effective, correct and beautiful Turkish. It provides the development of skills such as the use of can be said to have a positive impact. From these findings, it is possible to follow the newspaper and radio constantly. We can say that it is an important criterion and that following newspapers and radio is directly proportional to media literacy.” (Karataş 2008).

It can be said that in our study the new generation's sample of the research carried out, the fact that the students spend more time on the Internet and almost never watch television in line with the data obtained from the demographic information section of the data collection tool are effective in the emergence of this result. In this

context, focus group discussions can be held with the new generation on the use of television, which can be used for educational purposes and can reach large masses, and its relationship with media literacy. Thus, students' opinions on why they watch television very little and how this tool can be used more effectively for educational purposes can be obtained.

When we examine the type of program that is watched the most on television, we can say that young people watch the most series and watch cartoons the least. When we look at the functions of television, radio and newspaper, young people use newspapers the most to get news and information from these three media tools. Young people, who use television and radio equally for entertainment, use all three media tools for promotion at least. University students who prefer to listen to music programs on the radio mostly follow the news of politics and agenda in the newspapers.

In the study of Karataş, it was revealed that news programs were watched the most on television. In addition, in their study, it was found that constantly following newspapers positively affects the level of media literacy, the content of the selected program while watching TV affects the level of media literacy, and the purpose of watching TV is important in terms of media literacy. (Karataş 2008).

In the study of Kurt and Som (2012) on Department of Computer and Instructional Technology Education, It has been found that there is no significant difference between the time students spend watching television and their media literacy levels. This finding of the research differs from the research finding of Karataş (2008). In their research, Karataş (2008) found significant differences between pre-service teachers' media literacy levels in terms of frequency of watching TV. This means that TV can reach millions of people at the same time, transmitting the same content to

individuals in many different parts of the world at the same time, giving messages, keeping the world's agenda up-to-date, and improving individuals' critical thinking about content through broadcasts such as news, advertisements and various programs. It can be expressed as providing interaction with individuals from different parts of the world.

In all this framework, we had 3 goals in the research we did. The first of these aims is to determine the media literacy levels of university students in different classes. By finding the media literacy for this subject according to different grades, it was found that the university students with the highest media literacy were in the fourth grade. Our second goal was to compare media literacy skills and relationships between university students who took and did not take courses in media literacy, when we look at the knowledge about media literacy, we can see that people who take media literacy courses and those who do not have more knowledge on this subject than those who do not. Finally, in our research, we looked socio-demographic factors (age, gender, region, family structure, etc.) at the impact on media literacy and we found that there was no significant difference in media literacy when age, gender, family structure and region were taken into account.

Ultimately based on the literature review, in the light of the information we have learned that the studies conducted with university students are very few and almost all of the studies are conducted with the students of the faculty of education. It is thought that the studies in this field are intensified because the education faculty students will be in different education levels and the media literacy course has been added to the curriculum. Considering that it is important to be a conscious and active citizen with media literacy skills, it is critical for everyone to receive this training. In the literature review we conducted, we knew that the goals of media literacy education are to raise

conscious individuals who correctly understand, evaluate, analyze and criticize messages in the media, we learned that this education is limited to secondary schools in Turkey and is an elective course given only once a week, and since the 2000s media literacy courses have been started to be given in the media, communication and education departments of universities, but these trainings are given in very few universities, so these results obtained in our research emphasize the importance of spreading the media literacy course at all levels of education. These results also supports that people who read the media correctly and make correct statements to the media will be more successful in their private and business lives in the coming years, because they can correctly read the media and explain how the media constructs news, analyze ads like a customer, distinguish different political views as a citizen, and criticize messages in the media from cultural, political and economic aspects. Finally, as the importance of the media increases, the increase in media literacy skills at this rate can also be considered as an indicator of the development of society.

5.1. Suggestions for Future Studies

The aim of the study is to determine the media literacy levels of university students, to compare the media literacy levels of university students who take courses in media literacy and to determine what socio-demographic factors affect media literacy.

University students with an average age of 22.36 years got from the last part of the media literacy survey, which is related to level measurement, was found to be 65 point. Considering that the highest score that can be obtained from the media literacy level is 85 points in total, we can say that the students have an awareness of "just above the average". In addition, the fact that taking a media literacy course in our research question increases the level of media literacy shows that there is a statistically significant difference between the students who take this course and those who do not, and this difference is statistically significant.

Another result that supports this finding is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy level of the seniors is higher than the other classes. When we look at the relationship between demographic factors and media literacy, no difference was found in terms of socio-demographic factors.

Comparing the students of different faculties in terms of media literacy level, updating the content of the courses related to media literacy and re-applying this questionnaire, applying the questionnaire to university students in different cities to compare the levels, In order to understand the intercultural differences, especially the students of the faculty of communication or education faculty who have a similar

education, to determine the level of media literacy by working with the departments in the country where they are partners of ERASMUS and revealing the differences, more frequent conferences, workshops or panels on media literacy for university students are suggested as a result of this thesis for future studies.



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APPENDIX

Hello,

This study was conducted by Balkı Özdiñler, a master's student at Yeditepe University. It is carried out under the consultancy of Assistant Professor Nazlı Çetin Gündoğdu. The aim of the study is to measure the media literacy level of university students.

It will take about 15 minutes to complete the survey. Participation in this study is based entirely on voluntary basis. In order to achieve the purpose of the study, you are expected to answer the questions included in the survey appropriately and completely. In this study, no explicit identification information will be requested from you and the information obtained will be used entirely for research purposes. In this regard, your responses are expected to be sincere. In addition, the sincerity of the answers you will give will also ensure that the study is reliable.

It is recommended that participants who access the form from their mobile phones use their phones horizontally so that they can see all the questions. After completing the form, please do not forget to click on the "Submit" button.

If you want to get more information about the study and the results of the study, you can contact me by e-mail. (balki.ozdinciler@std.yeditepe.edu.tr)

Thank you so much for your time and support.

Questions:

A) Demographic questions

*In this part of the questionnaire, 12 socio-demographic questions were asked.

1- Your gender?

- Woman
- Man
- I don't want to specify

2-Your age?

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28

3- Area that you are studying?

- Faculty of Science and Literature
- Faculty of Health Sciences
- Faculty of Medicine
- Faculty of Pharmacy
- Faculty of engineering
- Faculty of Communication
- Faculty of Fine Arts
- Faculty of Commercial Sciences
- Faculty of Education
- Faculty of Economics and Administrative Sciences
- Faculty of Architecture
- Faculty of Law
- Faculty of Dentistry
- Other:

4- What grade are you in?

- First
- Second
- Third
- Fourth

5- High school that you graduated from?

- Vocational High School
- Anatolian High School
- Private High School
- Science High School
- Other:

6- The place where most of your life takes place?

- Metropolitan
- Provincial center
- District center
- Town
- Village

7- Your family type?

- Nuclear family
- Extended family
- Broken family

8- Your mother's profession?

- Housewife
- Private sector
- Officer
- Self-employed
- Retired

9- Your father's profession?

- Does not work
- Private sector
- Officer
- Self-employed
- Retired

10- Your mother's education level?

- Illiterate
- Primary school

- Secondary school
- High school
- University and above

11- Your fathers's education level?

- Illiterate
- Primary school
- Secondary school
- High school
- University and above

12-Did you take a course on media literacy during your university life?

- Yes
- No

B) Questions about the use of media

* In this part of the survey, 12 questions were asked about media use.

1- Is there a TV that you can use whenever you want in the environment where you live?

- Yes
- No

2- Is there a radio that you can use whenever you want in the environment where you live?

- Yes
- No

3- Is there a newspaper you follow constantly?

- Yes
- No

4- What is your frequency of watching TV?

- Less than 1 hour per week
- 1-5 Hours per week
- 6-10 Hours per week
- 10-20 Hours per week
- More than 20 hours per week

5- Select the first 3 programs you watched on TV.

- News and news programs
- TV Series
- Sports programs
- Documentary
- Knowledge-culture competitions
- Ads
- Music and entertainment programs
- Movies
- Chat programs
- Children's programs
- Other:

6- What is the main function (feature) you are looking for in the programs you watch? (Choose the 3 most important for you)

- Providing news and information
- Education
- Socialization
- Entertain
- Public opinion formation and disclosure
- Audit and criticism
- Protection of cultural values
- Promotion
- Other:

7- What is the frequency of listening to the radio?

- Less than 1 hour per week
- 1-5 Hours per week
- 6-10 Hours per week
- 10-20 Hours per week
- More than 20 hours per week

8- -Select the first 3 programs you listen to on the radio.

- News and news programs
- Sports programs
- Advertisements
- Music and entertainment programs
- Chat programs
- Other:

9- What is the main function (feature) you are looking for in the programs you listen to? (Choose the 3 most important for you)

- Providing news and information
- Education
- Socialization
- Entertaining

- Creation and disclosure to the public
- Audit and criticism
- Protection of cultural values
- Promotion
- Other:

10- How often do you read the newspaper?

- Less than 1 hour per week
- 1-5 Hours per week
- 6-10 Hours per week
- 10-20 Hours per week
- More than 20 hours per week

11- Select the first 3 pages /news type you read in the newspaper.

- Policy / Agenda
- Sport
- Columnists
- Culture-Art
- Magazine
- Economy
- Lifestyle / Lifestyle
- Health
- Other:

12- What is the main function (feature) you are looking for on the pages you are reading? (Choose the 3 most important for you)

- Providing news and information
- Education
- Socialization
- Entertaining
- Public opinion formation and disclosure
- Audit and criticism
- Protection of cultural values
- Promotion
- Other:

C) The media literacy level determination scale

*The questions in this section consist of 5 likert Decals in the form of Never/Rarely/Sometimes/Often/Always. I ask you to choose the one that suits you best.

1- I become aware of the implicit (remaining in the background) messages conveyed by the media.

- 2- I can decide for myself the truth and falsity of the messages in the media.
- 3- I become aware of the values such as consumer culture, violence produced by the media.
- 4- I realize that the media has political, economic, cultural, social priorities.
- 5- I realize the purposes for which the messages are created (social responsibility, consumption, information, entertainment, etc.).
- 6- I determine the positive and negative sides of the publications in the media.
- 7- I follow whether the legal and ethical rules are adhered to in the publications of the media.
- 8- I immediately realize that there is biased reporting in the media.
- 9- I take a critical look at the messages given by the media.
- 10- I am proficient in analyzing the meanings of messages given to the media.
- 11- I am competent in how the media affects individuals
- 12- I make suggestions to protect from the negative effects of the publications in the media.
- 13- I react positively and negatively to messages in the media.
- 14- I know that the messages given are created in different ways in different media.
- 15- As an individual, I know how much influence I can have on the production process in the media.
- 16- I notice hidden advertising in the media.
- 17- I can observe the influence of the sponsors on the broadcast.