

A RESEARCH ON PROSPECTIVE TEACHERS' MEDIA LITERACY COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS

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Abstract: This study aims to investigate perceptions of prospective teachers' media literacy competencies in higher education institutions in terms of different variables. This is a descriptive research in the survey model. Research group includes 653 prospective teachers who study in different teacher education programs in 2012-2013 academic periods in Faculty of Education at Kastamonu University. Data is collected by "Media Literacy Level Assessment Scale". The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. According to research findings, it is found that perceptions of prospective teachers about their media literacy competencies are high. Perceptions of prospective teachers about their media literacy competencies don't change significantly according to their gender and age. However; perceptions of prospective teachers about their media literacy competencies change significantly according to their programs. Having a computer, having an access to internet and reading newspaper regularly affects perceptions of prospective teachers about their media literacy competencies significantly.

Keywords: Media literacy, prospective teachers, teacher education

INTRODUCTION

The innovations and developments in information and communication technologies changed the world and made impossible things possible in the world of the 21st century. These rapid and remarkable advances have influenced life in many ways and have caused globalization of knowledge, communication and the expansion of the mass media.

The world of the 21st century is controlled by media, driven by technology, and globalized day-by-day. In other words, it is a place where people are more connected with each other (Kellner & Share, 2007). Expected skills and competencies of individuals also changed in order to keep pace with this development and to take advantage of it. Individuals must be qualified and literate in many ways. Therefore, the concept of literacy has gained great importance recently.

The concept of literacy includes "gaining skills and knowledge to read, interpret, and produce certain types of

texts and artifacts and to gain intellectual tools and capacities to fully participate in one's culture and society" (Kellner & Share, 2005: 369). Individuals who can do research and analysis, think critically and construct information via interpretation could be said to have the qualifications expected from the 21st century human in this rapidly developing world of information. Today, it is very easy to reach the necessary information, and individuals must be able to demonstrate more conscious behavior (Som & Kurt, 2012). Therefore, various kinds of literacy emerged such as information literacy, visual literacy, computer literacy, science, environment literacy, cultural literacy, technology literacy and media literacy. Media literacy has received widespread attention within the past fifty years in the world, especially in USA, England, Canada and Australia. However; media literacy concept has been on the agenda of Turkey in the last few years. The Turkish Ministry of National Education and Radio and Television Supreme Council (RTUK) has made great leaps recently by introducing media education into curriculum of the primary schools. These steps are very encouraging and significant efforts towards to a media literate society.

Turkey is at the very beginning of the road in this field since the change has started after the foundation of "Violence Prevention Platform" under the government ministry in 2004, in which the leading public institutions, the non-governmental organizations and universities represented. This platform contributed to the development of media literacy. The necessity for media literacy training in the curriculum of elementary and secondary education is highlighted through conclusion of a conference of Media and Violence Sub Working Group platform (Altun, 2009).

Being media literate is of great importance in Turkey as mass media in Turkey as especially popular TV has a great influence on the daily life of Turkish citizens and society. Mass media influences life in many ways aspects, and media is the most powerful instrument in shaping daily routines and life of Turkish citizens.

According to a research by UNESCO in 2005, Turkey is the second country in the World watching TV on an average 3.5 hours per day. Turkey has passed to the audio-visual culture without completing the transition process from the oral to the written culture. As a result, the circulation of newspapers is quite low (4–4.5 million per day) for a population of 75 million. Even though the population of the country has doubled since 1960, this rate has stood still. Although more than 300 private TV stations (24 of them are nation-wide), more than 1000 private radio stations and 700 newspapers exist, this does not signify that there is pluralism within the media. There are mainly four big groups controlling the mainstream media, which do not give any chance for local ones to survive. Turkish media is over-dependent on technology and importation is required to replace by investing on qualified human resources and productivity. Turkish citizens are predictably in need of critical approach in such media environment. However, they do not have knowledge about the new media ownership structure, the close relationships between the media politics-business world and the deconstruction of the messages. Since Turkey is still a developing country with a high degree of dependency on the global media, Turkish citizens' increasing level of critical thinking and self-expression through the media literacy would be the core element to expand the culture of democracy (İnceoğlu 2007a). At this point the significance of being media literate is increasing continuously.

Media and Media Literacy

Mass communication tools are products of the communication needs of individuals and fulfill the function of sharing for innumerable activities such as gathering news, information, visual publicity and entertainment. Through these tools, large masses get information about each other and communication has now become

systematic. Media is the most general name to call this system and is a concept, covering all mass communication elements (Nalçaoğlu, 2003). Media performs the functions of informing and entertaining the society. It is also an indispensable element for modern and democratic societies, providing social services such as educating, protecting the rights of, influencing and controlling societies (Balçı & Gergin, 2008). Media is a significant and indispensable reality of life, and it has growing effects on the processes of economic, cultural, and political decisions. Mass media is the cornerstone of social change in many aspects. Mass media not only changes itself and forms the shape of the communication but also it affects and determines socialization processes (Bilgili, 2006).

Media pioneers economic, social, cultural, and political transformation as it has unique abilities: provides opportunities for creativity, disseminates information constantly, affects more than one sense organ, allows a high degree of access, and applies to both education and entertainment. In addition, media enjoys wide acceptance as the primary news source (Çelenk, 2005; Ertürk & Gül, 2006; Tıǧlı, 2006).

The contemporary world is bombarded every second by visual images, complicated audio arrangements and a variety of media formats (Kellner & Share, 2007). Media is everywhere and children are in contact with all kinds of media at present. Traditional media and digital media are being greatly effective in children's lives today. It is impossible to distinguish between traditional media and digital media. For example, it is possible to read newspapers and watch television and film in a computer or a mobile phone. Google earth makes it possible to virtually take a walk in a neighborhood in another country far away instead of looking at a map in an Atlas. In various virtual communities, students with similar interests are able to be in contact with each other although they might be in different countries. Media literacy education is important today because more and more children have practical access to a variety of media both at home and at school (Oxstrand, 2009).

Mass media is a powerful instrument for both social control and change (Demir, 2006; Kotaman & Avcı, 2006). The media has the potential to shape personalities and change the way we perceive and understand the world and our immediate reality. In addition, it can be seen that great number of people rely on the internet to gain information, read news, listen to music, play games, and complete work. In recent years, the media has become one of the most important channels for the acquisition of knowledge for children in the modern world (Bennett, Maton, & Kervin, 2008; Cabra-Torres & Marciales-Vivas, 2009; Liu & Chang, 2010; Prensky, 2001; Tapscott, 2009). Kartal (2007) states in his research on secondary school students that these students spend 2-3 hours daily in front of the television and 3-4 hours daily in Internet. Kartal also adds that these students read 4-7 newspapers weekly which are 2-3 different types.

There have been some problems in society because of advancing influence of media: Media monopolization (Arhan, Demirer, Hozatlı, Orhangazi & Özbudun, 1998; Demir, 1998; Kongar, 2003; Mutlu, 2005), channeling effect of television (Akbulut & Balkaş, 2006; Arık & Solmaz, 2007; Balkaş, 2005; Bilgili & Akbulut, 2007; Çoban, 2007; Kaypakoǧlu, 1999; Konukman, 2006; Taşkıran, 2005), encouraging consumption (Balkaş, 2005; Gün, Tüzel & Durmaz, 2005; Karaca, Pekiyan & Güney, 2007), degenerating and corrupting culture (Balkaş, 2005; Kongar, 2003), high regard for rating concerns (Baykal, 2007; Kayış, 2007; Serim, 2007), falsifying news reports (Bilgili & Akbulut, 2007; Can & Şimşek, 2005; Göksu & Eroǧlu, 2006), compromising privacy (İrvan, 2003), and encouraging self-interest (Demir, 2006; Erdoğan, 2006). At this point media literacy and media literacy education gains great importance in order to make individuals more conscious and to eliminate negative effects of mass media.

Media literacy is a concept which first occurred with television and movies and then with the internet and which has resulted from students' need to evaluate the role of media in their lives (Badke, 2009). Television, radio, computers and the internet have entered classrooms and change the way that students learn step by step. Computers and the internet are quickly becoming our dominant cultural tools for searching, selecting, gathering, storing, and conveying knowledge (Covington, 2004; Jenkins, 2006; Kuiper, Volman, & Terwel, 2009). Increasing one's knowledge by using mass communication tools and media has both advantages and disadvantages. As we adopt the good components of this knowledge, we should also try to avoid the bad. The negative messages disseminating through various media technologies can be avoided by developing the skills to question, evaluate and analyze these messages. For this reason, it is of great importance for individuals to develop media literacy so that they can make the best use of the new technology and so that they can interpret and process all kinds of media messages (American Library Association, 1989; Enochsson, 2005; Thoman, 2003).

The concept of "Media Literacy," is also called "Media Education" or "Media Awareness" in the literature (Thoman & Jolls, 2008). According to the definition established by the National Leadership Conference on Media Literacy, media literacy is the ability to access, analyze, evaluate, and produce communication in a variety of forms like television, video, cinema, advertisements, internet and so on (Aufderheide, 1993). There are too many definitions and different opinions about media literacy in the literature.

The first systematic definition of media literacy was made in 1978 by Sirkka Minkinen as "Media literacy aims to improve skills in cognitive, ethical, philosophical and aesthetic issues" (Hobbs, 1998a: 122). Inceoğlu (2007b) reports that Minkinen asserts that media literacy targets to develop skills at informative, ethical, philosophical and aesthetical aspects. As the media literacy covers a number of disciplines, it involves different descriptions and definitions. Meanwhile, this concept has also led to various approaches due to its content and coverage of a widespread application area.

Media literacy can be broadly defined as a combination of the various skills needed to search, select, analyse, evaluate, and communicate in the various forms of media (Considine, Horton, & Moorman, 2009; Enochsson, 2005; Kuiper, Volman, & Terwel, 2009). Media literacy refers to the understanding of media and the use of it as a source of information, entertainment, enrichment, growth, empowerment, and communication (Wan, 2006). Schaefer (2005) also pointed out that media literacy is usually conceptualized as a set of skills related to the production of a media message.

Covington (2004) advocates the notion that media literacy comprises critical viewing skills and the ability to regard, evaluate, and interpret content. Hobbs (1998b) draws attention of academicians and educators to two points in Media Literacy; the first one is the critical analysis of media messages and the second one is how an individual learns to create his/her own messages.

De Gaetano (2010) states that five basic characteristics can be observed in children and teenagers if they are cognizant of media literacy:

- Be conscious and make use of screen technology appropriately.
- Be able to criticize visual messages and cognizant of their emotional and cognitive effects.
- Be able to express the realities, ideas and well-structured opinions about media scenes.
- Be able to grasp the media production techniques like camera angles and lights so as to understand

how the messages affect individuals.

- Be able to use all forms of screen technology efficiently.

All studies and evaluations so far have revealed that children who are exposed to visual, auidial and written media as vulnerable receivers should be made conscious of media from pre-school years onwards. Owing to being media literate, children will be able to receive the messages of mass media through a critical judgment and decode the messages of media as active individuals instead of being passive receivers (RTUK, 2007). Transforming individuals to media literate ones is only possible with media literacy education.

Media Literacy Education

The revolution in media and global communications in the last few decades has transformed the very basic foundations of knowledge and education. Global citizens of today and tomorrow need to be equipped with the necessary skills to both interpret and produce media texts (Hermida, 2009). The dissemination and production of knowledge and our notions of education are greatly affected from this revolution.

The process of forming an information society and using the information transferred by media accurately are among the main problems of 21st Century. Individuals in the society are heavily exposed to message overload by mass media. These messages can by no means be claimed to be impartial or objective. Being media literate has a crucial impact on solving these problems (İnan & Temur, 2012). The key reason for being a media literate is that the media fictionalizes what is real and it can reflect it with a scenario different from what it really is (Çetinkaya, 2008). Therefore we must be very careful and conscious in this process. The importance of media literacy stems from the necessity of the protection from the negative effects of the mass media and establishing a conscious interaction.

The uncontrolled, intensive and effective information through mass media especially affects kids and teens because they get the messages unconsciously without choosing. Moreover, television prevents children from exploring the world through their own experience. It, instead, provides them with an already-structured and fictionalized life (Ertürk & Gül 2006). Media Literacy aims to furnish children who are the most vulnerable to the effects of mass media with a skill to distinguish between fiction and reality. This course involves explaining how and why the media convey messages in certain ways so that children can be raised as conscious receivers who can look at the media from a critical perspective from primary school years (İnan & Temur, 2012). Kincal and Kartal (2009) point out that individuals develop awareness of media and media messages and gain critical skills through media literacy education. They also add that media literate individuals question media texts and thus come up with their own media messages.

Educational experts discuss an educational process, “media literacy,” for individuals using mass media actively in order for them to be conscious media consumers. These experts emphasize the importance of providing children with the insight to use media (Ertürk & Gül, 2006; Goodman, 2003; Hobbs & Frost, 2003; Leistyna & Alper, 2007; Livingstone, 2008; Potter, 2005; Scharrer, 2002; Semali & Pailliotet, 1999; Singer & Singer, 1998; Thoman & Jolls, 2006; Torres & Mercado, 2006).

As media literacy is an important concept because of positive and negative effects of media on children and young adults, it became a significant issue in educational context. For this reason teachers have major role in the process of educating children about media literacy (Karaman & Karataş, 2009). Education and communication

experts are in favor of the fact that individuals should be able to take full advantage of mass media and use them consciously. In this context, while positioning media literacy into the education system, experts regarded it not only as a course, but also as a philosophy, and even a lifelong learning process (İnan & Temur, 2012). Wan and Gut (2008) states about importance of media literacy education:

Becoming literate in the new century means that both teachers and students need to understand the influence of media on our society, develop strategies to critically analyze media, become independent from the influence of media, and open their minds to embrace and experiment with new tools of teaching and learning provided by the information age. No child's education is complete without media literacy education and skills of the 21st century literacies.

The purpose of media literacy education in schools is to gain an ability of comprehending some of the strange features, needs and problems of media, and to guide students towards independent critical analyses of the roles of the media in today's and tomorrow's societies and to enable them to notice the various unavoidable dangers of manipulation and bias through the media (Bektaş, 2009).

Media literacy education entails teaching people "to decode, analyze, evaluate and produce communication in a variety of forms" (Aufderheide & Firestone, 1993; Carnegie Council, 1995). Many scholars and practitioners of media literacy education agree that it emphasizes (Hobbs, 2008): (1) a personal focus on accessing and using media and technology; (2) the process of critically analyzing and evaluating the content, form and contexts of media messages and media systems and institutions; and (3) the ability to compose or create messages using digital, visual and electronic tools for purposes of self-expression, communication and advocacy. Media literacy educators in United Kingdom, Australia, Canada and USA met around some common principles (İnceoğlu, 2007b):

- Media messages are carefully selected and constructed structures.
- There is a strong relationship between the way media presents the world to us and the way we perceive it.
- Media messages contain ideologies and values in their structures.
- Media messages are generated in economic, social, financial, historical and aesthetic contexts.
- Media messages allow people to understand the social reality.

Media literacy education started in 1970's with the emphasis of protecting children from the harmful effects of media. Later, media literacy moved to the understanding to focus on critical thinking. Media education has developed first in Great Britain, Australia, Canada, South Africa, and the United States. Then, a growing interest has started in other developed countries, like Netherlands, Russia and Italy. Media literacy is often one credit course, as well as part of the English curricula in Great Britain. Influenced by the developments in the world, Australia has studies on media literacy, and first text books were prepared during 1980's and 1990's. Media education is growing in the United States because of the increased emphasis on 21st century literacy, which now incorporates media and information literacy and emphasis on the social responsibilities of communication. Concrete courses and programs in media literacy continue to develop in the United States (Bektaş, 2009).

Media Literacy Education in Turkey and Prospective Teachers

There are some developments about media literacy education in Turkey with the cooperation of RTUK (Radio and Television Supreme Council) with MONE (Ministry of National Education). RTÜK and the Ministry of Education in cooperation started the 'Media Literacy' courses in five pilot cities (Ankara, İstanbul, İzmir, Adana

and Erzurum) in 2004 following the training of the 30 teachers. Media literacy education first started in five primary schools selected arbitrarily for testing purposes in 2006-2007 academic years. Media Literacy course started as an elective course in Turkey in 2007-2008 academic periods at 6th, 7th and 8th grades and still goes on. RTÜK officials mentioned that their intention is to make it an obligatory course (see the newspapers dated 27th June 2007), and also stressed the importance of parental education on different platforms (for example at the International Conference of Media Literacy, 24 November 2006, Ankara). RTÜK's media literacy program can be seen as part of the initiatives, such as TV ombudsmanship and intelligent signs, targeting self-regulation of the media. RTÜK aims to protect children and the young from harmful content; warn children and the young about the programs which 'contain violence, horror, sex and behaviors that can build negative examples' by a system of 'intelligent signs'. Intelligent sign system has four symbols (7+, 13+, 18+, general audience) showing the appropriateness of programs according to age groups and three symbols defining harmful content (violence/horror, sex, behaviors which can lead to negative examples).

Media literacy course teaching program in Turkey was prepared in accordance with the constructivist approach. According to this approach, students will construct their own meaning by combining the information they have observed in far environments or immediate vicinity and the information they have acquired in education institutions, and thus will have gained new skills and values (RTÜK, 2007).

Hobbs (1994) reveals that teachers have the main responsibility in equipping children with media literacy and therefore they should be well-prepared for this mission through well-established prospective and in-service training. He says about the importance of media literacy education that: "Future of media literacy depends primarily on a long-termed, intensive and intellectual development in training of the teacher". Considine (2002) reveals in his research that teachers should be exposed to the developments in media literacy in both prospective and in-service period through workshops in order for teachers to conduct media literacy education efficiently.

At this point, there is a very significant question: "Who will be responsible for teaching the media literacy lessons?" The Ministry of Education assigned social science teachers to give these lessons. The main question is whether the social science teachers do have enough skill and knowledge to teach media literacy or not. Teaching media literacy requires a specific training on subjects like main structures of media, historical backgrounds of media, theories and effects of media and the methods for reading a text in terms of semiotic analyses, rhetoric and other related subjects (İnceoğlu, 2007b). Considering that the teachers who give the course didn't have media literacy education during prospective and in-service period, it becomes very essential to educate prospective teachers both in prospective and in-service period.

There are some studies emphasizing that prospective teachers should have media literacy education during their education process. Deveci & Çengelci (2008) suggested in their qualitative research on prospective teachers of social studies that all the prospective teachers should be media literate. They also suggested that prospective teachers can do such activities in their faculty to promote media literacy as preparing a news board, leaving newspapers on canteen tables.

In another research carried out to determine the attitudes of students towards media literacy course, it was found that the students didn't find the activities and methods of their media literacy teacher adequate and didn't like the way their teacher conducted the lesson (Elma, 2009). In this research, it was also stated that the students shared what they had learned in the lesson with their families and friends, which created positive effects on both the families and the friends.

Kıncal (2007) states in his research that media literacy develops critical thinking in individuals and enhances the skill of active participation. Thus, the power of giving response to media messages can be regarded as one of the indispensable components of media literacy. In the same research, however, Kıncal (2007) says that prospective teachers convey their reactions and criticism towards positive or negative messages in the media to relevant authorities at a very low level.

Haider & Dall (2004), while defining a media literate individual, emphasize that this individual should be able to evaluate media messages by getting them from different sources in different formats. They also add that an individual called media literate should follow the developments in media technologies, have information about their development history even at a basic level and have the skill to evaluate and analyze the manipulative messages of the media.

In the research done by İnceoğlu (2007a) in Turkey, the researcher could only access one of the pilot schools which is located in Istanbul among the five pilot schools. In order to achieve realistic results, in-depth interviews especially focusing on the key difficulties regarding teaching capability, content, methods and instruments used in this project. In addition, surveys were conducted to the 38 students of media literacy classes to determine the effects such as for example any positive changes on their behavior and or on their thinking style. The results of In-Depth Interviews with the teachers are in the following İnceoğlu (2007a): (1) According to findings of this research, both teachers believed in the necessity of implementation of media literacy course in the Turkish education curriculum. They said that children gained different perspectives through the lectures that support them to increase their ability to distinguish between reality and imagination. Teachers believe that this course encourages children to analyze the media in a critical way and learn to protect themselves of negative effects of media (considering TV, internet, newspapers as media) while eliminating ads, movie, magazines, books. (2) On the other hand, both teachers failed in defining the elements of media and functions of the media. (3) Surprisingly, both teachers didn't recommend any other book than the course book. They only suggested the official web site of RTÜK for children. They are also not aware of the difference between evaluation and media criticism. (4) When they were asked to make comments and suggestion about media literacy lesson in terms of increasing its efficiency, one of them said that lectures should generalize to other schools for the future but before this, teachers should take education and then teach the children. The other teacher said that in order to increase effectiveness of lectures it is necessary to link with media outlets and use technological apparatus otherwise it might be only a "read and explain" method. (5) When they were asked if they were interested in media before the lectures one of them said that she was interested in media just as the people in the street. Also she added that before the lectures she did not know the technical terms concerning the media and learned them while teaching students during the lessons. For instance she claimed that she had never heard the name and meaning of "fake event" before the lectures. (6) Both of them have not taken any media lessons during their education and they added that the Ministry of Education provided "in house training" course for social science teachers prior to this project only for a week.

Aim of the study

This study aims to analyze perceptions of prospective teachers about their media literacy competencies in terms of different variables. In this context, the effect of variables such as gender, age, department, having a computer, having an internet access and reading newspaper regularly about prospective teachers' media literacy competencies were explained.

METHOD

Model

This is a descriptive research in the survey model which tries to detect the current situation. According to Karasar (2000) scanning models are research approaches which aim to define a past or present situation.

Participants

Research group is consisted of 653 prospective teachers from Turkish, Primary School, Social Studies, Science, Mathematics and Preschool Teacher Training programs in 2012-2013 academic periods in Faculty of Education at Kastamonu University.

Data Collection Instrument

Data is collected by “Media Literacy Level Assessment Scale” which is developed by Karataş (2008). Data collection tool is composed of three parts: 5 questions to determine the socio-demographic characteristics of prospective teachers, 14 questions to demonstrate the relationship between the mass media and media literacy and 17 questions to determine the prospective teachers’ media literacy competencies. a five-point likert scale was used in order to determine media literacy (1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Always).

Validity and Reliability of the Scale

As a result of explanatory factor analysis, three factors were found: “being knowledgeable, being able to analyze and react, being able to judge and being aware of implicit messages”. “Media Literacy Level Assessment Scale” which is composed of three factors and 17 items explained 42,5% of the total variance. Factor loads change between ,41 and ,74 (Karaman & Karataş, 2009).

Reliability coefficient (Cronbach Alpha) of the “Media Literacy Level Assessment Scale” which is composed of three factors and 17 items is ,84. Reliability coefficients (Cronbach Alpha) of the “Media Literacy Level Assessment Scale” factors were given in table 1 (Karaman & Karataş, 2009).

Table 1. Reliability coefficients (Cronbach Alpha) of the “Media Literacy Level Assessment Scale” factors (Karaman & Karataş, 2009).

Factors	Reliability coefficient (Cronbach Alpha)
Being knowledgeable	,72
Being able to analyze and react	,70
Being able to judge and being aware of implicit messages	,68

Reliability coefficient (Cronbach Alpha) of the “Media Literacy Level Determination Scale” for present research is ,85. Reliability coefficients (Cronbach Alpha) of the “Media Literacy Level Determination Scale” factors were given in table 2.

Table 2. Reliability coefficients (Cronbach Alpha) of the “Media Literacy Level Assessment Scale” factors

Factors	Reliability coefficient (Cronbach Alpha)
Being knowledgeable	,76
Being able to analyze and react	,66
Being able to judge and being aware of implicit messages	,59

Data analysis

The statistical package for the social sciences (SPSS) 16 program pack that is used in data analyses in social sciences was used for statistical analysis of the data collected by the surveys filled in correctly and fully according to the explanations in the frame of the general aims of the research. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data.

FINDINGS

Arithmetical mean and standard deviation of the answers that prospective teachers give about their media literacy competencies were given in Table 3.

Table 3. Prospective teachers’ media literacy competencies

Factors	\bar{X}	Ss
Being knowledgeable	3,98	,60
Being able to analyze and react	3,60	,64
Being able to judge and being aware of implicit messages	3,63	,69
Total	3,78	,54

When we analyze Table 3, it can be seen that the highest media literacy competencies of prospective teachers is in “being knowledgeable” factor ($\bar{X} = 3.98$); on the other hand the lowest media literacy competencies of prospective teachers is “being able to analyze and react” ($\bar{X} = 3.60$). The total arithmetical mean is found as 3.78 when we analyze media literacy competencies of prospective teachers generally. This result shows that media literacy competencies of prospective teachers is higher than average.

T-Test results of media literacy competencies of prospective teachers according to gender were given in Table 4.

Table 4. t-Test results of prospective teachers’ media literacy competencies according to gender

Gender	N	\bar{X}	S	sd	t	p
Male	202	3,76	,56	321	,671	,503
Female	451	3,79	,45			

p<.05

When we analyze Table 4, it can be seen that there is no significant difference between prospective teachers’ media literacy competencies and teachers’ gender [$t_{(671)} = ,671, p > ,05$]. In other words media literacy competencies of male and female prospective teachers are similar.

t-Test results of prospective teachers’ media literacy competencies according to age were given in Table 5.

Table 5. t-Test results of prospective teachers' media literacy competencies according to age

Age	N	\bar{X}	ss	sd	F	p	Meaning
17-19	215	3,77	,56				
20-22	403	3,78	,45	2	1,62	,198	-
23-26	35	3,93	,40	650			

p<.05

When we analyze Table 5, it can be seen that there is no significant difference between prospective teachers' media literacy competencies and teachers' ages [$F_{(2-650)}=1,62, p> ,05$]. In other words; prospective teachers' ages do not change prospective teachers' media literacy competencies significantly.

t-Test results of prospective teachers' media literacy competencies in terms of their having a computer were given in Table 6.

Table 6. t-Test results of prospective teachers' media literacy competencies in terms of their having a computer

		N	\bar{X}	S	sd	t	p
Having a computer	Evet	423	3,83	,47	651	3,29	,001
	Hayır	230	3,70	,51			

p<.05

It can be seen from Table 6 that 64,8% of prospective teachers (N=423) have a computer and 35,2% (N=230) of prospective teachers don't have a computer. When we analyze prospective teachers' media literacy competencies in terms of having a computer, significant difference is found between the ones who have a computer and the ones who don't have a computer [$t_{(651)}= 3,29, p< ,05$]. Prospective teachers' media literacy competencies who have a computer ($\bar{X}=3,83$) is higher than the ones who don't have a computer ($\bar{X}=3,70$).

t-Test results of prospective teachers' media literacy competencies in terms of their having an access to internet were given in Table 7.

Table 7. t-Test results of prospective teachers' media literacy competencies in terms of their having an access to internet

		N	\bar{X}	S	sd	t	p
Having an access to internet	Yes	316	3,80	,47	651	2,69	,028
	No	337	3,71	,51			

p<.05

It can be seen from Table 7 that % 48,4% of prospective teachers (N=316) have an access to internet computer and 51,6% (N=292) of prospective teachers don't have an access to internet. When we analyze prospective teachers' media literacy competencies in terms of having an access to internet, significant difference is found between the ones who have an access to internet and the ones who don't have an access to internet [$t_{(651)}= 2,69, p< ,05$]. Prospective teachers' media literacy competencies who have an access to internet ($\bar{X}=3,80$) is higher than the ones who don't have an access to internet ($\bar{X}=3,71$).

t-Test results of prospective teachers' media literacy competencies in terms of reading newspaper were given in Table 8.

Table 8. t-Test results of prospective teachers' media literacy competencies in terms of reading newspaper

		N	\bar{X}	S	sd	t	p
Reading newspaper	Yes	328	3,83	,50	651	2,31	0,21
	No	325	3,74	,48			

p<.05

When the Table 8 is analyzed, it is found that that % 50,2% of prospective teachers (N=328) read newspaper regularly and 49,8% (N=325) of prospective teachers don't read newspaper regularly. When we analyze prospective teachers' media literacy competencies in terms of reading newspaper, significant difference is found between the ones who read newspaper and the ones who don't read newspaper [t₍₆₅₁₎=2,31, p<,05]. Prospective teachers' media literacy competencies who read newspaper (\bar{X} =3,83) is higher than the ones who don't read newspaper (\bar{X} =3,74).

ANOVA results of prospective teachers' media literacy competencies according to their department were given in Table 9.

Table 9. ANOVA results of prospective teachers' media literacy competencies according to their department

Department	N	\bar{X}	ss	sd	F	p	Meaning
1. Primary school teacher training program.	106	3,79	,54				
2. Turkish teacher training program.	107	3,88	,47				2-5
3. Social studies teacher training program.	110	3,92	,50	5	5.47	.00	2-6
4. Preschool teacher training program.	110	3,79	,44	647			3-5
5. Science teacher training program.	111	3,65	,41				3-6
6. Mathematics teacher training program.	109	3,66	,52				

p<.05

When we analyze Table 9, a significant difference is found between prospective teachers' media literacy competencies and their departments [F₍₅₋₅₇₄₎= 2,92, p<,05]. In other words; teacher training programs of prospective teacher affect their media literacy competencies. According to TUKEY HSD result; there is a significant difference between prospective teachers' media literacy competencies who research at Turkish teacher training program (\bar{X} =3.88) and both Science teacher training program (\bar{X} =3.65) and Mathematics teacher training program (\bar{X} =3.66). There is a significant difference between prospective teachers' media literacy competencies who research at Social studies training program (\bar{X} =3.92) and both Science teacher training program (\bar{X} =3.65). and Mathematics teacher training program (\bar{X} =3.66). Prospective teachers' media literacy competencies who research at Social studies teacher training program is the highest; on the other hand; prospective teachers' media literacy competencies who research at Science teacher training program is the lowest. There is no significant difference between the other matches.

Discussion and Conclusion

When we analyze the findings, it can be seen that perceptions of pre-service teachers about their media literacy competencies is high. The highest media literacy competencies of prospective teachers is in “being knowledgeable” factor; on the other hand the lowest media literacy competencies of prospective teachers is “being able to analyze and react”. This finding shows that pre-service teachers is aware of the messages that come from media and their competencies of evaluating this messages critically and competencies of directing themselves about the contents of the messages is high; however, pre-service teachers’ competencies of analyzing contents of the messages and reacting to them and competencies of being aware of themselves in this process is a bit low. The total arithmetical mean is found as 3.78 when we analyze media literacy competencies of pre-service teachers generally. This result shows that media literacy competencies of pre-service teachers is higher than average. Research findings are similar with the research findings done by Karaman & Karataş (2009). According to the findings of this research, it was determined that the highest media literacy competencies of pre-service teachers is in “being knowledgeable” factor (=4,03); on the other hand the lowest media literacy competencies of pre-service teachers is “being able to analyze and react” (=3.57). The total arithmetical mean is found as 3.82 when we analyze media literacy competencies of pre-service teachers generally. Research findings are also similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, it was found that the highest media literacy competencies of prospective teachers is in “being knowledgeable” factor (=4,01); on the other hand the lowest media literacy competencies of prospective teachers is “being able to analyze and react” (=3.62). The total arithmetical mean is found as 3,80 when we analyze prospective teachers’ media literacy competencies generally. This result shows that prospective teachers’ media literacy competencies is higher than average.

Perceptions of pre-service teachers about their media literacy competencies don’t change significantly according to their gender. In other words, gender variable is not determinant factor on media literacy competencies of pre-service teachers. Research findings are similar with the research findings of the researches done by Som & Kurt (2012) and Ergün & Receptoğlu (2012). According to findings of these researches, it was found that media literacy competencies of pre-service teachers do not change according to gender.

Perceptions of pre-service teachers about their media literacy competencies don’t change significantly according to their age. In other words, age variable is not determinant factor on media literacy competencies of pre-service teachers. Research findings are also similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, it was determined that ages of pre-service teachers do not change prospective teachers’ media literacy competencies significantly.

Perceptions of pre-service teachers about their media literacy competencies change significantly according to their departments. There is a significant difference between media literacy competencies of pre-service teachers who research at Turkish teacher training program and both Science teacher training program and Mathematics teacher training program. There is a significant difference between media literacy competencies of pre-service teachers who research at Social studies training program and both Science teacher training program and Mathematics teacher training program. Media literacy competencies of pre-service teachers who research at Turkish teacher training program is the highest; on the other hand; media literacy competencies of pre-service teachers who research at Science teacher training program is the lowest. Research findings are partly similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, it was determined that teacher education programs of pre-service teacher affect their media literacy competencies significantly.

There is a significant difference between prospective teachers' media literacy competencies who study at Turkish teacher training program and Science teacher training program. Prospective teachers' media literacy competencies who study at Turkish teacher training program is the highest; on the other hand; prospective teachers' media literacy competencies who study at Science teacher training program is the lowest.

Having a computer affect perceptions of pre-service teachers about their media literacy competencies significantly. Media literacy competencies of pre-service teachers who have a computer is higher than the ones who don't have a computer. This finding show positive and significant effect of having a computer. Research findings are similar with the research findings of Karaman & Karataş (2009). According to this research. whether pre-service teachers have a computer or not change media literacy levels of pre-service teachers significantly. Media literacy competencies of pre-service teachers who have a computer (=3,85) is higher than the ones who don't have a computer (=3,72). Research findings are also similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, significant difference was found between the ones who have a computer and the ones who don't have a computer. Prospective teachers' media literacy competencies who have a computer (=3,84) is higher than the ones who don't have a computer (=3,73).

Having an access to internet affect perceptions of pre-service teachers about their media literacy competencies significantly. Media literacy competencies of pre-service teachers who have an access to internet is higher than the ones who don't have an access to internet. This finding show positive and significant effect of having an access to internet. Research findings are similar with the research findings done by Karaman & Karataş (2009). According to research findings done by Karaman & Karataş (2009). Whether pre-service teachers have an access to internet or not change media literacy levels of pre-service teachers significantly. Media literacy competencies of pre-service teachers who have an access to internet (=3,88) is higher than the ones who don't have an access to internet (=3,76). Research findings are also similar with the research findings done by Som & Kurt (2012). According to research findings done by Som & Kurt (2012). Whether pre-service teachers have an access to internet change media literacy levels of pre-service teachers significantly. Media literacy competencies of pre-service teachers who have an access to internet (=65,85) is higher than the ones who don't have an access to internet (=63,82). Research findings aren't similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, significant difference wasn't found between the ones who have an access to internet and the ones who don't have an access to internet. However, media literacy competencies of pre-service teachers who have an access to internet (=3,82) is higher than the ones who don't have an access to internet (=3,79).

Reading newspaper regularly affects perceptions of pre-service teachers about their media literacy competencies significantly. Media literacy competencies of pre-service teachers who read newspaper is higher than the ones who don't read newspaper. This finding show positive and significant effect of reading newspaper regularly. Research findings are similar with the research findings done by Karaman & Karataş (2009). According to research findings done by Karaman & Karataş (2009). Whether pre-service teachers read newspapers regularly or not change media literacy levels of pre-service teachers significantly. Media literacy competencies of pre-service teachers who read newspapers regularly (=3,88) is higher than the ones who don't read newspapers regularly (=3,74). Research findings aren't similar with the research done by Ergün & Receptoğlu (2012). According to the findings of this research, significant difference wasn't found between the ones who read newspaper and the ones who don't read newspaper. However, it was found that prospective teachers' media literacy competencies who read newspaper (=3,84) is higher than the ones who don't read newspaper (=3,78).

As a conclusion; it can be said that having the necessary media literacy competencies and awareness and taking

media literacy education is of great importance for pre-service teachers who will take part effectively in gaining media literacy to the students before starting teaching profession. In this context, training programs can be re-edited in faculties of education. Studies can be done to increase teachers and pre-service teachers' awareness of media literacy. Activities like seminars and programs can be organized for teachers and pre-service teachers.

Considering that the teachers who give the course didn't have media literacy education during pre-service and in-service period, it is essential to examine knowledge level of the pre-service teachers, their opinions and readiness about media Literacy. There is not much research carried out on media literacy in Turkey. Media literacy should be examined in terms of pre-service teachers who will have a big role especially in shaping future generations. "Media Literacy Level Assessment Scale" which is used in this research can be re-formed and its scope can be expanded. Different scales which can measure media literacy competencies of pre-service teachers can be improved and implemented to different research groups. Qualitative researches can be conducted with faculty members as well as pre-service teachers. Similar studies can be conducted in other faculties or higher education institutions in different fields.

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