



On the way of improving the media literacy: the case of faculty of education students

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Abstract

In this globalized environment, teachers of the future must be able to understand and correctly evaluate messages from various sources of media. In this context, the study intends to improve prospective teachers' media literacy knowledge, attitudes, and skills, as well as raise their awareness of media literacy. The data were collected through applications submitted to the European Union (EU) Project at a public university during the academic year of 2021-2022. In the study, the action research methodology was utilized. The research group comprises of 160 aspiring teachers from six different departments within the faculty of education. Prospective teachers were provided with a training during the research. The data were collected using media literacy level determination scale, student activity sheets, researcher observations, and individual interviews. Quantitative data were analyzed via the statistical analysis Anova method. The content analysis method was used to study the qualitative data. There is a difference between pre-service teachers' initial levels and their levels towards the end of their course, according to the findings of the study. Prospective teachers have gained awareness about media literacy. They've learned about the subjects and abilities that make up media literacy's content. It has been determined that by researching the media, students will utilize it more cautiously, begin to criticize it, and become more conscious of the media's individual and social implications.

Keywords: : Education, media literacy, prospective teachers, action research

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1. Introduction

Media literacy is the ability to access various formats (television, video, cinema, internet, advertising) both written and non-written; analyze how messages are formed (analysis), evaluate hidden and open messages according to ethical and moral principles, create (create) your own message using psychics and transmit them (Aufderheide, 1993; Livingstone, 2004; Kellner & Share, 2005; Gomez & Gomez, 2007; Christenbury, 2009). According to some experts, media literacy, it is the ability to conduct active questioning and think critically about the messages produced by the media (Hobbs & Jensen, 2009; Scheibe, & Rogow, 2012). It's seen that the common point in the definitions is the ability to critically analyze and evaluate messages from the media, to create their media

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product, message using different tools. UNESCO, on the other hand, uses MIL, that is, media and information literacy, as an umbrella concept. UNESCO unites information and media on issues such as the need for information, access, evaluation, ethical use of Information Technologies (Tornerio & Tayie, 2012: 14; Koltay, 2011). Although media literacy skills include access to messages using technology, accessing these resources alone is not enough. In this digital age where information is increasing rapidly, it is necessary to critically evaluate the content presented to understand the resources reached (Bawden, 2000: 220; Considine, 2002; European Commission, 2007; Scull & Kupersmidt, 2012: 199). The aim of media literacy is not only to gain skills and abilities for the cognitive elimination of the negative effects of media. It is the protection of living spaces determined by the media (Alver, 2006: 23). At its most basic, media literacy is active questioning and critical thinking about the messages we receive and create (Hobbs & Jensen, 2009; Koltay, 2011; Bulger & Davison, 2018:3). According to Potter, media literacy consists of a combination of 4 areas. These are:

1. Information based on cognitive development: information based on real events
2. Emotional information: love, hate, happiness.
3. Aesthetic-based information: Information about how to create aesthetic messages and information that appeals to the eye and ear,
4. Moral knowledge: it contains information about our traditions and customs (Potter, 2019).

On the other hand, media literacy experts who have made serious progress in the last three decades have identified some basic principles related to this field. These are the principles that are also accepted in countries that are interested in media literacy and education (Thoman, 1993): -All media messages are configured. -Media messages use a creative language that has its own rules. Different people may experience the same media message differently. The main purpose of the media is to make a profit. Political propaganda about climate change is also the subject of media literacy. It supports us in how we can take a stand against media manipulation or false news (Bennet, 1988 as cited. Baran, 2010; Dolanbay, 2018a; Baker, 2010). Media literacy allows people to make their own choices and evaluate the media at will. The media offers us a variety of content, and we choose the one that best meets our needs, in other words, the one that best suits our purposes (Potter, 2004: 57). The application of media literacy skills in schools is media literacy education.

1.1. Why Study Media Literacy

There are many reasons for improving media literacy. Media literacy supports the democracy, citizenship knowledge, and social participation of individuals. The purpose of world media literacy is to ensure that individuals are citizens who value consumers (Lewis & Jhally, 1998; Thoman & Jolls, 2004). It allows analyzing representation policies that help reduce ideological, class, and gender discrimination, as well as improve the

level of education (Kellner & Share, 2007: 62; Erdoğan, 2011). In addition to ensuring the participation of individuals in democratic societies, it also includes the requirements of being a critical citizen, thereby distracting them from the effects of media control (Livingstone, 2004; LeCompte, Blevins, Ray, 2017). Individuals who do not have media literacy skills perceive only the apparent meaning and cannot realize the hidden meanings of media and that media messages may be based on interpretation. However, the media continues to influence individuals, and societies (Galician, 2004: 144; Giddens, 2000: 20). Since that the media surrounds us, it becomes important to have media literacy skills. Basically, ML is active questioning and critical thinking about the messages we receive and create (Kellner & Share, 2007: 62; Bulger & Davison, 2018: 7). According to Masterman (1987: 10), the first principle of media education is that media are symbolic systems that need to be actively read and do not have explanatory reflections of external reality.

Media literacy aims to create individuals who are both critical thinkers and individuals who can control the media by being aware of what they see, hear (Potter, 2019). According to Thoman, & Jolls being media literate does not mean memorizing statistics about the media; it means learning to ask questions about what he reads, watches and hears (Thoman & Jolls 2005: 33). Our daily life becomes saturated with information that harmful messages are normalized and often received unquestioningly. Therefore, educators themselves and their students must understand the messages. Without the ability to critically address these messages, individuals continue to consume media without understanding it (Buckingham, 2013; Giroux, 2001). Especially young people unconsciously consume popular products and entertainment tools such as music, video games, mobile phone applications, and cinema beyond socializing (Koltay, 2011: 212).

Teachers should teach media texts to ask questions to ensure critical thinking, which is vital for media literacy. To realize higher-level learning, one must learn to think about thinking (Fisher, 2007; Burke, Williams & Skinner, 2007). Media literacy includes applied, experiential learning that is compatible with learning styles in this context. It is compatible with group/teamwork and therefore promotes collaborative learning. It is reflective, inquiry-based, critical, and consistent (Schwarz, 2001). So, how media literate are teachers?

1.2. Media Literacy in Teacher Education

Educators, administrators, and non-governmental organizations consider the teaching of media literacy skills to be critically significant for life. UNESCO, one of the leading organizations contributing to media literacy education, has prepared a Media Literacy Curriculum and created a curriculum area consisting of three themes for teachers. These three interrelated themes are: Media knowledge for the purpose of democratic discourses and social participation in the evaluation of media texts and

information resources and the production and use of media and information (UNESCO,2011). These themes have been linked to the general education and teacher development to create a curriculum framework for teachers. Another significant reference for teacher education is the Digital Competence Framework proposed by the European Union (DigCompEdu). This framework aims to improve the digital competencies of teachers and defines six areas of competence.

The first area involves professional participation, the second area involves the research, creation, and publication of digital resources. The third area includes managing the use of digital tools in learning the fourth area includes strategies such as giving instant feedback to the student about evaluating digital tools. The fifth area is about organizing the learning process according to individual needs and facilitating the use of digital tools and the digital competencies of students in the last area, such as digital content production, digital literacy (Redecker, 2017). To Baker, *“One of the most important functions of educational institutions is to train the manpower required by era. The study of the media literacy of prospective teachers who continue their education at the faculties of education will make an important contribution to our better understanding of teacher qualifications and to our training of qualified teachers. Many teachers are not adequately equipped to understand media literacy”* (Baker, 2010: 134; Hobbs, 2004; Krumsvik, 2014; Vallery,2020). It’s important that teachers and pre-service teacher candidates receive media literacy training so that the teachers of the century can serve in an equipped manner (Kubey, 2002; Scull & Kupersmidt; 2012; Yilmaz & Özkan, 2013; Sarsar & Engin, 2015: 174; Ranieri & Bruni, 2018; Vallery, 2020). The United Nations (UN) defines prospective teacher training as a private and public educational program designed to prepare for their future service. Media products are often politically and ideologically connected in this aspect, the media often strengthens the sphere of influence of the dominant culture (Aufderheide,1992). Baker stated that *“It’s important that teachers perceive messages from the media and read the clues about the impact they have on social structures correctly. In other words, teachers should be able to examine and understand how media content and other information are produced and how the information provided by these systems can be evaluated (UNESCO,2011). In this new world, educators are becoming the main targets for education, such as learning and evaluating online, recognizing manipulation and propaganda, and developing an attitude to ethical values, rather than teaching basic information.”* (Baker,2010).

Media literacy helps young people bring media culture to their classrooms. Thanks to teachers trained gaining and improving media literacy skills, students will be more interested in this topic as well. Students who are conscious media literates can better resist messages that are considered biased, harmful, or inappropriate. Teachers should demand media literacy education as a vital component. Therefore, media literacy, which is interdisciplinary and easy to integrate into the existing curriculum, should decisively be in training colleges and teacher training schools (Schwarz,2001). Every year many

young people enter universities to become teachers. Due to standard tests, errors in measurement and evaluation, as well as theoretical lessons conducted without practice due to lack of time, prospective teachers may go to their places of service unprepared. There are many benefits of media literacy education for teachers to be given for teachers to think critically. These benefits include critical thinking, the ability to get to the right information, the ability to recognize the meaning behind the message, learning to create media content. Compared to previous years, support for media literacy has increased in recent years. Although global collaborative media studies are not as much as desired (Bazalgette, 2008), teachers and teacher educators advocate for the introduction of media literacy into curricula and educational programs. (Meehan, Ray, Walker, Welss & Schwarz, 2015: 81). In fact, media literacy should be added to the curriculum at all levels and grades (Swaim, 2002; Baker, 2010: 136). Many countries in the world include it in their curricula to increase the educational competence of students and teachers regarding media literacy. Especially supported by the ministries of education, teachers integrating media literacy lessons in the direction of Great Britain, France, the USA, Canada, Germany, Australia, New Zealand, Japan, China, and Brazil are officially incorporated into the teacher training system at different times in (Söylemez, 2012; Tutkun, 2013: 50-62; Tolls & Wilson, 2014: 72). Media literacy education in Turkey is provided as an elective course in secondary schools and high schools since 2006. A total of 6,112,054 students have chosen the media literacy course by the 2018 academic year. As a result of the updated work carried out by the Council of Higher Education, at the university level on the twenty-five teacher bachelor's degree program on May 16, 2018, it was decided that the MOY course should be taught at universities. In this way, it has been taught as a compulsory and elective course in the undergraduate program since 2018 (HEC, 2018). Prospective teachers must take a media literacy course before the service. It is important to increase the qualifications of these teachers, to increase the level of media literacy by providing media literacy skills. For these reasons, the study aims to reveal and improve the knowledge of teacher candidates about media literacy and their awareness of media literacy. Within the framework of this general purpose, the answers to the following questions were sought:

1. What is the awareness of pre-service teachers about media literacy before media literacy training?
2. How did the media literacy training affect the media literacy levels of prospective teachers?
 - a. What are the views on the concept of media literacy?
 - b. What are the views on media literacy awareness?
 - c. What are his views on his feelings in media literacy education?
3. What are the thoughts of pre-service teachers about the conscious media literate individual?

2. Method

2.1. The Research design

This research is patterned on action research. Action research is a systematic research approach that aims at finding efficient solutions to the problems that people face in their daily lives (Stringer (2007:1). The action research consists of stages of *identifying the problem, collecting data, data analysis and evaluation, as well as developing an action plan* (Gay, Mills & 2012: 512). It is possible to collect the implementation process of media literacy education under four main headings as “Preparation / Plan, Action/ Implementation and Evaluation/ Reflection”. Accordingly, the implementation process is as follows:

Table 1: The Action Plan of the Study

Determination of the research topic.
Screening the relevant literature and preparing the scale with the interview form.
Preparation and implementation of the action plan (Preparation of activities)
Conducting preliminary interviews, implementation of the scale.
APPLICATIONS
Collection and analysis of data (Individual interviews and implementation of the Scale)
Evaluation and reporting of results

In the study, first, the media literacy scale was applied to students. It consists of 17 questions. Then, individual interviews were conducted with 25 students selected from the sample group. In this way, it has been tried to determine the levels and readiness of pre-service teachers regarding media literacy. In the following process, an action plan was designed and media literacy training of teacher candidates was provided for a total of eighteen hours. In the training, the relationship between new literacies and media literacy, the concept of media literacy, what constitutes its content, the reasons and importance of media literacy, and media literacy skills are explained in detail. Discussion, video, and photo analysis methods were used to ensure active learning. At the end of each course, activities related to media literacy developed by the researcher were applied for pre-service teachers. At the end of the training, individual interviews were conducted to understand the change in media literacy skills of teacher candidates. In addition, the scale given at the beginning of the project training was sent to prospective teachers to be filled out again after ten days. The data were analyzed in detail.

2.2. Participants

The sample of the study were the participants of Social Sciences in the academic year 2020-2021 at a State University, pre-school, Turkish, “*Guidance And Counseling*” class, and consisted of a total of 160 students in the math department teacher candidates.

Table 2: Information about the Participant Group of the Study

Section / Department	N
Pre-school teaching	45
Social studies teaching	35
Turkish teaching	24
Classroom teaching	23
Guidance and psychological counseling	22
Mathematic	11
Total	160

Participation in the study is based on volunteerism. Detailed information about the objectives and process of the research has been given with the instructions sent. To the ethical principles, teacher candidates participating in the study were given nicknames such as P1, P2. As a sample, criterion sampling was preferred. The criterion here is that they are prospective teachers and have not previously studied media literacy.

2.3. Data Collection and Analysis

In the research, the data were collected with pre-test and post-test scores, student activity papers, and semi-structured interview form. In the analysis of the data, ANOVA was used for the pre-and post-test, and the individual interviews that constituted the qualitative data were analyzed by the content analysis method. In the evaluation of student activity papers, the graded scoring scale (rubric) prepared by the researcher was used.

3. Results

In this heading, the qualitative and quantitative findings obtained as a result of the analysis of the data obtained from the research questions will be included.

3.1. Findings Related to Qualitative Data

Table 4: Information on the analysis of the qualitative data of the study

Themes	Sub-themes	Codes
Pre-training	Information about the skill	Have no information Insufficient knowledge Don't know the contents Don't know the concept Know the concept Looking at critically To research
	Information about the ML course	Understand correctly Consciousness training Give at all levels Must a compulsory course. Comprehensive training

Training process	Student activity papers	Perception management Cyber bullying Social media Media and ethics Digital citizenship
End of training	<p>Learned</p> <p>Self-awareness</p>	<p>Gaining consciousness Criticism Querying messages Effect on perceptions Correct information ML content Fake news Related literacies ML skills Basic questions Individual/community impact</p> <p>Implicit message querying Researching the news Understanding the hidden message Questioning social media I criticize Distinguish concepts</p>

3.1.1. Opinions of Prospective Teachers before the Training

As can be seen from the table, prospective teachers stated that they did not know about the concept of ML before the project training. P6 expressed an opinion on this topic in the form of: *“I don't know about ML. I can't say what constitutes ML content, but there are widespread messages on YouTube, social media, especially on ads and movies.”*. As for P9, *“I've heard it before, usually, everyone has heard the term ML. I think who follows the media from virtual environments is.”*

Some prospective teachers state that they have knowledge about ML but it is insufficient. They say that they do not know what the content is and the concept. P12 reflected as follows: *“I didn't have any information, I just heard it by the name”*, and P8 believes that s/he has knowledge but this is insufficient: *“I had information about ML. In the introduction to the education lesson, our teacher gave an assignment about this. But the work I did was more of a small-scale study. So I don't think I have enough information about it.”*

Prospective teachers defined the media literacy course as an education to understand the media correctly and gain awareness and stated that the course should be given at all levels. In this regard:

P2: *“Media literacy is a lesson given to us to understand the information transmitted to us more accurately by all mass media, he said.”*

P3: *“ML is an education for the conscious use of media. All of these, such as creating awareness, criticizing, analyzing, deciphering, and then producing, are among the criteria. There is a generation Z who uses the Internet very actively, so now media literacy education should be provided in all schools. In fact, it should be moved to lower levels, except for university, and it should also be in high schools.”*

drawing attention to the importance of the lesson with these sentences.

3.1.2. Assessments of the Activities of Pre-Service Teachers in the Educational Process

Pre-service teachers have conducted five separate activities in the educational process. The evaluations related to these activities were as follows.

Table 5: Information about the Qualifications of ML Student Working Papers

Activities	Description
Perception Management in the Media	With this activity, teacher candidates were provided to analyze and evaluate a media product with five basic questions
Cyberbullying Activity	The concept of cyberbullying is taught through the given sample.
Social media activity	It's ensured that pre-service teachers analyze the social media they follow according to the purpose of use.
Media and Ethics Activity	It has been discussed what kind of ethical problems the examples given from different media have.
Digital Citizenship Activity	A reflective composition on how to handle rights in virtual environments have been published in print and digital citizenship skills have been developed.
Total	5

The activities described in the table above are complementary to the training provided. All the activities evaluated with rubric, pre-service teachers gave appropriate answers to media literacy skills. For example, participant 1 gave the following answers regarding the effectiveness of perception in the media: At events, the cute dolls used in the advertisement were usually blue-eyed and blonde babies. Attention has been drawn to the remarkable music compatible with the advertisement, with the lyrics. For example, rhetorical traps were created overall advertising children; It was stated that

children's happiness depends on X, which should be consumed. The lyrics used in the shampoo commercial have a strong impact on children.

3.1.3. Teacher Candidates' Opinions on Awareness at the End of the Educational Process

Prospective teachers stated that they gained awareness after training. They learned the topics related to ML content, five basic ML questions, and the related literacies. In addition, they have learned that it is necessary to be critical of the media, to question messages, to obtain accurate information. They also stated that the media affects the individual and society, manages perceptions, and may present false information. In this regard, P5 states: *“After training, I thought, yes, it's really for advertising purposes. I also thought that the children were deceived. I've studied a few sites and learned to look at them critically. I think it created a lot of awareness, I opened my eyes, I found out that something serious was going on behind the scenes.”* K6 explains what he has learned in the following sentences: *“I have learned how to get the right information, to investigate whether the information presented is correct, how to be an effective ML, how to pass on what I have learned to my students. I have learned how to effectively tell the right information about my environment.”* Another participant says: *“The most important thing I learned after the training was that ML is a roof. In other words, I have learned that digital literacy, information literacy, internet literacy cover all of these. I have learned to access information reliably through ML, to make comparisons”* (P21). Participant 24, who thinks that the education has strengthened her against the media, expresses the following words about which subjects she has learned: *“The training I received helped me understand whether the news was real or unfounded. I'm starting to notice it easier. I've been passive against the media before training. After the lessons, I began to question the messages more actively. That's how I became more conscious and more active.”*

It is possible to see that there is clearly a great awareness about the media from the answers given by the teacher candidates. Accordingly, they started to question implicit messages and understand hidden sub-meanings, follow them from different sources, investigate them. Some of the answers given by teacher candidates are as follows: P8: *“It has changed my perspective a lot use the media more carefully now. I found out that there are benefits as well as harms, sometimes it turns into a matter of commercial exploitation. Firstly, as a means of entertainment, I used to use the media a lot when I was bored, now I have reduced it. I use it to become more informed and improve myself.”* P9, on the other hand, emphasized critical thinking and stated the following: *“Education has improved me in terms of being critical of the media. I have learned that we should not take it directly in the newspaper news that we should criticize first when receiving information. I turn to more reliable sources.”* Similarly, P11: *“Before I joined this project, I was only watching the commercials. After participating in your training project, I found that each ad has a*

purpose and media bias. I can now look critical while watching ads. After participating in this project, I think that media literacy gives me the ability to look critically, think analytically when watching or studying something.”

Finally, throughout the research, prospective teachers were asked to describe what they wish to alter in their lives when they finish their education and what they want to do in order to become more conscious. The most highlighted goals include questioning the subtext of media messages, decreasing social media, and not directly absorbing all the information it delivers. Teacher candidates have also indicated that they intend to improve media literacy knowledge. Following their education, they indicated that they will be more critical, read more books, and refrain from cyberbullying. It's worth noting that topics like cyberbullying, ethical values, and the fact that material is not really accepted without questioning are all reviewed and presented during the course. It contributes to the success of education and raises awareness among future teachers.

Table 6: What They Intend to Do Next

Themes	Sub-themes	Codes
	The conscious individual	I question the hidden meanings I reduce social media Doing awareness of my environment Distinguish fake news I'll be critical. I'll read more book I don't do cyberbullying. I'll be conscious.

P3 says: *“To become media literate, the first goal is to remove the horse glasses. It is necessary to look at the world with a more critical eye, instead of blindly believing in everything, it is essential to examine the underlying causes in a much more descriptive way. What I say is that I don't believe in subliminal messages right away, I don't spend a lot of time on Instagram, WhatsApp, and Twitter on social media, I read newspapers to get more information and be conscious individuals, I take books more on our lives.”*

3.2. Findings on Quantitative Data

A scale consisting of 17 questions was used as a preliminary and final test in the study. Karaman and Karatas's Media literacy level determination scale was used as a scale in the research. Some items from Karaman and Karatas (2009) media literacy level determination scale were used by adapting to the selection process.

T-TEST PAIRS=ön WITH son (PAIRED) /CRITERIA=CI (.9500) /MISSING=ANALYSIS.

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	41,5125	160	6,32156	,49976
	post	67,3000	160	9,18215	,72591

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre& post	160	-,074	,353

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-25,78750	11,52596	,91121	-27,58713	-23,98787	-28,300	159	,000

Table 7: The media literacy level determination test of the students taking the media literacy course (MODBT) pre-test-t-test results of the average scores of the final test

Measurement (MODBT)	N	\bar{x}	S	sd	t	p
Pre test	160	41,51	6,32	159	-28,300	,00
Post test	160	67,30	9,18			

The t-test for dependent samples was used to determine whether there was a significant difference between the scores of the media literacy pre-test and the final test of the students taking the media literacy course. According to the table, the number of students taking media literacy courses, the pre-test and post-test averages, the standard deviations of the scores, the degree of freedom, the t and p values are given. As shown in the table, the average scores of the students who took the media literacy course on the preliminary test (\bar{x} =41.51, S=6.32) and the final test (\bar{x} =67.30, S=9.18) showed a significant difference [$t_{(159)} = -28,300$, $p < .05$]. To the table, it is seen that the pretest and post-test score averages differ significantly. This situation shows that the activities related to media literacy applied in the media literacy course significantly increase the students' media literacy levels.

4. Discussion, and Recommendations

According to the analysis of the qualitative data, we reached, three themes “pre-education, educational process, and post-education”. It has revealed that prospective teachers do not know much about media literacy skills, terms of concept, and content before training, while those who do have insufficient knowledge. Similarly, it has been concluded that they do not have much knowledge about the media literacy courses, they think of it only as an education to understand and gain consciousness correctly, but they cannot explain it with deeper expressions.

As a result of rubric evaluation of the activities of pre-service teachers in the educational process, it was concluded that the activities were understood and enabled the candidates to gain awareness of media literacy. Lawrence and Mongillo (2010) conducted multimedia projects for prospective teachers in their research. It has been concluded that the media projects created create opportunities for teacher candidates to develop multiple literacy skills, communication, and expression, develop multiple perspectives with various sources, and develop different content. Similarly, to this study, pre-service teachers have acquired various ML skills through their projects/activities.

After the training, prospective teachers stated that they gained awareness about media literacy, learned various media literacy contents, and started to have ML skills. It has been concluded that pre-service teachers gain ML awareness in themselves after training. It has been concluded that they criticize the media, investigate, analyze and evaluate confidential messages, are aware of issues related to media content, and question the media. Teacher candidates have said that with the awareness they have gained, they will now use the media more critically in their lives, raise awareness of their environment, and devote more time to books rather than the media.

The analysis of quantitative data was obtained by using the determining the level scale, which was conducted ten days apart before and after the training. As a result of the analyses conducted, it was concluded that teacher candidates gained awareness about media literacy in the educational process.

When the literature is examined, it is seen that studies have been conducted to determine the media literacy levels of teacher candidates. However, these studies are mostly aimed at determining whether the media literacy levels of pre-service teachers change according to variables such as university, gender, class, possession of technological tools, housing, watching TV, internet consumption or it is intended only for determining levels (Inan, 2010; Sarsar & Engin, 2015; Uslu, Yazıcı & Çetin, 2016; Aslan & Basel, 2017; Schilder, Lockee ve Saxon, 2016). In the studies conducted, only ML levels were attempted to be determined. no training was given to teachers or prospective teachers. Possible changes in the process have not been identified. Nonetheless, similarly, some studies improve media literacy skills with some training. Fry & Seely (2011) conducted training on information and media education for pre-service teachers. At the end of the trainings, the result was obtained that the teacher candidates don't

have sufficient MIL success. After use of formative assessment provided for the preservice teachers' learning and supported their success. In conclusion, teacher educators cannot expect teachers to effectively teach 21st-century MIL skills that they themselves lack. Dolanbay (2018b) trained 20 social studies prospective teachers in a public university on media literacy education during 12 weeks. As a result of the study, there was a positive improvement in the knowledge, skills, and perceptions of pre-service teachers. In another study, Renieri and Bruni (2018) investigated how digital and media literacy education can be integrated into teacher education. In the research, online and face-to-face training was provided to teachers and prospective teachers at universities in three different European countries in Belgium, Finland, and Italy under the title of European Project e-MEL (e-Media Education Lab). As a result of the study, it was found that pre-service teachers care about their analysis and production skills.

Erdem & Erişti (2018) aimed to determine teacher candidates' media literacy skills. According to the quantitative research revealed that pre-service teachers have moderate media literacy skills. The qualitative analysis reveals that the participants lack some competencies in accessing, analyzing, evaluating, and communicating with media literacy skills and provides detailed explanations about them.

Media literacy education is being opened as a compulsory course in social studies teaching in Turkey. In other teaching fields it is an elective course. In this case, it causes some departments to ignore the lesson. For this reason, media literacy skill is a course that should be a compulsory subject in all branches of Educational Faculties. It should be carried out with activities practically. The ML course should include in curricula as part of everyday life. Families should also know in the process of media literacy in schools. As a skill that can be developed throughout life, it should be extended to the process and should also be included in implicit education other than formal education. The following recommendations can be given regarding teacher education. ML cannot depend on single teaching practice or method. Different teaching behaviors and activities should be used. It should be discussed whether teacher education programs provide education according to needs. Teachers should link the versatility and interest of ML with everyday learning with examples as a teaching goal. Studies on media literacy from other disciplines should produce new research that will benefit media literacy.

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