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MASTER'S PROGRAM IN INFORMATION TECHNOLOGIES AND SOCIAL
MEDIA EDUCATION

ANALYSIS OF THE RELATIONSHIP BETWEEN THE COMMUNICATION SKILLS OF
UNIVERSITY STUDENTS AND THE NEW MEDIA LITERACY SKILLS

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ABSTRACT

This study aims to examine the relationship between communication skills of university students and new media literacy skills. The scales are distributed to students in printed form. The sample of the study includes 248 participants. The sample of the research 1st, 2nd, 3rd. and 4th-year undergraduate students. The Communication Skills Scale is employed to determine the communication levels of the students. The New Media Literacy Scale is used to determine the new media literacy levels of the students.

According to the findings, female students score higher than male students in the communication principles and basic skills sub-dimension in the Communication Skills Scale. No significant relationship is found between genders in the New Media Literacy Scale. Finally, a statistically meaningful positive correlation is found between all sub-dimensions of the Communication Skills Scale and the sub-dimensions of the New Media Literacy Scale.

Key words: communication, communication skills, media, new media, new media literacy, university students

ÖZ

Bu çalışmada üniversite öğrencilerinin iletişim becerileri ve yeni medya okuryazarlık becerileri arasında ilişkinin incelenmesi amaçlanmıştır. Ölçekler öğrencilere basılı olarak dağıtılmıştır. Çalışmanın örneklemini 248 katılımcıdan oluşmaktadır. Araştırmanın örneklemini 1.,2.,3. ve 4. sınıf lisans öğrencilerinden oluşmaktadır. Öğrencilerin iletişim düzeylerini belirlemek için İletişim Becerileri Ölçeği kullanılmıştır. Öğrencilerin yeni medya okuryazarlık düzeylerini belirlemek için ise Yeni Medya Okuryazarlık Ölçeği kullanılmıştır.

Sonuçlara göre kadın öğrenciler İletişim Becerileri Ölçeğinde, iletişim ilkeleri ve temel becerileri alt boyutunda erkek öğrencilerden yüksek puan almışlardır. Yeni Medya Okuryazarlık Ölçeğinde cinsiyetler arasında anlamlı bir ilişki bulunmamıştır. Son olarak, İletişim Becerileri Ölçeğinin tüm alt boyutları ile Yeni Medya Okuryazarlık Ölçeği alt boyutları arasında istatistiksel olarak anlamlı pozitif korelasyon bulunmuştur.

Anahtar Kelimeler: iletişim, iletişim becerileri, medya, yeni medya, yeni medya okuryazarlığı, üniversite öğrencileri

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LIST OF ABBREVIATIONS

CPBS: Communication Principles and Basic Skills

SE: Self-Expression

ERNVC: Effective Rest and Non-Verbal Communication

WC: Willingness to Communicate

FC: Functional Consumption

CC: Critical Consumption

FP: Functional Production

CP: Critical Production



1. INTRODUCTION

In this chapter, the background and limitations of the study are presented.

1.1. Background of the Study

One of the fundamental characteristics that differentiates human from other living things is the communication. In order to sustain their social lives, people must interact with other individuals and the nature itself. It is not possible for people to meet every single demand on their own. For this reason, it is obligatory for humans to communicate with others (Işık, 2018).

Communication is mutual message exchange (Cüceloğlu, 2002). If we address the concept of “communication in terms of general factors, it is possible to put it into six categories: individual communication, mass communication, political communication, community-based communication, audiovisual communication, written and symbol-based communication and electronical communication. We have been exchanging information with the others by using one of these types of communication throughout our lives. One means of communication is mass-communication. Mass communication is a system of getting information at the same time as the other people around the world, no matter what part of the globe you live in. Means of mass communication which hold significant part in our lives go through a certain process. Information comes out of a source and reaches to the target audience by using a channel. After all, feedback is provided by the audiences.

Communication skills also play a great role in social life and communication itself. Individuals might have a different level of communication skills. It holds such subfields as active listening, verbal communication, non-verbal communication and written communication. These skills differ from one person to another. While some people prefer to express themselves with the help of verbal skills, some interact with others through written communication. Listening skill holds great importance in communication, as well. Listening to your interlocutors also increases the quality of communication because of contribution to emotion exchange. Kadaval ve Alver (2007) concludes that learning and communication skills of every single individual are

different. Korku Owen & Çelik (2018) notes communication skills depend on gender and age differences of participants. In most studies in which communication skills are analysed according to the gender variable, a meaningful difference in favor of women is discovered.

Akyıldız(2019), The term media is vital to our daily lives. Media encompasses many functions in which we exchange news and information. Conventional media which comprises mass communication tools such as radio, television, newspaper, telegraph, phone, includes units that share information to make public informed. It is not possible to change the contents prepared for conventional media at once. With the increasing technology, media has got wider and more comprehensive form. Karabulut (2008), Means of new media influences all over the world. Thanks to the new media, communication settings and information technologies embody each other. Bedir(2019), With the role of new media, speed, access, digital systems, interaction, connection link, virtuality, and web- based solutions take on new roles. Indeed, people have changed their roles from passive to active. People can interact with each other on new media platforms as they wish. İspir and others(2013), Users of new media do not have to reach the information as soon as the information is given from a source. The feature “asynchronous” of the new media provides us with lots of such benefits.

New media concept brings another concept into our lives: new media literacy. Media literacy evolves into new media literacy with new communication technologies and means of new media. Karaduman (2019), while acquiring new media literacy, a person should get some fundamental skills such as comprehending, analysing, assessing, access, questioning and producing. The producing part of this cycle is regarded as the vital component of the new media. Active, participant, and creative identities of users in new media settings play significant role in new media literacy .

Social media, a means of new media, covers great space in our lives. Every one in three people has a social media account. On social media, people feel freer. They can share every content they wish, and edit them in a way how they wish. The biggest advantage of social media channels is that it can be updated at any time. People can change the content they have shared if they think they have made a mistake. They interact with each other. Other people can like or make a comment on the shared content. Social media, indeed, is a way to socialize. However, people need to pay

maximum attention to what they share. In this century, the number of follower means a lot in terms of influence. Accounts who have thousands of followers can even money. Means of new media provide a wide range of opportunities for communication skills.

Communication skills and new media literacy are the primary research subjects and analysed thoroughly in this study.

1.2. Limitations of the Study

This research is carried out on students at a foundation university based in Anatolia part of Istanbul. The participants are the undergraduate students who study from the first grade to the last one. The findings obtained from the study are limited to data gathered from the questionnaires.

2. LITERATURE REVIEW

THEORETICAL BACKGROUND AND RELATED STUDIES

2.1. What Is Communication?

A human being is a creature that lives in a specific sociocultural environment and can think and speak at the same time. The characteristics that distinguish humans from other living things are that they can communicate. McQuail & Windahl (2005), People can convey their ideas and thoughts by communicating. Communication, which is one element that keeps life flowing, arises from people's needs to share and transfer. Communication affects the entire society. It was observed that studies on communication emerged in the first years of the World War II . Mutlu (2004), In this process, the first studies aimed at persuasion and influence, continued understanding that revealed how people conveyed their emotions and it is known by everyone that they emphasize on reciprocity and common perception points in these principles.

Korkut (1996), From another point of view, communication is a process in which everybody receives and transmits the message at the same time, interprets it and draws a conclusion in the mutual relations of people As time passes, communication tools have developed and diversify. In ancient times, people expressed their needs with visuals. When people encounter a problem, they need to communicate in two- way. If there is a problem that arises in this way, it will be easier to solve and achieve a result (Cüceloğlu, 2002, p.12).

If we examine the definitions of the concept of communication;

- Communication, which was called communication in the early days, is derived from the English and French word "communication" (Akyıldız, 2019, p.29).
- Communication is the transfer of mutual thoughts and feelings through unwritten ways (Zillioğlu, 2014).
- Communication is a process through which people transfer various feelings, thoughts and information to each other (Tutar, 2003; Akyıldız, 2018, p.29).
- Communication that makes the world meaningful is a process that enables us to share this created meaning with other people (Mutlu E., 2004).

- Communication is mutual message exchange (Cüceloğlu, 2002).

Societies that are efficient and healthy in communication are active in all matters, but societies that are not good at communication comprise individuals who are introverted, closed to innovations and cannot express what they think (Gönenç, p.88).

Gönenç, when examining communication with general factors; individual communication, mass communication, political communication, communication based on social life, communication based on audio and visual, written and symbol based communication and electronic communication.

Individual communication is the situation in which people talk to each other mutually. It is the type of communication individuals make by using tools or coming face to face. In the individual communication process, people use their perception, selection, thinking, and interpretation skills. In this way, they react verbally and non-verbally and keep their communication. However, it cannot be said that an individual who performs these processes is in a highly effective communication. Because, while communicating, each individual must perform these stages. Dokmen (2002), sees individual communication as definitions of one's observation of his or her inner world, awareness of self- needs, discovering emotions and confrontation with oneself. At the same time, he argues that a similar communication between two people occurs inside their nature and thought world .

Mass Communication is the way individuals provide social communication by using mass media. It is a system where people are informed about the news simultaneously with the entire world using different mass media. According to Kanat(2019), mass communication appeals to a wider audience and groups and differs from communication between only two people. The communication is from individual to groups . Thanks to the mass media, the size of the communication has expanded considerably. A few of the mass media tools are as follows;

1. Mail
2. Telegram
3. Telephone
4. Fax

5. Newspaper
6. Television
7. Radio
8. Computers

If we look at its historical processes;

After the 1930s, various developments have occurred in communication technologies.

These are;

1850-Telegraph

1900-Film, Radio, Press

1940-Television

1946-Computer

1960-Satellite, Internet, Arpanet

These mass media have played a very effective role in the society's life and the individual, and have influenced the society with the messages conveyed. (Zengin, 2000: cited in Akyıldız, 2006, p.30) Mass Communication serves many purposes. Some of these;

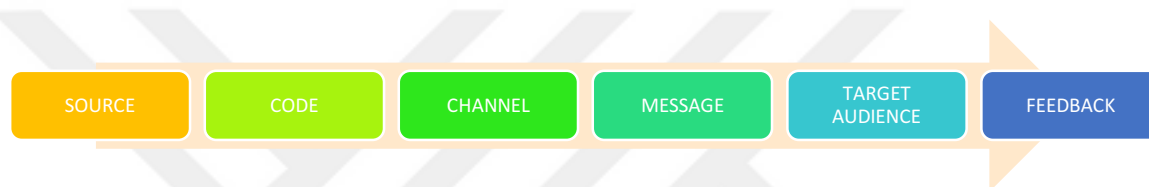
1. Being aware of the outside world,
2. Having a marketing aspect,
3. Entertainment
4. Training delivery
5. Ensuring cultural developments and handing this down generations
6. Public awareness factor
7. Reliability
8. Drawing attention

Türkoğlu (2004) lists the properties of Mass Communication tools as follows;

1. Messages sent via mass media require continuity and regularity.
2. The communication content made by mass media is arranged in such a way that it can reach the entire society.

3. There is recycling in mass media, so it is possible to convey the message to the target audience and get feedback.
 4. The mass media has the power of persuasion.
 5. Social media, radio, television, which are among the mass media, can instantly transmit messages.
 6. The message to be given is transmitted to many people at the same time through mass media. (Türkoğlu, 2004)
- Işık (2012) defines the mass communication process as a source, code, channel, message, target audience, and feedback.

Figure 2.1.1: Mass Communication Process



The major unit that initiates communication is the resource. The source transmits its message to the target audience through channels by encoding the data to be transmitted. For the first level of communication to be successful, the message conveyed by the source and the message perceived by the target audience must be the same or close to each other. In this way, the first stage of communication is a success. If the source wants to deliver the message to the target audience exactly and in the way they want, they must encode their message in a way that the target audience can perceive. Trust is one of the biggest key factors in mass media to influence and persuade the target audience. For this reason, we can say that trust is an important requirement in communication (Işık, 2012, p.23-24). Source, on the other hand, is one of the mass media tools we are supposed to convey the message to. Feedback is the last data of the scheme. The message is encoded by the source and created through any channel. Later, it is sent to the target audience to be evaluated by the target audience. Finally, feedback is provided. Once this processing is carried out correctly, the resource will achieve its purpose positively.

Political Communication is the public perception of the state's statements made to the society by using various communication tools. Political parties put efforts to persuade the public to vote for themselves by using such mass media as newspapers, brochures,

television, websites, etc. They try to attract the attention of the voters such as advertisements, pennants, party flags, badges, pens. In this way, Kılıç(2014),the type of communication which is aimed at affecting the society is called political communication . Studies on political communication in Turkey began in the 1960s. The main ideas of the first studies were determined as propaganda.One reason why the studies have increased and become widespread is the development and active use of mass media. After 1980, it has been seen that political communication studies have increased considerably. Baydar (2003)The reason for this is because of the development of factors such as radio and television, which are among tools of the mass media. With the development of social media in political communication today, it differs considerably from the past. It is possible to observe these differences in the table created by Bostancı (2014) .

Table 2.1.1:Political Communication and Political Communication 2.0 Comparison (Bostancı, 2014,p.88)

Feature	Political Communication Web 1.0	Political Communication Web 2.0
Communication Tool	Traditional Media	Social Media
Communication Type	Mass Communication	Both mass communication and interpersonal communication
Communication Method	Propaganda One-way communication Monologue	Two-way communication Dialogue
Message	Mass	Mass and Individual
Feedback	Low	High
Communication Cost	High	Low

Communication based on social life aims to convey social-based events or developments to the public as a means of communication. Social life includes not only issues such as education and health but also the concepts from urban life to human rights and freedoms (Gönenç, p.89). Communication is one of the most important elements of society. In other words, Zıllıoğlu (2014), there is no question of the

existence of society without communication. Communication is one condition of becoming a social entity (Özkök, 1985, p.11-12).

If we summarize the social functions of communication according to Zıllıoğlu (2007) and Ecevit (2009), it:

1. contributes to individuals in the socialization process.
2. has specific goals and objectives.
3. provides news and information to the public on various topics.
4. contributes to social integration.
5. increases cultural development of the society through communication.
6. provides an environment for individuals to discuss different issues.

Audiovisual Communication; People mostly prefer communication based on sound and image. Because it is very memorable. Gonenc, The message to be conveyed, the contents desired to be perceived by people, are perceived in a short time and the information content to be taught is transferred quickly .

Written and Sign Based Communication; Text, shapes, and signs come to the fore in this form of communication. As examples of written communication forms, newspapers, brochures, magazines, posters, advertisements, signs can be shown. In addition, there are different communication models developed for speech-impaired people, which fall under the category of communication by sign .

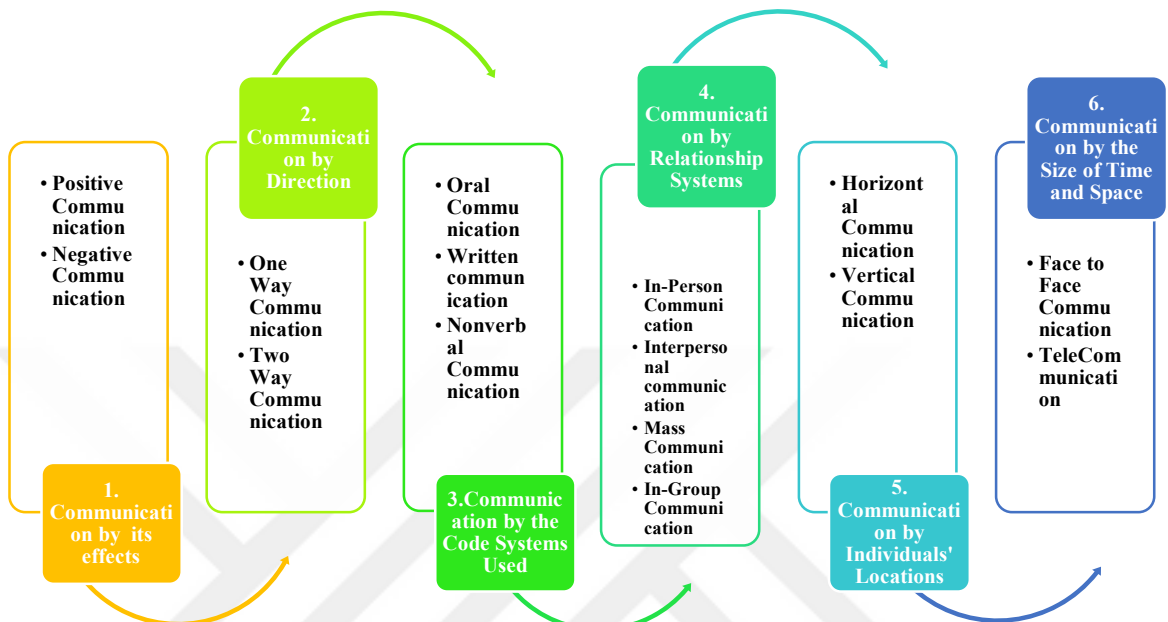
Electronic Communication; One of the most used communication types by people is electronic communication. Wherever you live in the world, you will be informed about every society, country, events that occur, thanks to electronic communication. Mobile phones and computers are the leading electronic communication tools. Thanks to this communication style, it has brought an unlimited dimension to the field of communication .

2.2. CLASSIFICATION OF COMMUNICATION

Kaya (2018) states that while classifying communication, there are always different ways. Classification of a complex subject ensures that the subject is always well

understood. The purpose of the table below is to convey the classification of communication and what one might encounter while making this classification.

Table 2.2.2: Classification of Communication (Kaya, 2018,p.14)



2.2.1. Communication By Its Effects

If **Positive Communication** has met the individual's needs, therefore the individual feels understood and appreciated during the communication process, it results in a positive effect. Thus, we can say that this communication is positive. The person wants to keep this communication process going, since there is a communication that makes the individual feel good.

Negative Communication is a type of communication between individuals that creates negative opinions and whose effects are not positive. The more positive communication motivates, the worse it affects the person in negative communication. (Kaya, 2018, p.15).

2.2.2. Communication by Direction

Voltan-Acar (2008), One Way Communication The message to be given in this type of communication is given directly to the target audience. Only the source is active here. The target audience only gets what is conveyed. There is no question of any feedback. While the target audience is in a passive state in this

process, the source is in an active state. For example, if the teacher is only active in a mathematics lesson, he teaches not only the lesson and exchange information with the students; we see the existence of one-way communication in this class.

Two-Way Communication: Unlike one-way communication, here is a communication type in which the target audience and the channel are active. Information exchange exists between these two tools (Kaya, 2018, p.16).

2.2.3. Communication By the Code Systems Used

Zillioğlu (2014) examines communication under 3 separate headings according to the code systems used. These are verbal, written and non-verbal communication:

Verbal Communication; Verbal communication is the type of communication we use the most. Verbal communication is also very important in terms of educational life (Maden, 2010, p.147). In effective and successful interpersonal communication, what we say or what we will say is also important to how we convey it to other people. There are many ways to convey the message to the target audience. The important part is to convey the message to the other party in a correct and effective way .

Written Communication; The best known examples of written communication are letters, SMS, DM messages sent from social media. In the meantime, books and magazines can be given as examples of written communication.

Non-verbal Communication; It is an active process based on interpretation of nonverbal behaviors in a situation or context, and in verbal communication, it is based on behaviors used in a singular situation and necessary changes. It does not allow any changes on repetition (Eriş, 2012, p.48). Different meanings arise when certain rules and words are not paid attention to in verbal communication, and this is the same in non-verbal communication. When nonverbal communication rules are not followed, content containing different meanings can be transferred to the other party instead of the message to be given. To give an example understand nonverbal communication better, the smell of sweat by

a very beautiful woman leaves poor impression on people. In non-verbal communication, messages that are desired to be delivered through different channels such as physical environment, body posture, voice mastery, and smell can be transmitted (Kaya, 2018, p.159). Nonverbal communication is also effective in factors such as obtaining information about the individual (clothing, facial expressions, etc.), expressions of emotions (anger, hate, surprise), seromonia (greeting, etc.), attitudes in interpersonal relationships (interest, empathy, rejection, disapproval, etc.) (Elfenbein, 2006).

Gender in Nonverbal Communication;using body language is inherently similar in men and women. However, behaviours show differences because of social facts in later phase of their lives. According to Haviland & Malatesta (1981), their main articles are listed as follows;

1. Innate communications are no different in nonverbal communication. There is no difference in children's communication.
2. Differentiation occurs after years. After a few years, different emotional states emerge according to the genders.
3. Because of the cultural structure we live in, men are generally imposed not to show their emotional states too much. Likewise, because of the cultural structure, they are taught to control their non-verbal communication. Men are generally expected not to reflect their emotions in their body language.
4. Havilan & Malatesta (1981), Women, on the contrary, are taught to show their feelings and that these are normal things. It is not strange for women to use their body language in society.

2.2.4. Communication by Relationship Systems

This type of communication is the type of communication that people have established within themselves. This type of communication takes place within a single person. The individual is expected to be aware of his or her own needs, to think within himself or herself, to experience his or her feelings and to ask himself or herself questions and to produce answers to these questions, and this

is called intrapersonal communication (Elibal, p.28). Self-concept and self-esteem play an important role in intrapersonal communication. Güçray (1993), Self-concept is related to how an individual names and perceives himself, while self-esteem includes concepts such as liking-dislike, approving-disapproving, being accepted -not being accepted by the society .

Interpersonal communication:

People establish their interaction through communication and at the same time convey their feelings, thoughts and what is happening in their lives to the other people through communication (Erigüç, Şener, & Eriş, 2013, p.46). Interpersonal communication is also defined as a fundamental part of life. Korkut(1996), The factors that affect individuals 'achievement of successful results can be summarized as effective listening and effective reaction skills .These two skills have sub-factors such as asking appropriate questions to the interlocutors, summarizing, paraphrasing the words the interlocutor expresses, defining the speaker's words, emotions and behaviors and conveying it appropriately, checking whether the message is understood, and giving feedback . Korkut(1996), There are two factors that affect interpersonal communication. These are the physical environment and the cultural environment. Hartley (2000),If we explain the physical environment with an example, the meeting an employee has with his manager in the manager's office and the one he has outside the workplace do not define the same communication features. This is due to the diversity brought by the physical environment. Another important factor is the cultural environment. If we define culture, it is the life and ways of living that come from the past and are passed on to the next generations. Culture is one of the leading factors in communication. Güvenç(1984), people communicate according to their cultural characteristics. The culture we live in also affects our communicative behavior. Personal characteristics play important roles in interpersonal communication. These factors, such as gender, physical appearance are important. Gender affects interpersonal communication. It is divided into two as men and women. Your communication status might vary according to the gender of the other person. Women can communicate more easily than men. Women can easily convey their ideas and thoughts to the other people. Men, on the other hand, like to talk about topics of interest. Physical appearance is

very effective in interpersonal communication. While some studies have concluded that attractiveness has positive effects in communication, other studies have argued that it may have negative effects. Since these situations turn into a situation of competition, especially among women, it has been concluded that the same- sex people refuse communication (Telman & Ünsal, 2009). The Big Five classification should be considered in interpersonal communication. These are neurotic individuals, extroversion, dimension of openness, compliance, and self-discipline. If we explain these briefly, neurotic individuals focus on positive aspects in communication, thus effective communication emerges. Extroversion plays an active role in establishing effective communication. Openness is individuals who are open to all kinds of communication. When it is too much, this feature can cause negative results in the beginning of new relationship communication. Compatibility, people with this personality trait, can always take their relationships to a more advanced level. There is continuity in mutual relations as they harmonize in every subject and idea. Finally, self-discipline, individuals with this personality trait are individuals who have control over interpersonal communication, are careful and fulfill all the responsibilities given (M. Burger, 2014). Perception is important in interpersonal communication. Perception is a way of interpreting differently by each individual.

In-Group Communication: Hogg (1997), Human is a social entity. Throughout their lives, human beings are in various communities and groups. Groups are divided into primary and secondary groups. Primary group is family, friends groups. Secondary groups are political party communities and workplace unions. Relationships in the primary group are more intimate. Relationship levels of those in the secondary group are more superficial.

Mass Communication: Ecevit (2009), There are various mass media tools. In this type of communication, it is the process of individuals to communicate using these tools. Mass communication has various functions, such as providing social unity, providing content to the society on different subjects, and contributing to the society.

2.2.5. Communication Individuals in the Group

Horizontal Communication (symmetrical): It is an informal form of communication. It is the type of communication that people make with people who are

at a similar level. For example, people working in the same place communicating with each other are an example of horizontal communication.

Vertical Communication: There is a sub-parent relationship in this communication group. For example, it is the type of communication between individuals who find a hierarchical situation such as principal-teacher, teacher-student, factory manager-employee (Kaya, 2018, p.20-21).

2.2.6. Communication by Time and Space Size

Face to Face Communication: Bolat(1996), the message is given in the best way by means of this communication method. Individuals who make this communication need to share the same space. The individual directly gives the message he / she wants to give to the other party by using his / her gestures and gestures. People who communicate face to face are in the same environment. The people we communicate face to face are the people we know, the people we are aware of (Çalışır, 2015,p.119).

Telecommunication: Barnes(2003),telecommunication is a type of communication that allows individuals to communicate easily, using various tools and equipment, without time and space limits. Tools such as e-mail, videoconferences, telephone and internet are used in telecommunication .

2.3. COMMUNICATION MODELS

1. One-Way Linear Communication Model

2. Osgood and Schramm's Circular Model

3. Interaction Oriented Models

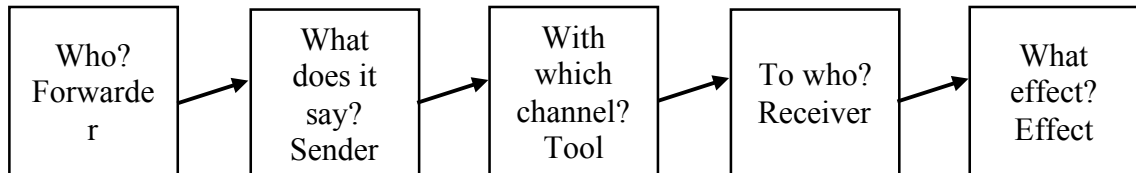
2.3.1. One-Way Linear Communication Model

Lasswell Model

In 1948, the communication model of Lasswell, an American political scientist, emerged with the question of how to easily answer a communication process. He

adapted the sentences "Who says what, with whom, what" to communicate. When these sentences are converted into models, the following figure has emerged.

Figure 2.3.1: Lasswell Model Communication Process



According to the Laswell model, there is no feedback on this model. There is a one-way communication. It is accepted to have a communication in which the purpose is based on the persuasive process of the forwarder to influence the receiver (McQuail & Windahl, 2005,p.29).

Aristo Model

Another one-way transmission model example is the Aristo Model.

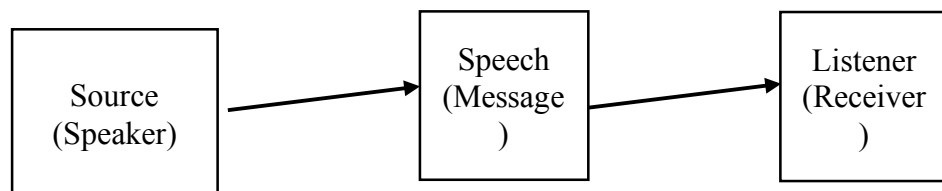
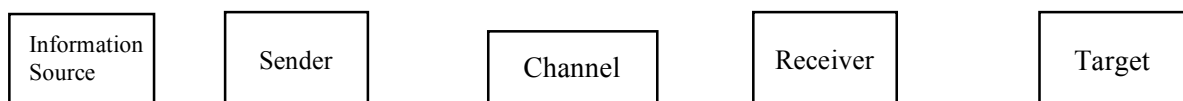


Figure 2.3.2:Aristo Model (Kaya, 2018, p.25)

Çoban(2019),Aristotle's model, which emerged in the 5th and 4th century BC, is one-sided and intended to influence the other side. It includes speaker, message, and recipient factors. It does not include basic processes, as in Laswell or other models .

Shannon and Weaver Model



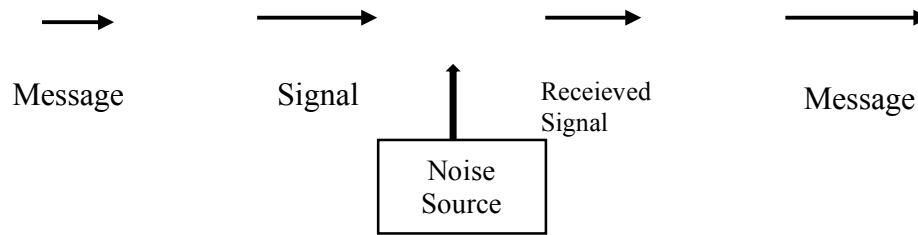


Figure 2.3. 1:Shannon and Weaver Model (Çoban, 2019)

Iplicki(2015), in this model, it is observed that communication is a linear and ordinary (simple) process. In the communication process of this model, the message is sent from the source to the target audience via the channel. This communication model eliminates technical problems that may occur in order to send the message to be sent without error

Osgood and Schramm's Circular Model

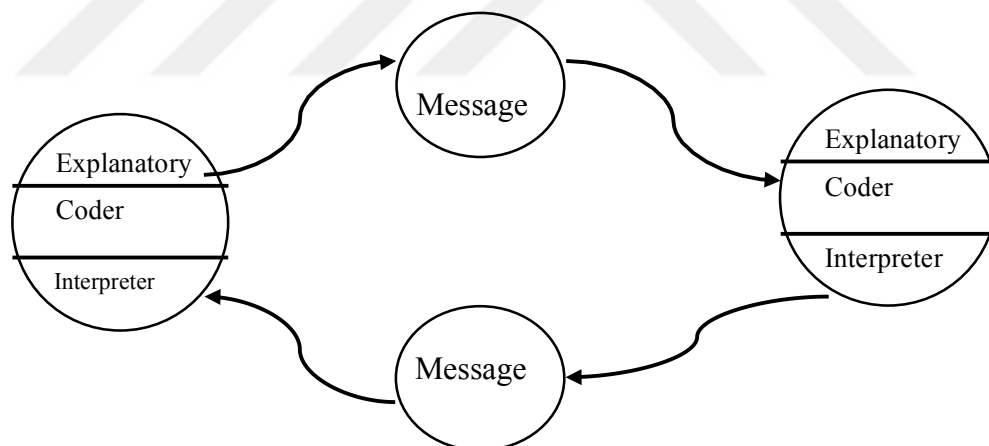


Figure 2.3.4:Osgood and Schramm's Circular Model (Kaya, 2018, p.26)

According to McQuail & Windahl(2005), this pattern is a circular pattern. It was started by Osgood and continued and completed by Schramm. In this communication model, there is a break from straight line communication. As seen in the figure, there is a circular continuity of communication. Communication starts in one place and repeats constantly. The functions of this model are coding, explanation, and interpretation.

Explanation function is used to re-process and interpret information, and coding function is used to convey information.

2.3.2. Interaction Oriented Models

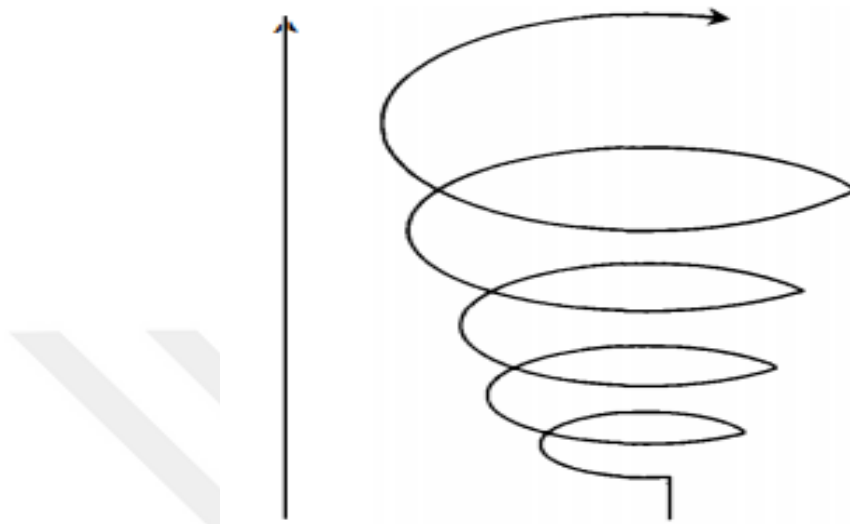


Figure 2.3. 5:Dance Spiral Communication Model (Fırat & Kiraz, 2012,p.44)

In dance practice, there is a dynamic communication. This communication model includes the various relations of the society, the environment in which we live and all the elements that have changed. The spiral structure shows that different situations experienced can take different forms for each individual. The spiral unfolds over time for individuals who have had previous knowledge of the subject. But for those who know little about the subject, the spiral narrows (Fırat & Kiraz, 2012,p.45)

2.4. COMMUNICATION SKILLS AND CONCEPTS

Communication skill concept; It consists of combining the concepts of showing respect, empathy, active listening, speaking openly, expressing oneself, using self-language, and sending full and clear messages (Şahin, 2008). **Respect criterion**, which is our first main topic, remains valid regardless of who our interlocutor is and is a vital element of the reciprocal information cycle. The second value, **the ability to empathize**, is the ability to establish empathy, which means being able to understand the other side, take a share of what they feel, and even putting yourself in the other side's shoes. It is to be

in communication by perceiving the other person's thoughts and ideas and feeling what they feel (Dökmen, 2002). Another item of ours is the **active listening principle**. Active listening is a sign that we have grasped the major lines of the message that the other party wants to give us, as well as its key elements. Our fourth principle, **speaking openly**, stands out in terms of its importance in our world, which is stuck between today's abstract objects. When we come to our fifth principle, **the complete expression of yourself** appears. This principle is indispensable for their competitive social environment and is of paramount importance to express our desires, desires and needs. Our sixth principle is to **use the language of self** (trustworthiness), although it is judged by certain segments of the society in order to highlight our interests, needs and demands, and even our gains and achievements, it is an integral part of today's self-centered society. A trustworthy person can easily convey himself or herself to the other party. One can freely present his thoughts and ideas. It can easily connect with people according to closeness. Trustworthy people do not shy away from achieving their set goals. They are very sociable in achieving their goals. They always strive to achieve their goals (Fensterheim & Jean, 1994). The last item is full and clear message sending, in our age based on fast consumption and desires, which is called the internet age, it plays an essential role to convey ourselves to the other party in a short and concise way and to achieve the targeted gains.

2.5. LISTENING SKILL IN COMMUNICATION

Communication consists of two dimensions. These are listening and reacting. Hearing is the first stage of listening. But hearing and listening are not the same (Petress, 1999). While listening is a sign of effort, no effort is required to hear. When people communicate with each other, they need to listen to each other. Listening increases the quality of communication and helps to direct communication. (Cihangir, 2015). It is also very important for effective communication. It is very important for people to listen to each other in order to have an effective communication. In this way, people have positive thoughts about the person who is listening (Price, 1991). Listening is also important in nonverbal behavior. If the communicator should pay attention not only to what the other party says but also to his or her gestures. The person who does these things is an effective listener. In effective listening, it should give our full attention to the other person. In non-verbal communications, the person who is in communication

must have eye contact with the person facing the other person, and make appropriate facial expressions about what is spoken. Thus, a positive communication with the other person is provided (Beaverson, 1999). The table below lists the characteristics of effective and ineffective nonverbal behavior.

Figure 2.5. 1:Effective and Ineffective Nonverbal Behaviors (Kaya, İnsan İlişkileri ve İletişim, 2018,p.95)

Effective Nonverbal Behaviors	Ineffective Nonverbal Behaviors
Establishing eye interaction.	Looking empty and meaningless.
Using the tone of voice efficiently.	Looking away from the contact person.
Using head gestures properly.	Not standing still.
Using body language effectively.	Not looking directly at the person while listening, turning to the back or to the side.

2.5.1. Listening Types and Features

Listening types, according to Temur (2010):

- **Listening from Part to Whole:** It focuses on directly analyzing the meaning of the text. He or she only highlights the place he or she needs.
- **Listening from Whole to Part:** The listener is in the center here. The listener identifies the type of text and listening occurs that way.
- **Mindful Listening:** Motivation is important. Subject content should motivate the listener.
- **Correct Listening:** In this listening, it is listening that attracts the attention of the listener; the subject draws the attention of the listener and makes correct inferences by filtering what they are listening to.
- **Critical Listening:** It is a type of listening in which the listener must establish a cause-and-effect connection. (Temur, 2010, p. 303-319)

According to Maden and Durukan (2011), listening types:

- **Active Listening:** Their focus point is only one, and he/she ignores other
- **Participation Listening:** He/she listens by focusing on the speaking person.

- **Passive Listening:** There is no communication between the person and the speaking person. It is not given attention to the dialog itself. He/she rarely takes words.
- **Objective Listening:** It is not given attention to the content. He/she just listens. He/she shows inattentive behaviours. (Maden & Durukan, 2011, p. 101-112)

Types of listening according to Akyol (2012):

- **Active Listening:** It is a type of listening used in education. The symptoms of active listening are as follows;
 1. The physical expression of emotions
 2. Working in cooperation with other people listening
 3. Exhibiting affirming gestures about whether the speaker is being listened to
 4. Appropriate movements focused on listening
 5. Asking questions about the subject
 6. Making appropriate additions to the subject. (Faix, 1975; as cited in Brent and Anderson, 1993. Akyol, 2012).
- **Strategic Listening:** It is a listening process focused on determining the gist of the text and taking part in the listening process.
- **Listening Based on Dialogue and Presentation:** It is a type of listening that establishes connections with the speaker without interrupting the speaker's words. In this type of listening, the person's speech is not interrupted. The listener effectively makes eye contact and communicates.
- **Purposeful Listening:** Listening is a type of listening to the important parts of the subjects themselves (Akyol, 2012).

Types of listening according to Yalçın (2002):

- **Listening by Selecting:** A person receives the information he wants to receive while listening, by filtering. He listens to some of them, not every sound coming from outside. It is a type of listening, knowing what a person wants to learn and understand.
- **Participated Listening:** It is the type of listening in which we perform demonstrative behaviors that we listen to the person speaking in front of us.
- **Critical Listening:** The listener does not directly consider everything told to be true. Analyzes the narrator's ideas based on my opinion, interpretation, or observation. It is

a type of listening that is a constant state of asking questions for the content listened to. (Yalçın, 2012, p.131-135)

2.6. MEDIA, TRADITIONAL MEDIA AND NEW MEDIA CONCEPTS

2.6.1. MEDIA

Media is a mass communication tool, which is shown as the weapon of the new age, increasing its influence day by day, impacts many areas, especially in trade, politics, and culture. People communicate with each other via media tools. Media is the name given to all functions through which information is exchanged and news is exchanged. (Akyıldız, 2019) The most prominent of the basic functions of the media is to process information, reveal the truth, raise awareness and build on discourses. (Girginer, 2018, p.54) There is an understanding of media from the past to the present. The concept of media is evolving. It consists of a combination of various communication tools. Visual, print, and audio media are just a few examples. (Nuran, 2015, p.4) When creating media content, attention should be paid to mass and social issues. The messages to be delivered must be conveyed correctly. (Akar, 2011, p.3) All the news in the media may not be about the person. However, people use the media to be aware of the world in which they live. (Akyıldız, 2019, p.12)

2.6.2. Media Features

The media renew itself day by day. It plays a very active role in human life. Thanks to the media, people are aware of different countries wherever they live and can access various information through the media. Media and media tools are at the center of people's lives. Media has a power that manages, decides, adds and reproduces something on top of something produced, and takes over and controls society (Akyıldız, 2019, p.11). Media has a managerial structure in both political and economic fields (Nuran, 2015, p.5). If the media is to be considered from the economic field, it can be a source of income when used actively and efficiently. It is addressed to enormous masses through the media. In the development of society, a certain level of relationship

between individual-society and individual-institution is carried out efficiently (Vural & Bat, 2010, p.3348).

2.7. TRADITIONAL MEDIA

Traditional media, consisting of mass media such as radio, television, newspaper, telegraph, telephone, are units that inform the society to inform. (Akyıldız, 2019, p.16) It has features that nurture, support, and grow the content used in traditional media (Törenli, 2003, p.16). Traditional media contents are unlikely to be changed after they are created. For example; newspapers. One of the traditional media tools that have been printed and distributed is the newspaper, it is not possible to change it because it was printed when incorrect content was written. The reader makes the comments himself. It is not possible to comment at the same time with different points of view.

When preparing media content in traditional media, it is necessary to have specialized people. Not everyone can provide content creation as they wish. Traditional media content must be original. It cannot be copied and published from any place. Traditional media tools are one-way. We cannot comment or publish. We are just consumers. There is a structure in which the products revealed in traditional media tools reach the consumer, the results of its content are not measured and analyzed.

If we take television as one of the traditional media types, we had little chance of choosing when there was little variety of channels. Today, these diversities have increased and our selection rights have been increased. In fact, we know the news content as much as an announcer presenting the news conveys it to us (Akyıldız, 2019, p.16-17).

According to Erdogan and Alemdar (2005), traditional media can guide the public, showing them what to believe. In short, it is one-sided. Broadcasts can be made in which the publications are shown as if they are in the interest of the public and, in fact, in their own interests. According to these advocates, the individual is not active in this area. As a result, they think that the content conveyed to individuals will be accepted without objection as a result of the news (Erdoğan and Alemdar, 2005: 59-67; Ünür, p.2).

Tekinlalp and Uzun (2009) argue that the media does not have the power to direct

people, in fact, people direct the media on the contrary (Tekinalp & Uzun, 2009, p.118). While using the media, the individual has the expectation that his 3 basic satisfaction will be satisfied. These are the cognitive expectation, entertainment expectations, and psychological expectations. The cognitive expectation is the desire to be aware of what is happening in the society in which he lives. Entertainment expectation is a field of expectation formed to get away from the stressful life brought by life. Psychological expectation, on the other hand, is feeding the feeling of morale and motivation. (Tekinalp & Uzun, 2009, p.116)

Screen usage is also important in traditional media. For example, the correct use of the television screen increases the attractiveness while ensuring that the content to be transferred is transferred accurately and clearly. Actually, the main function of televisions is that they can transmit images to many communities at the same time. Using screens in traditional media takes shape in line with the target audience, texts, and specific purposes.,

To summarize screen usage;

- Screen usage according to the specified format,
- Providing broadcast streaming on the screen,
- Sharing content to meet the (cognitive-entertainment-psychological) satisfaction of individuals,
- Providing the individual with ease of use (Altunay, 2012, p.37)

2.7.1. Traditional Media Tools

Newspaper

The most important role of the newspaper is to nurture the sense of social news. It means analyzing people's sense of curiosity both about what is happening around them and what is happening in the world

The information about the first newspapers in various sources is as follows;

Nieuwe Tijdingen (1605), a weekly newspaper

- Published in Avis Relation Oder Zeitung, Augusburg in 1609,

Oxford Gazzette in England in 1655

First American newspaper Public Occurrences

- 1702 The first English daily newspaper was The Daily Courant. (Mediahistory, 2008; as cited in Özçağlayan)

Thanks to the industrial revolution, the concept of newspaper has been transferred to wider geographies. The printing machine that Gutenberg invented was replaced by steam-powered printing machines through the industrial revolution. Not all communities of people could access the newspaper because the costs had been expensive in the past. The decline in paper prices has changed this situation and made newspapers easily accessible by everyone.

Under the leadership of Mahmut II, Takvim-i Vekayi was published on 1 November 1831. The aim of "Takvim-i Vekayi", the official newspaper of the state, was to accurately convey the events in the country to the people.

Ceride-i Havadis newspaper, published by William Churchill, who was engaged in trade in Istanbul on July 3, 1840, was later published.

Tercüman-i Ahval newspaper was published by Agah Efendi on 21 October 1860. He published the newspaper Şinasi Tasvir-i Efkar on June 27, 1862. Later, Şinasi moved to Europe. Namık Kemal became the newspaper's chief reporter (Türk Ve Dünya Edebiyatında Gazetenin Tarihi Gelişimini, 17.05.2020).

Television

The invention of television took a long time because it was a complex process. Important names in the history of television are listed as follows;

Andrew May (Irish)

Paul Nipkow (German)

Francis C. Jenkins (American)

Logie Baird (British)

this discovery and made their first trial publications, the results were not very pleasant.

Baird achieved a clear image in an experiment in 1936, where he obtained 240 lines and 24 images per second. In this way, a mechanical scanning system was created, which began to be used in British televisions. In 1923, Russian scientist Vladimir Zworykin developed an electronic scanning tool called iconoscope, and the first electronic image broadcast was made. With this invention, the streams seemed to flow more to the human eye.

Among the pioneers of television broadcasts, Germany and France started trials in 1938. However, it could not be taken forward because of the war.

In the Asian continent, Japan started television broadcasting in 1953. The television broadcast that started in China in 1958 increased the number of television stations to 12 in 1960 (Howkins, 1980, p.58-60; Cited: Aziz, p.50).

The first studies in Turkey started in 1952 when Mustafa Santur applied to the Dean of the Faculty of Electricity at Istanbul Technical University. University infrastructure was used for the shooting. Speeches and conferences were the first broadcast contents.

While the weather programs were offered in 1954, the popularity decreased in 1955 and the weekly broadcasts was made every 2 weeks. In 1956, the use was increased in full (Akyıldız, 2019, p23).

In television broadcasting, Siebert lists the fulfillment of responsibilities and functions as follows;

- Entertainment
- Information
- Training
- Information and news transmission
- Creating discussion platforms
- Politics
- Economy
- Achieving own economic competence. (Canpolat, 2006,p.8)

Radio

Radio initiatives started in the 1860s. Four western scientists contributed to the development of radio technology. These;

James Clerk Maxwell (British)

Heinrich Hertz (German)

- 1923- Broadcasting started in Germany.
- 1927- Broadcasts started in countries such as Argentina-Australia-Italy-Japan-Norway-Sweden.

It is understood that radio studies have been extended until 1921 in Turkey. In 1921, an amateur music concert was held at Istanbul University, at the School of Teachers. The transmitters were tried to be made suitable for radio broadcasting to be put into service in 1927. Radio broadcasting in our country started on May 6, 1927.

Mustafa Kemal's contribution in radio broadcasting was enormous. Hayrettin Bey talked about the radio and caught Mustafa Kemal's attention. "Let them bring it and listen." said. After listening for a while, he said that the Russians were making propaganda on the radio and that they should, too. He gave an order for its installation (Akyıldız, 2019, p.20-21).

Phone

The reason the phone came into being was revealed by Graham's work for the deaf. Graham Bell wanted to transmit the human voice electrically.

In 1908, the first telephone line was opened in Turkey during the Ottoman Empire. In 1911, the first telephone exchange system was established in Istanbul's Kadıköy and Beyoğlu districts. On the order of Atatürk, the first automatic telephone exchange was opened in 1926 in Ankara. Telephone exchanges in every city in Turkey were established in the late 1970s thanks to PTT. In 1985, the first international telephone exchange was opened. A connection was made from Ankara to Bulgaria, from Izmir to Greece, and from Iskenderun to Syria (Akyıldız, 2019, p.27).

Telegram

The Telegraph was invented by Claude Chappe. In order to deliver the telegram to the desired location, signs and letters started to be transmitted thanks to the movable arms placed on the top of the Towers. With the increase in technology, the distance to which the news is sent increases. It is said to have a 4,828-kilometer communication network. In 1835, the first electronic magnet telegraph was made by Samuel Morse. In 1843, the first historical telegraph line was established between Washington-Baltimore-Maryland. The first telegraphic message sent is "What has God done?" Samuel Mors sent this (Tarihi Olaylar, 19.05.2020).

Telegraph was used for the first time in our country in 1847. The Ottoman state communicated with European countries via telegraph during the Crimean War. The first telegraph center was established in Gulhane, thinking that this invention would be of great use to them. Telegram was literally activated in our country in 1974 (Tarihi Olaylar, 19.05.2020).

2.8. NEW MEDIA COMMUNICATION TECHNOLOGIES

NEW MEDIA CONCEPT

Today, there are significant technological developments. These great technologies are increasing day by day. These developments affect the communication field a lot. These technological developments show the addition of all countries and societies (Girginer, 2018, p.56).

New media, besides expressing computer technologies, has included many elements. These are limits, effects. This concept is the formation of various elements. Thanks to this concept, the fields of communication media and computer technologies have come together (Karabulut, 2008, p.85).

According to Lev Manovic (2006), the gathering of communication media and developments in computer technologies is the most fundamental factor that creates new media (Manovich, 2006, p.22).

According to Leah and Sonia (2002), new media has become a concept that has emerged over the years as a powerful expression of the cultural and technological industry that includes the concepts of multimedia entertainment and economic, electronic commerce (Lievrouw & Livingstone, 2002, p.1).

Although the concept of new media has emerged in the recent past, this is actually a mistake. The concept of new media is one concept used by scientists since the 1960- the 1970s (Girginer, 2018, p.86). According to Roger Fiddler (1997), the concept of new media did not appear unconnected in previous technological developments. He argues it emerged gradually interactively with the old media (Roger, 1997, p.23). Thanks to the new media, there are efforts to adapt to the new media technologies in the old media tools. For example, radio, television. With the newly developing technology, these media systems have also been adapted (Girginer, 2018, p.86).

It's useful to examine Paul Saffo's 30 Years Rule on New Media pioneers. Saffo divided the 30 years into 3 cycles. The first 10 years is the time when the concept emerged and the first applications were tried. This new concept has attracted great attention, but its shortcomings have occurred. In the second 10-year period, it is resolving these problems and eliminating the deficiencies. But as progress was not rapid, there was not much interest. But it is the most important period. Because the product has been used completely. At the end of this period, the complex structure disappears and attracts attention again. In the last 10 years, the investments made in the product have been quite large and the period in which it has been adopted in society has passed (Saffo, The 30 Year Rule (1992), 24.05.2020).

The development of the internet can be called the best example of this rule of Saffo. It is the first application that the Internet was used in military plans towards the end of the '60s. There was limited communication. The discovery of modems that provide data transfer and mail applications developed in 1970 and serious progress was made in the 1980s when infrastructure systems were established and turned into the best interaction

network. In 1989, the www concept emerged and became a globally accepted concept (Girginer, 2018, p.86).

According to Girginer (2018), old and new media concepts are summarized as follows;

Table 2.8. 1:Old and New media concepts (Girginer, 2018,p.88)

➤ Technological elements,
➤ Two-way communication (interactivity),
➤ The effects it causes on the concepts of time and space,
➤ The effects of knowledge on the flow of information between time, place and individual- individual, individual- society,
➤ Effects on the individual and society,
➤ Innovations offered to the user,
➤ Convergence

The history of the new media goes back to the Second World War. Technology was given importance gaining superiority in the military field. World War II was also called the mathematicians' war. Because it was thought that mathematicians could easily provide the necessary information (Nasar, 1999). At the same time, it was thought that they would contribute to weapon production. Hitler, Stalin, and Mussolini, who attach importance to this issue, have aimed to achieve military superiority by allocating too much budget.

Most countries have given importance to this issue and have moved on this path. For example, the Soviets, who contributed to preparing a 20,000-hour warplane before 1943, after 1943 these times became less difficult for 7,500 hours. Another example is Americans who finished their merchant ships 35 weeks before 1943, in 50 days after

1943 (The Benefits of World War II to Humanity (Different Perspective), 24.05.2020).

If we examine the definitions of new media;

According to Aydın, new media (2011);

Table 2.8. 2:6 Headings of New Media According to Wardrip-Fruin and Montfort (Fruin & Montfort, 2003,p.16-23)

1.New media is not internet culture.	The subject is social facts. The topics covered; online games, virtual identities, e-mail usage, multiplayer games, cell phone usage. The important thing is sociability. New cultural generations are not dealt with directly in this area.
2.New media uses computer technology as a distribution channel.	Computer technology is the cultural object used for exhibition and distribution in new media. New media includes CD-ROM, DVD, websites, and multimedia.
3. Digital data in new media is controlled by software.	New media can be changed through various software.
4.New media is a mix of current cultural practices and software applications.	Thanks to the software, data are converted into numerical values. In this case, one might expect the product to be modular, variable, and automation dependent, but that's not what happened. "Old" data is a depiction of visual reality and human experience. "New" data is data that serves numerically.
5. Algorithms, which were previously applied manually or by other techniques, are applied very quickly thanks to computers.	Extreme speed increase reveals new presentation techniques. When it is a three-dimensional model, the computer view quickly recalculates every second.

6. There is an aesthetic approach accompanying the first phase of every new modern media and communication technology.	It is the stage in which modern media and communication technologies transition to new media. It is the era when the telephone or cinema is the new media.
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In line with the revolutionary developments in the informatics sector, when we reached the end of the 2000s, the concept of multimedia was preferred (Aydın O. Ş., 2011).

According to the ceremony, new media (2003);

A part of the new media is communication and the other part is a two-way media tool with a computer-specific. Unlike mass media, new media technology has been produced with digital technology. In this way, the new media offers new service options to the users thanks to its multimedia feature (Törenli, 2003).

According to Wardrip-Fruin and Montfort, the new media are gathered under 6 headings.

The features highlighted by the new media are as follows;

Table 2.8. 3:Prominent Factors of New Media (Bedir Erişti, 2019,p.1)

○ Speed
○ Access
○ Digitality
○ Interaction
○ Connection
○ Virtuality
○ Network Focus

○ **Simulated**

2.8.1. Features of New Media

Manovich (2001) gathers the new communication environment under 5 basic elements. These;

- Numerical representation
- Modularity
- Automation
- Variability
- Transcoding

- **Numerical representation** is to define new media as mathematical data. New media consists of algorithmic codes. Because of this feature, all data becomes calculable and programmable (rapor.kisim5.bolum01.pdf , 27.05.2020, p.928).
- In **Modularity**, media is in a whole. Image, sound, shape, and behavior are the elements of these media. They come together, but they are all separate and continue to keep their unique characteristics. For example, on a website, you need to make changes for each item or item that you want to change.
- **Automation** is a feature that enables automatic production. So, it doesn't have to be the user. For example, factors such as crowded people, flocks of birds, battlefields, sharks in movies can be generated using software (Öğüt , 2005).
- **Transcoding** consists of the social layer and the computer layer. It can be used in another format within one format. A picture, which is a different format in a text document, can also be inserted .

According to Richard A. Rogers, new media features are grouped under 3 headings (Kırık, 2017,p.235). These are:

- **Interaction:** The data flow is bidirectional. There is an interaction between people. Interaction is one of the key features of new media. People can make their comments

in the new media and share them with most people.

- **Demassification:** Data has now been brought to a private level through new media. It is a matter of communicating a subject to over one recipient, not just to one person. Many people can benefit from one source.

- **Asynchronization:** People can interact with each other whenever and wherever they want. They can do this with a message. However, the person receiving the message returns to the other party when appropriate. In this way, the time problem disappears and, the asynchrony feature is activated because it is not in reacting at the same time (Broken, 2017, p.235).

2.9. THEORETICAL APPROACHES

2.9.1. Marshall McLuhan and the Global Village Concept

This period begins with the invention of the printing press. New discoveries affect everything from people to societies. Just as with the printing press, the beginning and change of a whole era began to occur. In the same way, various and radical changes occurred with the new media tools. It has even affected cultures. According to McLuhan, people can now use all 5 sensory organs at the same time. In the concept of "Global Village" created by McLuhan, it is stated that the new media will influence all societies in the future periods (Kara, 2017).

In the 1960s, McLuhan, who came up with this concept, argues that the world will become a global village. When new media exists, borders in societies will disappear, technology will influence everyone, everyone will communicate and share information. He argues that with the new technology, the new media will take a different form. McLuhan first determines that people think that they direct technology, but the changes that occur afterward will reveal the opposite (Girginer, 2018, p.64).

McLuhan states the inventions made affect people's lives. He lists them as follows;

Table 2.9. 1: **Inventions for Life (Onat ve Alikılıç,2002,p.1114;Akt. Girginer,2018,p.64)**

✓ The oral age where people learned to speak - until writing was found
✓ With the advent of the printing press - the visual age
✓ With the invention of the electronic press - both the oral-audio-visual and the visual age

2.9.2. Pierre Levy and the Concept of Collective Intelligence

Pier Levy maintains the idea that Mc Luhan has defended. He envisages that now that everyone will have the internet at home, access to information will be easy and there will be an information community. It has revealed that society can now manage everything thanks to the Internet. He states that there will be a collective intelligence and no one could stop it in this context. According to Pierre, he argues that information spreads rapidly in communities and comes together quickly (Girginer, 2018, p.65).

2.9.3. Henry Jenkins and Brave New Media

Jenkins focuses on convergence and media convergence. Media convergence is changing the relationship of existing technologies with the individual. Convergence is actually a period. He expresses we are in a period when the media is active in every field and people interact with all kinds of media and explains convergence (Jenkins, 2016, p.33).

2.10. NEW MEDIA COMMUNICATION ENVIRONMENTS

2.10.1. Blogs

The word blog is a term that comes up with the rapid pronunciation of the term "weblog". The people who create blog pages are called Bloggers. When the 2007 reports were examined, 120,000 people were creating a new blog page every day (Philips & Young, 2009, p.12). When the year 2008 was examined, the number of 120,000 has had reached 184 million, and creating a personal blog had increased. (Zarrella, 2009, p.10).

Blog pages are one of the communication media where professional and non-

professional people share information. There are various backgrounds. Users can start their designs by selecting the background they want. There is chronological order. The shares vary in terms of date and time. The person sharing the content is communicating with other people. In fact, it may be appropriate to say diary for blogs. While exploring the Internet, a group of programmers put together the pages they liked in 1997 and wrote brief notes under them. In this way, blogs emerged (Dilmen, p.116).

If we list the features of blog pages;

- ✓ It is very easy to create the design.
- ✓ Easy to update.
- ✓ It is rich in content.
- ✓ Various pages can be linked via blogs.
- ✓ It is used as a data publishing tool. (Göktaş, 2010)
- ✓ The article can be published.
- ✓ Comments can be made on the written articles.
- ✓ Comments are made again over the comments made (Zarrella, 2009, p.9).

2.10.2. YouTube

Youtube was launched in February 2005 by two people, Steve Chen and Chad Hurley. These two young people used to work for PayPal before. They had a party in their home garage and wanted to share their video and picture files with their immediate surroundings. However, when the size of the files was large, they had a sending problem. For this reason, they set up a Youtube channel. Jawed Karim was the person who made the first video upload and uploaded the video on April 23, 2005. Later, Youtube was purchased by Google. It is a widely used sharing site today (Karan, 2019). Youtube has a wide range of online content (Zinderen, 2020, p.220). Youtube has a wide range of content. For example, series, vlogs, movies, television, music (Ying, 2007). Although it appeals to large masses with this diversity, it is seen that it has an interactive structure (Scolari & Fraticelli, 2017).

2.10.3. Twitter

It is one of the most actively used new media tools of our day. Twitter was established in San Francisco. The birth of Twitter was because of the extensive messaging requests

of a group of friends. Its founder is Jack Dorsey. Twitter was first limited to 140 characters. Jack announced this character limit by sharing the following quote; "One could change the world with one hundred and forty characters". In this way, a character limit was brought to Twitter. In the beginning

Twitter had not had Turkish language support until April 25, 2011, and with the introduction of Turkish language support, the number of users in Turkey increased considerably. Twitter logo, on the other hand, indicates freedom, universality, limitlessness, and hope (Koçoğlu, 2018).

The tweets posted by the users are listed in chronological order. Users can follow the people they want. Twitter has a time tunnel and they see the posts people follow in this time tunnel (Bozarth, 2010, p.23).

2.10.4. Facebook

Facebook is a social tool that connects people to the social environment. Thanks to Facebook, people can like other people's photos, upload as many photos or videos as they want, and also learn about people. Facebook has an average of over 200 million users (Ergenç, 2011, p.77).

In a study, when Facebook addiction is measured, people's parental attitudes are examined. It is concluded that the parents who are not interested in individuals used Facebook the most (Soysal, 2016, p.53).

In a study by psychologist Paul Kirschner, he investigates whether students' use of Facebook affects their lecture grades. Students who use Facebook find they fail in their classes as they look on Facebook from time to time while studying. This study is conducted with 219 American university students. While the average score of students using Facebook is 3.06, it turns out that those who do not use it are 3.82. As a result, there is evidence that Facebook influences success.

When the Facebook situation in Turkey is examined:

24 million people are Facebook users in Turkey. While 64% of the users are men, 36% are women. When examined in terms of age; 33% are over the age of 35, 27% are between the ages of 25-34, 27% between 18-24, and 13% between the ages of 13-17

(Ünyay, 2012).

In a study conducted by İşman & Albayrak (2014), the use of Facebook in education was investigated and it was concluded that it is useful for students' usefulness in terms of the lessons they take on Facebook, their contributions to group work, following announcements and reaching more people.

2.10.5. Instagram

When Instagram was first established, it met with 200 thousand users in the first week. Afterwards, it reached 4 million followers in a short time. Currently, it is a platform with 37 million followers. When we examine the development of Instagram;

Instagram is one of the most trendy new media tools right now. People can communicate more easily. People follow people who are suitable for their interests and can make comments comfortably. As a new media tool, Instagram has many features, such as uploading photos, following people who are liked, uploading photos, selling products, uploading videos, and creating stories. People can also make money on Instagram. Brands are communicating in various ways by attracting the attention of people. Campaigns are launched and people are enabled to become more active by using Instagram, which is a new media tool.

If we examine Instagram's most successful campaigns;

Table 2.10. 1: Some of Instagram's Most Successful Campaigns (Kale, 2016, p.123)

Brand & Campaign	Content of the Campaign	Sector
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Marc Jacobs #CastMeMarc	Marc Jacobs launches a campaign on Instagram with the hashtag #CastMeMarc to identify the fall 2014 brand face. As part of this campaign, women compete to be the new face of Marc Jacobs by sharing the photos they have taken with their daily clothes on the specified label. As a result of 70,000 applications made worldwide, 30 women are invited to the brand for photoshoots. As a result, 2 winners manage to become the face of the August 2014 issue of Teen Vogue magazine within the campaign.	Luxury Brand
Applebee's #Fantographer	Applebee's chain restaurant encourages its customers to take photos of the food and drinks they order with the #Fantographer tag, and share them on the brand's Instagram account, and share their favorite photos on their pages, especially for the summer. As a result, the number of followers of the brand increases by 32 percent in the three months following the campaign, and participation in the brand account increases by 25 percent.	Food / Beverage
Starbucks #WhiteCupContest	In the competition launched by Starbucks for its creative customers, they are asked to design the white cardboard mugs that have become brand icons. The design of the winner takes its place in the retail section of mugs in the store. In addition to mobilizing brand fans, the contest also leads an environmental movement by encouraging the use of reusable mugs instead of disposable cardboard mugs. More than 4000 applications are made within three weeks.	Food / Beverage

Hillside Beach Club #JobAtHeavenOnEarth	Vogue encourages shopping by sending detailed information of a favorite image via the Instagram account to the user's email account via the LikeToKnow.it application.	Media
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2.10.6. Podcast

The podcast is derived from the integration of Apple's iPod with the words "broadcast", which means "broadcast" in English (Giordano, 2017, p.430). Podcast RSS (Really Simple Syndication) is to play digital media files on computers or on portable media players. It is a technique of distribution over the internet. The Turkish meaning of the term podcast means "sesli blog"(Geoghegan & Klass, 2007,p.1).

It is possible to include audio files and video files in podcasts (Faramarzi & Bagheri, 2015). Podcasts are online communication and broadcasting media. It works over broadcast subscription (RSS). This makes tracking easier. Since podcasts are created in XML language, users can easily access the broadcasts they want to listen to and watch by subscribing to the broadcasts (Kutlu, no year). When podcasts are used in the field of education, they become more motivating for the student. Because the student's student process is not just school. It can also continue outside. At the same time, the student's access to materials is facilitated in this way (Şendağ, Caner, Toker, & Gedik, 2019). Podcast remains popular among new media tools. If we examine its advantages (Akar, 2011, p.109-110):

- ✓ Easy to control
- ✓ Automatic access
- ✓ Secure presence of user control
- ✓ Being portable thanks to mobile
- ✓ Providing continuous access
- ✓ Free access to many podcast content
- ✓ Users have no difficulty using the interface.

2.11.NEW MEDIA LITERACY

While the new media literacy aims to benefit from the opportunities provided by new media tools and to be better equipped against the risks that may occur in the environment, it also leads the individual to benefit from the opportunities in the most efficient way (İspir, et al., 2013, p.69). If you examine other definitions; new media literacy refers to the process of critical thinking and analyzing, ethical thinking and behaving in different environments, cognitive, emotional, and social skills that include processes of active participation through teamwork and cooperation with the use of technology (Sezen, 2011).

With the new concept of media literacy, productivity has increased in our lives now. Accessing accurate information while using media tools requires a skill. Thanks to the media literacy skill, the individual actively uses the ability to access correct information, filter that information, and at the same time interpret it. The new media literacy, which has a great place in our lives with this rapidly developing technology, also creates some risks. However, individuals now need to gain these skills and attempt to minimize these risks.

A person should have an interrogative nature in a researched knowledge. The first read texts on the subject should be questioned first. Information should be analyzed, questioned, and learned in the most accurate way. New media literacy is of great importance to all of us. It is especially important for our youth. Thanks to new media tools, lessons can now take place with these media tools. The desire of an individual to learn something with his / her own skills actually pushes him/her to produce something about a subject. Individuals can question the information they can produce thanks to this developing digital technology and manage the tools of the age through this digitalization. That the literacy of new media makes individuals active and productive is one of the essential features that distinguish it from traditional media.

2.12.RELATED STUDIES

Various studies have been conducted to determine the communication skills and new media literacy levels of university students. Most of the studies investigating communication skills involve students studying at the education faculty. However, other faculties also take part in researches. Researches using the new media literacy scale are included. You will first read the literature on the Communication Skills Assessment Scale, and then the new media literacy scale studies.

In the study conducted by Kadakal and Alver (2017), the communication skills of university students were examined in terms of different factors. These are gender, class level, field of study, academic achievement, problem-solving strategies, perceived socioeconomic level, frequency of using technological tools, doing sports, perceived parental attitude, dealing with art. It has been investigated whether there is a meaningful difference in terms of these variables (Kadakal & Alver, 2017). According to the findings of the study, no meaningful difference was found between the variables of gender, class level, perceived socioeconomic level, frequency of using technological tools, perceived parental attitude, and interest in art. However, it is found out that there is a significant difference between the variables of the field of study, academic achievement, problem-solving strategies and doing sports, and the communication skills scale.

Communication skills of university students are examined according to variables. In the study conducted by Ceylan and Atalar (2018), gender, age, number of siblings, level of success, education level of the mother and father, the duration of daily television watching and daily social media use of the student are examined. Comparison of these factors and sub-dimensions of communication skills is discussed (Ceylan & Atalar, 2018). According to the findings of the research, there was no meaningful difference between the age variable and the sub-dimensions, while a significant difference was found between the variables of gender, number of siblings, level of success, education level of both parents, the duration of daily TV watching and the duration of daily social media use.

Dilekmen, Başçı & Bektaş (2018) investigates the communication skills of students studying in separate departments of an education faculty in terms of gender, grade level and department variables (Dilekmen, Başçı, & Bektaş, 2018). In the results obtained, there is no meaningful difference between students' communication skills and variables of gender and grade levels. However, it is understood that there is a meaningful difference between the department in which students study and their communication skills.

In a study conducted by Ocak and Erşen (2015), the perceptions of pre-service teachers' communication skills are examined. With the Communication Skills Assessment scale, the relationship between gender, department of education, grade level, long-term place of residence, high school graduated from, status and frequency of using social networking sites are examined (Ocak & Erşen, 2015). According to the scores obtained from the pre-service teachers' evaluations on communication skills; It turns out that there is a statistically meaningful difference according to gender, department of education, grade level, and residential area for a long time. However, it is determined that there is no significant difference according to the high school graduated from, the use of sites that aim to have social network and the variables of frequency.

Korkut Owen & Çelik (2018) investigates whether the communication skills of adults differ according to their gender and age (Owen & Çelik, 2018). In the research conducted, there is a significant difference between gender and communication skills. This difference results in favor of women. According to the age variable, there is a meaningful difference in the dimension of attention to communication, one of the communication sub-dimensions.

Uygun and Arıkan (2019), who examine the communication skills of pre-service social sages who study at two universities, state that communication skills are based on gender, academic success, grade level, high school, university, mother and father occupation, family income, number of siblings, and the place where they have lived for a long time. it is investigated whether there is a significant difference according to the variables of location and frequency of using technology (Uygun &

Arıkan, 2019). As a result of the study, communication skills differ significantly according to gender, academic achievement, and grade level. However, it is concluded that there is no significant difference according to the high school, university, mother and father profession, family income level, number of siblings, residential area where they have lived for a long time, and the frequency of using technology.

Communication skills of students at a vocational school are examined with various variables by Erigüç, Şener & Eriş (2013). It is investigated if there is a meaningful difference between these variables (gender, age, program of education, class, place of the parents, parents' education level, socio-economic level of the family, parents' attitudes, relations with friends) and communication skills (Erigüç, Şener, & Eriş, 2013). As a result of the study, a significant difference is found between the gender variable and communication skills. This difference is in favor of female students. At the same time, the communication skills of students who have positive and calm attitude towards their friends are higher than other students.

Tepeköylü, Soytürk, Çamlıyer (2009) examines the relationship between the perceptions of Physical Education and Sports School (BESYO) students' communication skills in terms of some factors. According to the variables of gender, age, department of study, class level, whether there is a regular interest in any sports branch, the place of residence, the type of high school they have completed, the education level of the parents, the number of siblings and the total monthly income level of the family. It is investigated whether perceptions of communication skills differ significantly from communication skills (Tepeköylü, Soytürk, & Çamlıyer, 2009). According to the results of the study, it is concluded that the communication skills of physical education and sports college students are quite high. At the same time, it is concluded that female students have a higher relationship between communication skills and gender. There is no significant difference between other variables and communication skills.

The communication skills of Amasya Health College students are examined by Bingöl and Demir (2011) in relation to various variables. In this way, it is concluded whether there is a significant difference between them (Bingöl & Demir, 2011). As a result of the research, students' perceptions of communication skills are quite high,

while there is a significant difference between students' departmental and academic success levels and communication skills.

Aşcı, Hazar & Yılmaz (2015) examines the communication skills of health school students and related variables. It is investigated whether the variables differ significantly with the perceptions of students' communication skills (Aşcı, Hazar, & Yılmaz, 2015). As a result of the research, it is concluded that the communication skills of female students are higher than male students. Students' academic achievement is directly proportional to the communication skills assessment scale. In other words, as academic success increases, the communication skills of the student will increase. There is a significant difference between the number of siblings and the communication skills of the students.

In Ankara and Çukurova Universities, the assessment of communication skills of physical education and sports school students conducted by Kılıcıgil, Bilir, Özdiñ, Erođlu & Erođlu (2009) is investigated (Kılıcıgil, Bilir, Özdiñ, Erođlu, & Erođlu, 2009). As a result of this research, there is a significant difference between the communication skills of Ankara University students and their gender. There is no significant difference between the communication skills of Çukurova University students and their gender. A significant difference emerges between the students of coaching departments of both universities and their communication skills.

The communication skills and communication styles of students who are prospective teachers studying at Trakya University Faculty of Education are investigated by Çuhadar, Özgür, Akgün & Gündüz (2014) using various variables (Çuhadar, Özgür, Akgün, & Gündüz, 2014). As a result of the research, it is concluded that female teacher candidates can communicate more easily than men. Among the communication skills of the teacher candidates and the communicative forms, friendly, relevant and impressive sub-dimensions, positively and at a high level; there is a moderate relationship between nonverbal communicator, communicator image, relaxed, dramatizing, and explicit sub-dimensions, and a low-level relationship between argumentative, precise and dominant.

Toy (2007) compares engineering students with law faculty students in terms of communication skills and communication skills, and to investigate the relationship between communication skills and some variables. Variables are personality traits that have significant relationships with gender, education, the chosen department, communication skills, and the comparison of the two faculty students in terms of empathic skills and communication skills. As a result of the research, it is suggested that law school students are better than engineering students, and female students are better than male students in terms of gender.

In the study implemented by Aydın (2020), the relationship between the decision-making and communication skills of swimming trainers who graduate from the faculty of sports sciences and who do not are examined. Self-esteem, Decision Making Styles, and Communication Skills Scale were harnessed. The independent variables of the study are demographic characteristics and characteristics of the participants' educational life. Dependent variables are self-esteem, sub-dimensions of decision-making styles scale (attention, avoidant, procrastination, panic), and sub-dimensions of communication skills scale (emotional, behavioral, mental). As a result of the study, it is revealed that the sub-dimension scores of the scales do not show difference according to gender, age, educational status, the field of education, year of coaching, and duration of being an athlete, but a significant difference emerge according to the degree of coaching.

Arslanhan (2020) investigates and compares the effective communication skills and emotional intelligence of the students studying at Bursa Uludağ University Faculty of Education and those who do not receive music education, using the variables of academic year, gender and general academic grade point average (GANO). As a result of the study, there is no significant difference in the emotional intelligence and effective communication skills of the students who receive music education within their years of education. It is concluded that female students of the gender of students who have received music education have higher communication skills than male students.

In the study carried out by Levent (2020), the relationship between smartphone addiction and communication skills of university students is investigated. Variables are age, gender, how long they have been using smartphones, daily smartphone use, and

smart phone purposes. As a result of the research, there is a low and negative significant relationship between the smartphone addiction scores of university students and their communication skills. Even though smartphone addiction scale scores do not differ according to age, gender and how long a smartphone has been used; communication skills are affected by gender.

Uçar (2019) examines the communication skills and assertiveness levels of Sivas Cumhuriyet University students. Results are obtained using various demographic variables. As a result of the study, when the communication skills of university students are examined in terms of gender, a significant difference is obtained in the behavioral subscale scores. There is a significant difference in mental subscale scores in the variables of father's profession, father education, mother's education, place of residence, school achievement. As a result, it is concluded that communication skills and the concept of assertiveness are interrelated.

İliş (2018) examines the relationship between social media addiction and communication skills of students studying at Marmara University Faculty of Education with different variables. These variables are age, gender, department, and class. Social Media Addiction Scale is used for social media addiction and Communication Skills Scale is used for communication skills. According to the results of the research, it is found out that the communication skills of university students are high and their social media level is medium. a negative significant relationship is detected between the two.

Communication skills of university students at Bayburt University are examined by using different variables by Dölek (2015). The variables are gender, class levels, field of study, general academic success, problem solving tools, perceived parental attitude, frequency of using technological tools, perceived socio-economic level, sports status, and dealing with the arts. As a result of the research, it is concluded that there is a positive significant relationship between the variables of general academic achievement, problem solving techniques, sports status, learning fields and communication skills.

In the study done by K ro lu (2006), the communication skills of the security personnel are examined. In the study, it is concluded that female police personnel have higher communication skills than men according to the gender variable.

In the study conducted by Y zge  (2020), the relationship between English teacher candidates' critical thinking attitudes and new media literacy levels is examined. This study is carried out on all pre-service English teachers from the 1st to the last year of Ba kent University and Ted University Faculty of Education. According to the findings of the study, there is a moderately positive and meaningful relationship between English teacher candidates' critical thinking dispositions and media literacy.

Vergili (2020) explores the factors affecting the new media literacy of teachers and students. It is checked whether there is a difference with the data taken from the demographic information form and the new media literacy scale. According to the results of the study, it is concluded that there is a significant difference in the new media literacy levels of teachers and students. This difference results in the favor of teachers. It is concluded that the new media literacy levels of male teachers are higher than female teachers.

Y rdem (2012) aims to examine the media literacy perceptions of students studying at  anakkale On Sekiz Mart University English education department. The main goal is to look at how students differ according to their grade level and gender. As a result of the study, although English teachers frequently use media in lessons, media literacy levels are relatively low, according to students' opinions.

Altun (2010) examines the association of media literacy with social studies curriculum and its teaching. The researcher uses a mixed method. As a result of the research, it is found out that the experimental groups are more successful than the control groups.

Kartal (2007) conducts research on media literacy education given to 10th-grade secondary school students to perceive the messages given in media tools. The research consists of 20 experimental groups and 20 control group students. Media literacy training is given to the experimental groups of the students, and then the media literacy

assessment form is applied to both the experimental group and the control group as a pre and post-test. As a result of the research, it is concluded that students who got media education have developed awareness of media content and at the same time have gained critical thinking and analyzing, and evaluating skills.

Ankaraligil (2009) conducts a research on media literacy and critical thinking in primary school 6th and 7th grade students. In this study, it is checked that there is no difference between students who take media literacy courses and those who do not. As a result of the research, it is seen that the critical thinking scores of the students differ significantly according to the variable of taking the media literacy course.



3. METHODOLOGY

3.1. Research Model

Since this study aims to find an answer to the question whether communication skills have an effect on university students' new media literacy skills, it is conducted on the basis of the screening model. The screening model is an approach model that intends to describe and describe the current or previous situation with the form it is in (Karasar, 2005). The participants in the study use demographic information form, communication skills assessment scale, and new media literacy scale. Necessary findings are obtained in line with this information.

3.2. The aim of the research

This research examines the relationship between communication skills and new media literacy. For this purpose, it aims to show the statistical differentiation of the participants according to their communication skills, media literacy levels and various demographic characteristics.

3.3. The Importance of Research

In our developing age, various media tools have appeared day by day and these media gadgets have affected people's communication ways. People now communicate using new media tools. Media tools, which cover an important part of our lives, shape how we people communicate. While people cannot communicate with the other person verbally, they reach the convenience of expressing the things they want to express more easily by using new media tools.

When used correctly, new media tools also provide benefits to human development, communication, and information transfer. The important thing is to reach the right information and pass it through our filters. Thanks to new media tools, we can learn many things without realizing it. The people we are in contact with can transfer this information in the future. When we use new media tools efficiently, it also contributes to human development. We can convey new information or various comments while communicating with the other person by adding our own ideas.

Ever since the concept of new media literacy entered our lives, people have begun to pre-filter the information they have gained. Access to information is easy, but the important thing is to access correct information. Thanks to the new media literacy, people have become able to criticize and interpret the opinions of the other person by using media tools. Continuous communication takes place through new media.

3.4. Assumptions

The assumptions of the research are as follows:

It is acknowledged that the participants answer the questions posed to them with the scales sincerely.

3.5. Limitations of the Study

This research;

- While collecting the data, studies are conducted over a single region and in a single university in Istanbul.
- The study is limited to the questions in the questionnaires.
- The study is limited to the answers given by university students.
- The study is limited to foundation university students.

3.6. Universe and Sample

In this study, the data are applied to 248 undergraduate students studying in the 1st, 2nd, 3rd, and 4th grades of a foundation university in Istanbul. In the study conducted with 248 people, there are 150 female students and 98 male students. The first-year student taking part in the study is 90 people, the number of second-year students is 51 people, the number of the third-year student is 28 people. Finally, the number of the fourth-year student is 79 people. Examining the faculties of the students, 113 people from the Faculty of Education, 16 from the Faculty of Science and Literature, 21 from the Faculty of Economics and Administrative Sciences, 26 from the Commercial Sciences Faculty, 4 from the Faculty of Communication, 61 from the Faculty of Engineering, 7 from the Faculty of Health Sciences.

3.7. Research Problem

The main problem of the study: Is there a statistically clear relationship between the "Communication Skills" and "New Media Literacy" skills of university students?

Research Sub-Problems:

1. What is the media literacy level of university students?
2. What are the communication skills of university students?
3. Is there a significant difference between communication skills according to university genders?
4. Is there a significant difference between new media literacy skills according to the gender of the university?
5. What are the social media usage habits of the students?
6. Is there a significant difference between the frequency of using social media tools according to students' communication skills?
7. Is there a relationship between the frequency of using social media tools according to the new media literacy scale of students?
8. Is there a significant difference between the social media tools that students choose according to their new media literacy?
9. Is there a significant difference between the social media tools students choose according to their new media literacy?
10. Is there a relationship between students' communication skills and their new media literacy level?

3.8. Data Collection Tools Used in the Study

Three distinct measurement tools are utilized to collect data within the scope of the research.

Demographic Information Form

Demographic Information Form is used to find out the demographic characteristics of university students within the scope of the research. This form used consists of age, gender, and class, department, and CGPA variables. There are 7 questions with "Yes" and "No" answers, and 3 questions with multiple answers. (Annex 1)

Scales of the Study

Communication Skills Assessment Scale

To assess the communication skills of the participants, the Communication Skills Evaluation Scale (Appendix 2) with 25 items developed by Korkut (1996) is used. The scale is made with a 5-point Likert type grading (1: never, 2: rarely, 3: sometimes, 4: often, 5: always). The lowest score to be obtained from the scale is 25 and the highest score is 125. The scale consists of 4 sub-dimensions. These are Communication Principles and Basic Skills (CPBS), Self-Expression (SE), Effective Rest and Non-Verbal Communication (ERNVC), and Willingness to Communicate (WC). The Cronbach alpha value calculated for internal consistency in the original study of the scale is: 0.88. Internal consistency coefficients of the sub-factors of the scale were determined as 0.79 for CPBS, 0.72 for SE, 0.64 for ERNVC, and 0.71 for WC (Owen & Bugay, 2014, p.58).

New Media Literacy Scale

In order to assess the new media literacy skills of the participants, Koç and Barut (2014) by Lin et al. (2013) 's (Lin, Li, Deng, & Lee, 2013), based on the new media literacy theoretical model, 35-item New Media Literacy Scale is used. The scale consists of 4 sub-dimensions. These are functional consumption (FC), critical consumption (CC), functional production (FP), critical production (CP). The scale is made with a 5-point Likert-type grading (1: I do not do it at all, 2: I do it at a low level, 3: I do it at a moderate level, 4: I do it well, 5: I do it very well). Internal consistency coefficients of the sub-factors of the scale are 0.85 for FC, 0.87 for CC, 0.89 for FP, and 0.92 for CP. The Cronbach alpha value calculated for internal consistency in the original study of the scale was 0.95 (Koç & Barut, 2016, p.841).

Process and Data Analysis Techniques

The necessary calculations are made using statistical techniques for the research. All data collected from the scales are encoded and channeled to the computer environment. Data are analyzed using the SPSS (Statistical Package for Social Science) program. It is determined that the data are not homogeneously distributed. "Mann-Whitney-U" test and the "Kruskal Wallis H" test are used.

4. RESULTS

4.1. Analysis of Demographic Variables

The table of demographic findings from the survey responses given by the participants is explained in Table 4.1.1.

Table 4.1. 1: The Frequency and Percentage Distribution of the Demographic Characteristics of the Students Participating in the Study

		<i>f</i>	%
Gender	Male	150	60,5
	Female	98	39,5
Age	18-20	81	32,7
	20-29	164	66,1
	30-39	3	1,2
Grade	1st Grade	90	36,3
	2nd Grade	51	20,6
	3rd Grade	28	11,3
	4th Grade	79	31,9
Faculty	Education	113	45,6
	Science and Literature	16	6,5
	Economics and Administrative Sciences	21	8,5
	Commercial Sciences	26	10,5
	Health Sciences	7	2,8
	Communication	4	1,6
	Engineering	61	24,6
CGPA	,00	109	44,0
	1,00-1,99	29	11,7
	2,00-2,99	80	32,3
	3,00-4,00	30	12,1
Total		248	100.0

The demographic characteristics of the students taking part in the study can be seen in Table 4.1.1. According to the table, 60.5% (150) of the students participating in the study are female and 39.5% (98) are male. 32.7% (81) of the students are in the 18-20 age range, 66.1% (164) in the 20-29 age range, and 1.2% (3) in the 30-39 age range. Looking at the grades they attend, 36.3% (90) of the students are first grade, 20.6% (51) are second grade, 11.3% (28) are third grade, and 31.9% (79) They state that they are 4th-grade students. 45.6% of students (113) Faculty of Education, 6.5% (16) Faculty of Arts and Sciences, 8.5% (21) Faculty of Economics and Administrative Sciences, 2.8% (7) Faculty of Health Sciences, 1.6% (4) of the Faculty of Communication, 24.6% (61) of them state that they study at the Faculty of Engineering. 11.7% (29) of the students taking part in the study have an average of 1.00-1.99, 32.3% (80) have an average of

2.00-2.99. While 12.1% (30) of students state that they have an average of 3.00-4.00, 44.0% (109) state that their average is less than 1.

4.2. Communication Skill Scale Reliability Analysis

The results of the findings together with the sub-dimensions of the Communication Skills Scale are explained in Table 2.

Table 4.2. 1: Cronbach's Alpha Reliability Coefficient Belonging to the Communication Skills Scale and Its Sub-Dimensions

	<i>Item Numbers</i>	<i>Number of Items</i>	<i>Reliability Coefficient</i>
Communication Principles and Basic Skills	1,3,6,13,15,16,21,23,24,25	9	.699
Expressing Yourself	2,5,17,20	4	.641
Active Listening and Non-Verbal Communication	10,11,12,18,19,22	6	.529
Willingness to Communicate	4,7,8,9,14	5	.653
Total		24	.833

Cronbach Alpha reliability coefficients of the communication skills scale and its sub-dimensions are given in Table 4.2.1 Cronbach Alpha reliability coefficient for the total of the scale is .833. When the sub-dimensions are checked, it is seen that the highest reliability coefficient is in the "Communication Principles and Basic Skills" sub-dimension (.699), the lowest reliability coefficient is in the "Active Listening and Non-Verbal Communication" sub-dimension (.529). As a conclusion of the scale, we can say that the communication skills scale has high reliability.

4.3. New Media Literacy Scale Reliability Analysis

The results of the findings with the sub-dimensions of the New Media Literacy Scale are explained in Table 4.3.1.

Table 4.3. 1: Cronbach's Alpha Reliability Coefficient of New Media Literacy Scale and Its Sub-Dimensions

	<i>Item Numbers</i>	<i>Number of Items</i>	<i>Reliability Coefficient</i>
Functional Consumption	1,2,3,4,5,6,7	7	.842
Critical Consumption	8,9,10,11,12,13,14,15,16,17,18	11	.868
Functional Production	19,20,21,22,23,24,25	7	.815
Critical Production	26,27,28,29,30,31,32,33,34,35	9	.875
Total		34	.933

Cronbach Alpha reliability coefficients of the communication skills scale and its sub-dimensions are given in Table 4.3.1 Cronbach Alpha reliability coefficient for the total of the scale is .933. When the sub-dimensions are examined, it is seen that the highest reliability coefficient is in the "Critical Production" sub-dimension (.875) and the lowest reliability coefficient is in the "Functional Production" sub-dimension (.815). As a result of the analysis, we can say that the new media literacy scale has high reliability.

Q1: What are the new media literacy levels of university students?

The findings of the total and sub-dimensions of the new media literacy scale of the students participating in the study are explained in the Table 4.3.2.

Table 4.3. 2: Minimum, Maximum, Average and Standard Deviation Values Obtained from New Media Literacy Scale and Its Sub-Dimensions

	Min	Max	Mean	SD
Functional Consumption	16,00	35,00	29,38	4,14
Critical Consumption	31,00	55,00	47,05	5,69
Functional Production	15,00	35,00	29,64	4,26
Critical Production	12,00	45,00	35,68	6,74
Total	96,00	170,00	141,76	16,97

Table 4.3.2 shows the descriptive statistics of the new media literacy scale and its sub-dimensions of the students participating in the study. As a result of the analysis, it is seen that the total score average of the scale (141.76, 16.197) is at a medium level. When the sub-dimensions are examined, it is seen that the highest average is in the

"Critical Consumption" sub-dimension (47.05, 5.69) and the lowest average is in the "Functional Consumption" sub-dimension (29.38, 4.14).

Q2: What are the communication skills levels of university students?

The findings of the total and sub-dimensions of the communication skills scale of the students participating in the study are explained in Table 4.3.3.

Table 4.3. 3: Minimum, Maximum, Average and Standard Deviation Values Obtained From Communication Skills Scale and Its Sub-Dimensions

	Min	Max	Mean	SD
Communication Principles and Basic Skills	24,00	45,00	36,60	4,20
Expressing Yourself	9,00	20,00	16,44	2,29
Active Listening and Non-Verbal Communication	16,00	60,00	24,54	3,79
Willingness to Communicate	11,00	25,00	19,48	2,97
Total	65,00	150,00	97,07	10,36

Descriptive statistics of the communication skills scale and sub-dimensions of the students participating in the study are shown in Table 4.3.3 As a result of the analysis, it is seen that the total score average of the scale (97.07, 10.36) is at a medium level. When the sub-dimensions are examined, it is seen that the highest average is in the "Principles of Communication and Basic Skills" sub-dimension (36.60, 4.20) and the lowest average is in the "Self-Expression" sub-dimension (16.44, 2.29).

Mann Whitney U test is used because the data isn't not homogeneously distributed.

Table 3. Test Of Normality for Communication Skills Scale

	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
	df	Sig.	Statistic	df	Sig.
Communication_					
total	248	,013	,969	248	,000
CPBS	248	,000	,864	248	,000
SE	248	,000	,960	248	,000
ERNVC	248	,000	,804	248	,000
WC	248	,000	,975	248	,000

Sig <0.05.

Table 4. The Test Of Normality For The New Media Literacy Scale

	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
	df	Sig.	Statistic	df	Sig.
Media_ total	248	,012	,978	248	,000
FC	248	,000	,930	248	,000
CC	248	,000	,956	248	,000
FP	248	,000	,950	248	,000
CP	248	,000	,938	248	,000

Sig<0.05

Q3: Is there a significant difference between university students' gender and communication skills?

The "Mann-Whitney-U" test is used to compare whether there is a difference between the two groups given to determine the difference in communication skills and the gender of the participants.

Table 4.3. 4: Results of the Mann-Whitney-U Test Regarding the Difference Between the Total Scores of the Communication Skills Scale and its Sub-Dimensions According to the Gender of the Students Participating in the Study

	Gende r	N	Mean Rank	Sum of Ranks	U	p
CPBS		150	131,32		6327,5	,033*
	Female			19697,50		
	Male	98	114,07	11178,50		
SE		150	122,06	18308,50	6983,5	,503
	Female					
	Male	98	128,24	12567,50		
ERNVC		150	129,94	19490,50	6534,5	,138
	Female					
	Male	98	116,18	11385,50		
WC		150	131,22	19683,50	6341,5	,066
	Female					
	Male	98	114,21	11192,50		
TOTAL		150	131,63	19744,00	6281,0	,053
	Female					
	Male	98	113,59	11132,00		

Since the data is not homogeneously distributed, Mann Whitney-U test is benefitted. The results of the test are seen. In Table 4.3.4, the total scores of the sub-dimensions of the Communication Skills Scale are tried to determine the differentiation status according to the gender of the students participating in the study. In the sub-dimensions, only Communication Principles and Basic Skills ($U = 6327,5$, $p < .05$), a significant difference is found according to the gender of the students. This significant difference is found to be in favor of female students (Mean Rank = $131.32 > 114.07$). In the "Self-Expression" sub-dimension ($U = 6983.5$, $p > .05$), "Active Listening and Non-Verbal Communication" ($U = 6534.5$, $p > .05$) and "Willingness to Communicate" sub-

dimension ($U = 6983.5, p > .05$) = $6341.5, p > .05$). As a result, no significant difference is found according to the gender of the students.

Q4: Is there a significant difference between the gender of university students and their new media literacy?

The "Mann-Whitney-U" test is used to compare whether there is a difference between the two groups given in order to reveal the potential difference in terms of the gender of the participants with New Media Literacy.

Table 4.3. 5: Mann-Whitney-U Test Results Regarding the Difference Between the Mean Scores of the New Media Literacy Scale and its Sub-Dimensions According to the Gender of the Students Participating in the Study

	Gender	N	Mean Rank	Sum of Ranks	U	p
FC	Female	150	121,18	18177,00	6852,0	,365
	Male	98	129,58	12699,00		
CC	Female	150	127,98	19197,50	6827,5	,343
	Male	98	119,17	11678,50		
FP	Female	150	128,14	19220,50	6804,5	,321
	Male	98	118,93	11655,50		
CP	Female	150	124,64	18695,50	7328,5	,969
	Male	98	124,28	12179,50		
TOTAL	Female	150	125,58	18836,50	7188,5	,770
	Male	98	122,85	12039,50		

Table 4.3.5 shows the scores of the sub-dimensions of the New Media Literacy Scale and the results of the Mann-Whitney-U test to determine the differentiation status according to the gender of the students participating in the study. In the sub-dimensions FC($U = 6852,0, p > .05$), no significant difference is found according to the gender of the students. In the "CC" sub-dimension ($U = 6827.5, p > .05$), "FP" ($U = 6804.5, p >$

.05) and "CP" sub-dimension ($U = 7328.5$, $p > .05$), on the other hand, no significant difference is found according to the gender of the students.

Q5: What are the social media usage habits of university students?

The frequency findings of the answers obtained from the participants to the Social Media questions are explained in the table below.

Table 4.3. 6: Frequency and Percentage Distribution of the Social Media Habits of the Students Participating in the Study

		<i>f</i>	%
Social Media Account Usage	Yes	236	95,2
	No	12	4,8
Use of Fake Accounts	Yes	76	30,6
	No	172	69,4
Cyber Bullying	Yes	55	22,2
	No	193	77,8
Contacting a Celebrity	Yes	94	37,9
	No	154	62,1
Thinking about being an influencer	Yes	82	33,1
	No	166	66,9
Doing shopping affected by influencers	Yes	96	38,7
	No	152	61,3
Total		248	100.0

The social characteristics of the students volunteering in the study can be seen in Table 4.3.6. According to the table, 95.2% (236) of the students taking part in the study answer Yes to the question of using social media accounts, while 4.8% (12) answer no. While 30.6% (76) of them answer yes to the question of using fake accounts, 69.4% (172) of them answer no. While 22.2% (55) of them answer yes to the question "cyberbullying", 77.8% (193) of them answer no. While 37.9% (94) of the students answer yes to the question of whether they have contacted a famous person, 62.1% (154) answer no. To the question of thinking of being an influencer, 33.1% (82) of the students answer yes, while 66.9% (166) answer no. 38.7% (96) of the students answer yes to the question of the relationship between shopping influencers, while 61.3% (152) answer no.

Q6: Is there a significant difference between the frequency of using social media tools according to the communication skills of the university students?

When it comes to communication skills, the "Kruskal Wallis H" test statistics test, which compares the meaning of the numerical data of six different groups, is used to examine the difference between the answers given by the participants in terms of frequency of their social media use.

Table 4.3. 7:Kruskal Wallis H Test Results Regarding the Difference Between the Total Scores of the Communication Skills Scale and its Sub-Dimensions According to the Frequency of Use of Social Media Tools of the Students Participating in the Study

	Average Time	N	Average Rank	df	χ^2	p
CPBS	(1) 6 hours or more	43	148,20	5	7,089	,214
	(2) 5 hours	59	124,58			
	(3) 4 hours	49	123,60			
	(4) 3 hours	46	109,54			
	(5) 2 hours	31	119,89			
	(6) 1 hour	20	117,05			
SE	(1) 6 hours or more	43	120,86	5	1,149	,950
	(2) 5 hours	59	129,35			
	(3) 4 hours	49	123,94			
	(4) 3 hours	46	123,76			
	(5) 2 hours	31	116,31			
	(6) 1 hour	20	133,80			
ERNVC	(1) 6 hours or more	43	129,40	5	1,544	,908
	(2) 5 hours	59	123,43			
	(3) 4 hours	49	124,49			
	(4) 3 hours	46	114,34			
	(5) 2 hours	31	131,08			
	(6) 1 hour	20	130,33			
WC	(1) 6 hours or more	43	130,09	5	2,083	,838
	(2) 5 hours	59	124,47			
	(3) 4 hours	49	112,81			
	(4) 3 hours	46	125,34			
	(5) 2 hours	31	133,50			
	(6) 1 hour	20	125,35			
TOTAL	(1) 6 hours or more	43	136,50	5	2,374	,795
	(2) 5 hours	59	124,67			
	(3) 4 hours	49	119,08			
	(4) 3 hours	46	115,16			
	(5) 2 hours	31	127,92			
	(6) 1 hour	20	127,65			

The results of the Kruskal Wallis H test, which is conducted to determine the differentiation status of the communication skills scale and its sub-dimensions according to the social media usage time of the students taking part in the study, are

seen in Table 4.3.7. According to the table, in the total score of the communication skills scale ($X^2 = 2,374$, $sd = 5$, $p > .05$), the “CPBS” sub-dimension ($X^2 = 7,089$, $sd = 5$, $p > .05$), the “SE” sub-dimension in the dimension ($X^2 = 1,149$, $sd = 5$, $p > .05$), the “ERNVC” sub-dimension ($X^2 = 1,544$, $sd = 5$, $p > .05$) and the “WC” sub-dimension ($X^2 = 2,083$, $sd = 5$, $p > .05$) it can be determined that there is no meaningful difference according to the students' time of using the devices.

Q7: Is there a significant difference between the frequency of using social media tools according to media literacy of students?

In terms of New Media Literacy, the "Kruskal Wallis H" test statistics test, which compares the meaning of the numerical data of six different groups, is used to examine the difference between the answers given by the participants according to the frequency of social media use.

Table 4.3. 8:Kruskal Wallis H Test Results Regarding the Difference Between the Total Scores of the New Media Literacy Scale and its Sub-Dimensions According to the Frequency of Use of Social Media Tools of the Students Participating in the Study

	Average Time	N	Average Rank	df	X ²	p
FC	(1) 6 hours or more	43	121,60	5	4,783	,443
	(2) 5 hours	59	111,56			
	(3) 4 hours	49	132,98			
	(4) 3 hours	46	128,53			
	(5) 2 hours	31	119,89			
	(6) 1 hour	20	146,00			
CC	(1) 6 hours or more	43	133,50	5	6,613	,251
	(2) 5 hours	59	109,83			
	(3) 4 hours	49	130,81			
	(4) 3 hours	46	129,10			
	(5) 2 hours	31	110,02			
	(6) 1 hour	20	144,85			
FP	(1) 6 hours or more	43	122,02	5	1,220	,943
	(2) 5 hours	59	126,81			
	(3) 4 hours	49	126,19			
	(4) 3 hours	46	119,01			
	(5) 2 hours	31	120,37			
	(6) 1 hour	20	137,90			
CP	(1) 6 hours or more	43	121,08	5	2,868	,720
	(2) 5 hours	59	118,59			
	(3) 4 hours	49	130,17			
	(4) 3 hours	46	126,80			
	(5) 2 hours	31	115,42			
	(6) 1 hour	20	144,15			
TOTAL	(1) 6 hours or more	43	126,03	5	3,881	,567

(2) 5 hours	59	116,70
(3) 4 hours	49	129,44
(4) 3 hours	46	126,15
(5) 2 hours	31	112,29
(6) 1 hour	20	147,23

Table 4.3.8 demonstrates the results of the Kruskal Wallis H test, which is carried out to determine the differentiation status of the total scores of the new media literacy scale and its sub-dimensions according to the time of social media use of the students participating in the study. According to the table, in the total score of the communication skills scale is ($X^2 = 3,881$, $sd = 5$, $p > .05$), in the “FC” sub-dimension ($X^2 = 4,783$, $sd = 5$, $p > .05$), “CC” sub-dimension in the dimension ($X^2 = 6,613$, $sd = 5$, $p > .05$), the “FP” sub-dimension ($X^2 = 1,220$, $sd = 5$, $p > .05$) and the “CP” sub-dimension ($X^2 = 2,868$, $sd = 5$, $p > .05$). Thus, it can be determined that there is no significant difference according to the time of using the devices of the students.

Q8: Is there a significant difference between the social media tools students choose according to media literacy?

In terms of New Media Literacy, the "Kruskal Wallis H" test statistics test, which compares whether the numerical data of five different groups are meaningful or not, is used to examine the difference among the answers conveyed by the participants according to the social media tools they choose.

Table 4.3. 9: Results of the Kruskal Wallis H Test Regarding the Difference Between the Total Scores of the New Media Literacy Scale and its Sub-Dimensions According to the Social Media Tools Chosen by the Students Participating in the Study

	Social Media Tools	N	Average Rank	df	X ²	p
FC	(1) Instagram	66	127,83	4	5,375	,251
	(2) Twitter	50	115,12			
	(3) Facebook	38	121,07			
	(4) Linked-in	33	108,55			
	(5) Other	61	139,35			
CC	(1) Instagram	66	127,71	4	4,028	,402
	(2) Twitter	50	116,36			
	(3) Facebook	38	116,01			
	(4) Linked-in	33	115,26			
	(5) Other	61	137,98			
FP	(1) Instagram	66	135,91	4	5,406	,248

	(2) Twitter	50	116,20			
	(3) Facebook	38	109,64			
	(4) Linked-in	33	115,52			
	(5) Other	61	133,07			
CP	(1) Instagram	66	125,66			
	(2) Twitter	50	121,18	4	,876	,928
	(3) Facebook	38	120,84			
	(4) Linked-in	33	119,55			
	(5) Other	61	130,93			
TOTAL	(1) Instagram	66	129,00			
	(2) Twitter	50	117,59	4	4,993	,288
	(3) Facebook	38	116,96			
	(4) Linked-in	33	108,94			
	(5) Other	61	138,41			

Table 4.3.9 reveals the results of the Kruskal Wallis H test, which is implemented to show the differentiation status of the new media literacy scale and its sub-dimensions according to the social media tools of the students taking part in the study. According to the table, in the total score of the communication skills scale is ($X^2 = 4,993$, $sd = 4$, $p > .05$), in the “FC” sub-dimension ($X^2 = 5,375$, $sd = 4$, $p > .05$), the “CC” sub-dimension in the dimension ($X^2 = 4,028$, $sd = 4$, $p > .05$), the “FP” sub-dimension ($X^2 = 5,406$, $sd = 4$, $p > .05$) and the “CP” sub-dimension ($X^2 = 876$, $sd = 4$, $p > .05$). Therefore, it can be determined that there is no significant difference according to the time of using the devices of the students.

Q9: Is there a significant difference between the social media tools students choose according to their communication skills?

In terms of communication skills, the "Kruskal Wallis H" test statistics test, which compares whether the numerical data of five different groups are meaningful or not, is used to examine the difference between the answers of the participants according to the social media tools they choose.

Table 4.3. 10:Kruskal Wallis H Test Results Regarding the Difference Between the Total Scores of the Communication Skills Scale and its Sub-Dimensions According to the Social Media Tools Chosen by the Students Participating in the Study

	Social Media Tools	N	Average Rank	df	X^2	p
CPBS	(1) Instagram	66	127,14	4	1,945	,746

	(2) Twitter	50	116,01			
	(3) Facebook	38	121,93			
	(4) Linked-in	33	137,44			
	(5) Other	61	123,20			
SE	(1) Instagram	66	177,79			
	(2) Twitter	50	131,18	4	1,503	,826
	(3) Facebook	38	124,89			
	(4) Linked-in	33	118,79			
	(5) Other	61	129,13			
ERNVC	(1) Instagram	66	135,50			
	(2) Twitter	50	113,01	4	4,385	,356
	(3) Facebook	38	130,91			
	(4) Linked-in	33	110,85			
	(5) Other	61	125,41			
WC	(1) Instagram	66	123,16			
	(2) Twitter	50	112,35	4	2,902	,574
	(3) Facebook	38	133,01			
	(4) Linked-in	33	136,20			
	(5) Other	61	124,28			
TOTAL	(1) Instagram	66	125,90			
	(2) Twitter	50	114,15	4	1,431	,839
	(3) Facebook	38	130,62			
	(4) Linked-in	33	127,55			
	(5) Other	61	126,01			

Table 4.3.10 displays the results of the Kruskal Wallis H test, which is run to determine the differentiation status of the students taking part in the study in terms of the total scores of the communication skills scale and its sub-dimensions, according to the social media tools. According to the table, in the total score of the communication skills scale ($X^2 = 1,431$, $sd = 4$, $p > .05$), the “CPBS” sub-dimension ($X^2 = 1,945$, $sd = 4$, $p > .05$), the “SE” sub-dimension in the dimension ($X^2 = 1,503$, $sd = 4$, $p > .05$), the “ERNVC” sub-dimension ($X^2 = 4,385$, $sd = 4$, $p > .05$) and the “WC” sub-dimension ($X^2 = 2.902$, $sd = 4$, $p > .05$). In this way, it is determined that there is no significant difference according to the time of using the devices of the students.

Q10: Is there a significant difference between university students' communication skills and their new media literacy skills?

Table 4.3. 11: Spearman Rank Correlation Test Results Regarding the Relationship Between Scales Used in the Study

Communication Skills Scale Sub-Dimensions					New Media Literacy Scale Sub-Dimensions					New Media Literacy Scale Total (10)
	Communication Skills and Basic Principles (1)	(2) Self-expression	(3) Active Listening and Non-Verbal Communication	(4) Willingness to Communicate	(5) Communication Skills Scale Total	(6) Functional Consumption	(7) Critical Consumption	(8) Functional Production	(9) Critical Production	
(1) Communication Skills and Basic Principles	1									
(2) Self-expression	,431 *	1								
(3) Active Listening and Non-Verbal Communication	,546 *	,463 *	1							
(4) Willingness to Communicate	,505 *	,519 *	,542 *	1						
(5) Communication Skills Scale Total	,829 *	,684 *	,802 *	,798 *	1					
(6) Functional Consumption	,305 *	,297 *	,275 *	,243 *	,330 *	1				
(7) Critical Consumption	,443 *	,337 *	,400 *	,297 *	,465 *	,675 *	1			
(8) Functional Production	,267 *	,203 *	,240 *	,167 *	,280 *	,494 *	,582 *	1		

(9) Critical Production	,320*	,239 *	,240 *	,227*	,338*	,416*	,570*	,700*	1
(10) New Media Literacy Scale Total	,400*	,313	,336 *	,279*	,422*	,730*	,845*	,831*	,847* 1

When Table 4.3.11 is examined, Spearman Rank correlation analysis is run to determine the relationship between the communication skills scale and its sub-dimensions and the new media literacy scale and its sub-dimensions. When looking at the analysis result, a positive moderate and significant relationship is found between the total score of the communication skills scale and the total score of the new media literacy scale [$r(248) = .422$; $p < .05$]. In other words, we can say that as the communication skills of students increase, their new media literacy levels also increase. Considering the relationship between the sub-dimensions of the communication skills scale and the sub-dimensions of the new media literacy scale, it is found that there are generally highly significant relationships. The highest correlation is between the "Communication Principles Basic Skills" sub-dimension and the "ET" sub-dimension [$r(248) = .443$; $p < .05$], the lowest relationship is between the "KIE" sub-dimension and the "FU" sub-dimension [$r(248) = .203$; $p < .05$] is observed.

5. DISCUSSION

5.1. CONCLUSION

Communication skills have a key position in people's lives. Communication Skills also greatly affect people's media literacy levels.

Correlation analysis was implemented to test the existence or direction of a statistically significant relationship between the participants' communication skills and their new media literacy levels. As a result of the analysis, there is a positive moderate-to-severe relationship between Communication Skills and new media literacy skills. In other words, it can be concluded that as the communication skills of the students develop, the new media literacy levels will also increase. This conclusion is similar to the findings of Çakmak and Müezzini (2018) (Çakmak & Müezzini, 2018). It was concluded that the highest relationship was between the Communication Principles Basic Skills sub-dimension of the Communication Skills Scale and the Critical Consumption sub-dimension of the New Media Literacy Scale. The fact that an individual has the basic skills of communication is the result of not receiving information directly in social media environments, but evaluating, researching, and absorbing it in that way. These individuals are expected to reach the accuracy of the information after analyzing and evaluating different thoughts.

When examined in terms of gender variable in the study, it is seen that there is a meaningful difference between male and female participants in the communication skills scale. This difference is observed in the female participants in the Basic Communication Skills (ITB) sub-dimension. It shows that women can communicate better than men. It is seen that similar results have occurred in similar studies. In the study conducted by Ocak and Erşen (2015), it is concluded that women's communication skills are higher (Ocak & Erşen, 2015). In another study, a significant difference is found between gender and communication skills and it is concluded that this difference is in favor of female students (Özerbaş, Bulut, & Usta, 2007). Türker and Özeltin Türker (2018) conclude in their study that men have more communication skills than women. He also finds that they are more successful in terms of willingness to communicate and basic communication skills. Ceylan and Atalar (2018) reveal a significant difference in communication skills in terms of gender in their study. When

the new media literacy scale is examined in terms of gender, it is certain that there is no meaningful difference between male and female participants. In another study, unlike this study, when the media literacy perceptions are compared with the gender variable, it is in favor of female participants (Türker & Türker, 2018).

It is concluded that most of the students taking part in the study use social media accounts. While no is narrowed to the question of fake social use of 172 of the participants, 76 of them answered yes. This shows that most of them are in contact using their own accounts.

When the frequency of use of social media tools is examined according to the sub-dimensions of the communication skills scale, it can be concluded that there is no meaningful difference. The same result is observed when looking at the sub-dimensions of the new media literacy scale. In a study, people can spend an average of 7 hours and 57 minutes on social media (Nurluoğlu, 2021). People waste most of their time using social media tools. When using social media, individuals are expected to be not only consumers but also producers. Media consumption is expected to be positively associated with media production (Barut, 2015).

In the analysis made according to the selected media tools, no meaningful difference is found between the new media literacy scale of university students and the social media tools they choose. Likewise, it is concluded that there is no significant relationship between the communication skills scale and the media tool selected. When the frequency of using social media tools in 2021 is checked, Youtube is 94.5% and has 50.60 million followers. Telegram 89.5%, Whatsapp 87.5%, Facebook 79.0%, Twitter 72.5%, LinkedIn 37.5% with 9.80 million followers (Nurluoğlu, 2021).

5.2. DISCUSSION

The aim of this study is to study on the relationship between university students' communication skills and their new media literacy skills. Significant relationships are found in some of the data obtained in the study.

Communication and media are developing in an integrated way. Two issues affect each other. In my study, it is concluded that communication skills positively affect new media literacy. In other words, when communication skills increase, the new media literacy level will also increase. A high level of communication skills means that students will express themselves better in their future lives. With communication skills,

people will also improve their self-expression by using media tools correctly. The intelligibility of some expressions on the communication skills scale is not clear. There is confusion when students read some sentences. For these reasons, expressions can be reviewed and renewed. Updating the scales according to today's conditions will help us obtain clearer results.

The coronavirus, which is the biggest problem of our age, has managed to affect everything in all of humanity. It can be said that this epidemic affects people's communication skills positively and negatively. Using new media has increased with this epidemic. People have adapted too much to social media tools to protect themselves from this disease. But the important thing is that people make better use of this new media literacy. Searching is the most important factor to reach the right information. In the coronavirus epidemic, most of the people communicated with each other by sharing on social media. Thanks to social media, people can overcome this process more easily. They learn the information more easily with new media tools. This also affects people's communication. Critical consumption skills must be developed in order for people to clarify the accuracy of information. In a study, the reason people use new media tools is the need to follow the agenda. (Çerçi, Canöz, & Canöz, 2020). Therefore it can support our explanations.

The development of technology now pushes people to media tools too much. A concept called digital communication has been integrated into our lives with technology. It is the type of communication that people make through digital tools. People are trying to adapt to the digital communication environment by using new media tools. Thanks to the developing digital communication, it has enabled us to produce information as much as we consume it (İspir, et al., 2013).

5.3. SUGGESTIONS

It has been determined that women have higher communication skills than men, and it is believed that dealing with future communication skills studies in terms of gender differences will produce more meaningful results. Significant differences were found for the gender factor, which is important for all prospective communication skills studies and the development of new media literacy skills. It can be thought that this may constitute another literature that can be mentioned in future studies on new media tools and the relationship between new media tools and the relationship between gender and new media tools.

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Appendix A

Table 5 Demographic Information Form

Demographic Information Form

Age:	☐ 18-20	☐ 20-29	☐ 30-39	☐ 40-49	☐ 50-59
Gender:	☐ Female	☐ Male			
Faculty:	Class:				
CGPA: _____/4.00					
Do you use a Social Media account?	☐ No				☐ Yes
Have you opened a fake (fake) account through social media tools and contacted someone?	☐ No				☐ Yes
Have you been cyberbullied through social media tools?	☐ No				☐ Yes
Have you contacted a phenomenon (celebrity) through social media tools?	☐ No				☐ Yes
Have you thought about becoming an influencer?	☐ No				☐ Yes
Have you shopped online through influencers?	☐ No				☐ Yes
Do you use e-book (Kindle) to read books?	☐ No				☐ Yes
How often do you use your social media tools?	☐ 6 or more per day ☐ 5 a day ☐ 4 a day ☐ 3 a day ☐ 2 a day ☐ 1 a day				
Which social media tools do you prefer to communicate with?	☐ Instagram ☐ Linked-in ☐ Facebook ☐ Twitter				
When reading books, do you prefer e-books or print books?	☐ E-book ☐ Book				

Appendix B

Table 6. Communication Skills Survey

Communication Skills Survey

<i>Explanation: According to your frequency of performing the following statements about Communication Skills; We ask you to tick "Never 1, Rarely 2, Sometimes 3, Often 4, Always 5".</i>		Never	Rarely	Sometimes	Often	Always
1.	I accept people as they are.	①	②	③	④	⑤
2.	I can express my thoughts clearly when I want.	①	②	③	④	⑤
3.	I listen to others without prejudice.	①	②	③	④	⑤
4.	I can convey my feelings about the events I have experienced to others with my words and body language.	①	②	③	④	⑤
5.	When there is a detail that I do not understand while listening to the other person, I ask questions to clarify the subject.	①	②	③	④	⑤
6.	I speak in a calm tone when communicating with someone.	①	②	③	④	⑤
7.	I am very interested in people.	①	②	③	④	⑤
8.	I can easily initiate conversations with other people.	①	②	③	④	⑤
9.	I take the time to listen to what the people I'm in contact with have to say.	①	②	③	④	⑤
10.	While speaking, I pay attention to the correspondence of my body language with what I say.	①	②	③	④	⑤
11.	When listening to someone, I try to understand what they mean rather than how to respond.	①	②	③	④	⑤
12.	When listening to conversations, I pay attention to the harmony of facial expression or body posture with the content.	①	②	③	④	⑤
13.	I wouldn't force someone who doesn't want to talk to me about anything.	①	②	③	④	⑤
14.	I sincerely compliment others.	①	②	③	④	⑤
15.	When others are speaking, I wait for them to finish before responding.	①	②	③	④	⑤
16.	When talking to someone, I take care not to be close enough to disturb them.	①	②	③	④	⑤
17.	I can freely express my feelings.	①	②	③	④	⑤
18.	When listening to someone, I can understand the underlying emotions of what is being said.	①	②	③	④	⑤
19.	Even if we are not face to face, I can understand the emotion of the person I am talking to from the tone of his voice.	①	②	③	④	⑤
20.	I can express my thoughts verbally.	①	②	③	④	⑤
21.	When talking to someone, I check to see if I understand them correctly before answering them.	①	②	③	④	⑤
22.	I keep in mind that the words chosen while writing are also important.	①	②	③	④	⑤
23.	When listening to the other person, I express my understanding in an appropriate language.	①	②	③	④	⑤

24.	Before I make a suggestion to someone, I pay attention to whether he or she wants me to give it.	①	②	③	④	⑤
25.	If it will be useful for the other person, I will share my similar experiences with him/her.	①	②	③	④	⑤

Appendix C

Table 7. New Media Literacy Survey

New Media Literacy Survey

<i>Explanation: According to your frequency of performing the following statements about new media literacy; We kindly ask you to mark “Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4, Strongly Agree 5”.</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
	I know how to use searching tools to get information needed in the media.	①	②	③	④	⑤
	I am good at catching up with the changes in the media.	①	②	③	④	⑤
	It is easy for me to make use of various media environments to reach information.	①	②	③	④	⑤
	I realize explicit and implicit media messages.	①	②	③	④	⑤
	I notice media contents containing mobbing and violence.	①	②	③	④	⑤
	I understand political, economical and social dimensions of media contents.	①	②	③	④	⑤
	I perceive different opinions and thoughts in the media.	①	②	③	④	⑤
	I can distinguish different functions of media (communication, entertainment, etc.).	①	②	③	④	⑤
	I am able to determine whether or not media contents have commercial messages.	①	②	③	④	⑤
	I manage to classify media messages based on their producers, types, purposes and so on.	①	②	③	④	⑤
	I can compare news and information across different media environments.	①	②	③	④	⑤
	I can combine media messages with my own opinions.	①	②	③	④	⑤
	I consider media rating symbols to choose which media contents to use.	①	②	③	④	⑤
	It is easy for me to make decision about the accuracy of media messages.	①	②	③	④	⑤
	I am able to analyze positive and negative effects of media contents on individuals.	①	②	③	④	⑤
	I can evaluate media in terms of legal and ethical rules (copyright, human rights, etc.).	①	②	③	④	⑤
	I can assess media in terms of credibility, reliability, objectivity and currency.	①	②	③	④	⑤
	I manage to fend myself from the risks and consequences caused by media contents.	①	②	③	④	⑤
	It is easy for me to create user accounts and profiles in media environments.	①	②	③	④	⑤

	I can use hardware necessary for developing media contents (text, image, video, etc.).	①	②	③	④	⑤
	I am able to use software necessary for developing media contents (text, image, video, etc.).	①	②	③	④	⑤
	I can use basic operating tools (button, hyperlinks, file transfer etc) in the media.	①	②	③	④	⑤
	I am good at sharing digital media contents and messages on the Internet.	①	②	③	④	⑤
	I can make contribution or comments to media contents shared by others.	①	②	③	④	⑤
	I am able to rate or review media contents based on my personal interests and liking.	①	②	③	④	⑤
	I manage to influence others' opinions by participating to social media environments.	①	②	③	④	⑤
	I can make contribution to media by reviewing current matters from different perspectives (social, economical, ideological etc.).	①	②	③	④	⑤
	I am able to collaborate and interact with diverse media users towards a common purpose.	①	②	③	④	⑤
	It is easy for me to construct online identity consistent with real personal characteristics.	①	②	③	④	⑤
	I can make discussions and comments to inform or direct people in the media.	①	②	③	④	⑤
	I am skilled at designing media contents that reflect critical thinking of certain matters.	①	②	③	④	⑤
	I am good at producing opposite or alternative media contents.	①	②	③	④	⑤
	I produce media contents respectful to people's different ideas and private lives.	①	②	③	④	⑤
	It is important for me to create media contents that comply with legal and ethical rules.	①	②	③	④	⑤
	I am able to develop original visual and textual media contents (video clips, web page, etc.)	①	②	③	④	⑤