

## Commemorating the History of Media Literacy Education of Turkey on its 10<sup>th</sup> Anniversary: Looking Back Upon the Past, Looking Forward to the Future

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### ABSTRACT

The issue of media literacy education is like a mirror reflecting the nature of the relationship among the academia, policy makers, educators and media industries in general. In Turkey, the efforts for designing a course related with media literacy for children dates back to 2005, and it is commemorating the 10th anniversary. In accordance with the protocol signed by the Radio and Television Supreme Council (RTSC) and the Ministry of Education (MoNE), the media literacy course, as an elective course, has been offered countrywide since the 2007-2008 educational year. With the decision of National Board of Education-2014, the curriculum and textbook of the course were renewed. This study aims at elaborating on the main points of the discussions related with media literacy education among policy makers, educators and academia in Turkey as well as in the world. In relation to Turkey, the objectives, outlines and implementations of the course will be analyzed by including the recent modifications in its curriculum and textbook. In this analysis, the academic criticisms directed to the media literacy course as well as the information from the interviews with the authorities of MoNE and RTSC on media literacy education will be especially taken into account. Based on the findings and information, the last part of the study is reserved for the evaluation of the results of the media literacy course in a decade, and certain recommendations will be made for the future, for a critical and an expansive media literacy education which regards the changing nature of the media usage habits of children in Turkey.

**Keywords:** Media literacy education, critical media literacy, digital literacy, new media, media usage habits of children, media literacy and Turkey's case.

### Introduction

The history of media literacy education goes back to the first half of the 20th century in the U.S. and Europe followed it. For the case of Turkey, it can be argued that the studies and discussion on media literacy have been encouraged by a project to include media literacy course into the elementary school curriculum. A pilot media literacy course was developed and included into the primary school curriculum as an elective course in 2006-2007 educational year in accordance with a cooperation protocol, regarding this media literacy course, signed by the Radio and Television Supreme Council (RTSC) and the Ministry of National Education (MoNE). Then, the elective course on media literacy was added to the curriculum by the MoNE. This course was planned to be taught in the grades 6, 7, or 8 of primary schools. With the changes implemented in the 2014-2015 term, it became available for students of grades 7 and 8 can elect this course.

This study aims at elaborating the main lines of the media literacy education policies and

practices at the 10<sup>th</sup> anniversary of media literacy course in Turkey. To this end, it will comparatively touch upon discussions on media literacy education at the local and global levels. An important criticism directed to the program of the media literacy course implemented between 2007 and 2014 is that whole program was prepared to protect children and preserve certain values. Besides, "new" media, as the preferred medium by children and youth, was strongly recommended to be included into the program. Recent statistics and data driven on the relation of children and youth with the new media pointing out that they have become more interested in the new media in Turkey in recent years support this recommendation. So, today, it becomes more important that children and youth should be acquainted with digital skills across the curriculum. In that respect, we will focus on the expected contributions of the media literacy course to the students' information and digital skills in terms of the renewed curriculum and the textbook taught in 2014-2015 school year.

### 1. Media Literacy Education in the World

Although this article does not aim at analyzing different conceptualization and studies on media literacy, it should be stated that there have been valuable efforts to understand the complex phenomenon of media literacy. The theme of media literacy has also been discussed in previous decades by some scholars as well as

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some institutions. UNESCO, which is a leading organization in that area, has been examining this issue since the 1960s. "Information and media literacy" aims at providing people with the abilities and skills for critical reception, assessment, and use of information and media in their professional and private lives. UNESCO finds the accomplishment of this goal important in terms of creating societies based on "information" and "equal access to knowledge and information."

In line with this purpose, the first point UNESCO emphasizes is to encourage the developments of national policies related to "information and media literacy." Another duty that UNESCO emphasizes is training teachers. In other words, UNESCO aims at providing teachers with appropriate pedagogical methods to incorporate information and media literacy into their teaching.<sup>i</sup>

Within that respect, one of the important studies is to prepare a handbook for media education. As an important example, the handbook titled *Media Education A Kit for Teachers, Students and Professionals* is a product of a project co-funded by UNESCO and the European Commission<sup>ii</sup>. The kit includes handbooks for different parties playing role in media education like families as well as professionals, and the actors of the civil society, the private sector, and government institutions. This concern is explained in the way that "the school's role in the media education process is certainly irreplaceable, but by no means exclusive" (Frau-Meigs (edt), 2006:55). As a commonly referred kit in media education, "Internet Literacy Handbook" is also included among the opportunities provided by the "new" media in the education.

In the 2006 meeting, which was held in Moscow and focused on "the personal information culture," the characteristics of that culture and its place in the "global information society" were discussed. Abdul Waheed Khan representing UNESCO stated that the priority in UNESCO's "Information for All Programme" (IFAP) was to raise awareness in terms of "information literacy" at all levels of the educational process. Khan also emphasized that "information literacy" aims at equipping individuals with the skills that will improve the use, assessment, and critical reception of information in their personal and professional lives.<sup>iii</sup>

In 2008, UNESCO hosted the "International Expert Group" in Paris, which aimed at introducing information and media literacy components into teacher training curricula

worldwide. In that meeting, experts representing regions across the globe (specializing in teacher training) gathered to agree upon a framework for a model of teacher training curriculum on media literacy. UNESCO emphasizes that information and media literacy has become a new paradigm of the 21st century and an integral part of people's life-long learning. In the meeting, it was suggested that the resulting model curricula be tested on a pilot basis in at least eight developing countries.<sup>iv</sup>

Each country has its own policies and practices in terms of media literacy, but also the concept was on the corporate agenda of the EU at the Lisbon Summit. In the framework of Lisbon strategy, along with improving the skills to use information technologies, expanding the budget for this education is also necessary, since tomorrow's Europe will be based on new communication technologies. Increasing Internet access and reducing costs were also discussed. Moreover, the European Commission produced the Digital Literacy Initiatives<sup>v</sup> alongside the program of media education. Commission Recommendation, dated back 20 August 2009, was especially related with the employment of "new" media, media literacy in the digital environment<sup>vi</sup>. On the basis of this Recommendation, various efforts have been made to stimulate the implementation of media education for different sections of a given community. At the end of the conference, the Declaration of Brussels for Lifelong Media Education (the 18th of January, 2011)<sup>vii</sup> was published.

Although media related pursuits, the meaning of media literacy, and the place of media literacy in education have been put forward in different basis, there are two principal approaches: the understanding of media literacy which results from the mainstream or conservative perspectives and the understanding of media literacy which has a critical or democratic basis. Mainstream media literacy does not question the existing structure and regards the media only in terms of the content of the message. Especially, when it is also about children, media literacy only aims at providing protection from the media and loyalty to morals.

In the child-media relationship, media literacy should not be regarded only in the context of protecting children. Students should learn both how to read the media product and also how to create their own cultural texts. On that point, Kellner (2005) suggests a transition from the traditional or protective media literacy to critical media literacy. In that context, it has been discussed that media literacy can be used as a

means of social control and organization or it can help in providing liberation in a democratic social order.

*Journal of Communication*, a leading journal in the area of communication, created a special issue from the papers of a symposium on media literacy. In his book, Potter dealt with the main aim and products of that symposium: "We asked eight media literacy scholars to address the question, What is my conceptualization of media literacy?" (Potter, 2004a:26)

As stated by Potter, there is no convergence on the meaning of media literacy; however, we can mention some tendencies to reply what the media literacy is. The speeches of the Media Literacy Symposium (1998), which was later printed in the *Journal of Communication*. In that journal, Chris and Potter in their introductory article "Media Literacy, Media Education, and the Academy," The writers refer to various discussions and studies about both terms and as an example of the efforts to synthesize different opinions or creating consensus on some points, they cite the definition in The National Leadership Conference on Media Literacy where experts from the USA gathered in 1992: "Literacy" was defined as "the ability to access, analyze, evaluate and create messages across a variety of forms," and "media literate" was defined as someone "who can decode, analyse and produce both printed and electronic media" (cited in Chris and Potter, 1998: 5).<sup>viii</sup> Hobbs' valuable article dated back to 1998 is another effort to describe main lines of arguments on the definition as well as the practices of media literacies.

We can see multiple definition of "literacies", Buckingham as one of the scholars insisting on the social nature of media literacy reminded us on this issue by stating that plurality of the literacy is not only related with the "multiple modes or (media) of communication, it is related with "inherently *social* nature of literacy-and hence with the diverse forms that literacy takes in different cultures..." (Buckingham, 2003:38).

Within the multiple definition and practices of media literacy, let us analyze the main dimensions of media literacy education in Turkey.

## **2. Brief Story of the Media Literacy in Turkey**

Media literacy in Turkey has begun to be examined at public level at the beginning of the 2000s. One of the first detailed meetings was hosted by Marmara University, Istanbul, Turkey and the texts of the academics and experts were later published. In that publication, the call for the

conference text emphasizes the importance of media literacy:

*To be able to live in a world surrounded by all printed and visual sources, we need new communication skills. While the newspapers, magazines, radio, television, cinema, and the Internet make use of the rapidly developing technology, the public should also be made aware of the brand new concept of "media literacy." (Türkoğlu, 2007: 9)*

In his famous book *Theory of Media Literacy*, Potter stated that "a wide range of people have been writing on the topic of media literacy for some time now..." and also added at the last line, "among scholars, media literacy is really the convergence of three huge bodies of knowledge: media studies..., human thinking..., and pedagogy... . Media literacy is not just the overlapping intersection of these three; instead, it is the entire realm covered by all three." (Potter, 2004a:23).

For Turkey's case, it can be argued that the studies and discussion on media literacy have been encouraged by the project to include media literacy course into the elementary school curriculum. Let us see the critical moments in the history of the media literacy course.

As an important factor in this process, RTSC explained its view on the subject at their official website. According to the information there, for the purpose of allowing audiences to access, decode, evaluate, and transfer printed and non-printed messages from sources in different formats (television, video, cinema, advertisements, Internet, and so on), media literacy aims at providing audiences with the skills necessary to perceive media messages correctly, and with the ability to create new messages over time. Improved media literacy skills would help reinforce the audience's conscious ability to decode media, to express themselves comfortably, and participate in their social lives actively and creatively. In the RTSC approach, the importance of media literacy is defined through the notions of "control" and "discipline." The emphasis is on distinguishing the line between the real world and the media.

The RTSC mentions two steps of media literacy. The first "is the ability to use the technology to access media content; and the second is about not only understanding the content but the ability to evaluate it. According to the RTSC, one of the important reasons for the inclusion of for media literacy course in the elementary school curriculum is the consensus among experts and educators on the negative impact of mass media, notably television, Internet and radio, on children.

In the Platform to Stop Violence, which was established in 2004 within the structure of the Ministry of State and represents public enterprises, non-governmental organizations and universities, the RTSC suggested for the first time that the media literacy course should be included in the curriculum of the elementary schools. For this purpose, the Council contacted MoNE-BE. In 2006, the findings of the research on the children's attitude toward watching television, conducted by RSTC, highlighted the importance of media literacy.

This process was concluded by the sign of the cooperation protocol between the RTSC and the MoNE-BE, and the responsibilities and duties of these institutions in the conduct of media literacy course were clarified (RTÜK and MEB-TTK, 2006). On 31 August 2006, "Syllabus for the Media Literacy Elective Course in the Elementary School" was accepted by MoNE-BE. According to this protocol, the MoNE-BE was obliged to determine who taught the course and which of the schools were appropriate for this course. At the 2006-2007 terms, the MoNE added the elective course to the curriculum for the pilot schools at five cities selected by the decision of MoNE-BE (2006)<sup>ix</sup>. According to this decision, the kit on media literacy contained only handbook for teachers. In other words, there was no student book. The RTSC explained its reason in the way that is to not accustom students to memorize but to help them think freely and express themselves, and to make the media literacy course different from other classic courses. However, in practice, students as well as teachers have certain difficulties in this manner. In our research conducted in Ankara in 2009-2010 terms<sup>x</sup>, teachers reported inconveniences in conducting the lesson due to the lack of student's handbook for media literacy (Asrak Hasdemir and Demirel, 2010)

As a consequence of the cooperation between the RTSC and the MoNE-BE the cadre to educate teachers in media literacy course was formed. The BE decided that classroom teachers who had graduated from communication faculties or communication high schools and who work in the system of National Education as well as teachers social sciences could teach media literacy course. This is another problematic issue in teaching media literacy course. There are only 812 classroom teachers graduated from communication faculties or high schools in the cadres of Ministry of Education (Sütçü, 2011). This means that media literacy course all over the country are taught by teachers whose education is not directly related with communication.

The "elective" status of the course creates another problem. The media literacy course can be elected by the students at 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades of primary schools, but these students can take this course only once during these years. With the data of 2010-2011 terms, small portions of the students could take this course over all Turkey (see Table 1).

**Table 1. Number of students taking elective courses (5th-8th grades) and media literacy (6th-8th grades)**

Years	All elective courses	Media literacy
2012-2013	7.936.006	624.809
2013-2014	5.960.826	310.565

Source: Ministry of National Education, National Education Statistics 2013 and 2014

When regarding 2012-2013 term's and 2013-2014 term's statistics, it is concluded that the percentage of the students taking media literacy course is not high and also this percentage has decreased in years due to some problems we try to specify in this article.

### 3. The Critical Overview of the Media Literacy Curriculum and Materials (2007-2014)

The curriculum and textbook of media literacy course had certain changes and new curriculum and a new student book were prepared in the last year. It is declared that new curriculum and new textbook was in circulation with the beginning of 2014-2015 educational year. However we mainly elaborate the content of the course as well as of the source books which have been taught until 2014-2015 term in order to evaluate the first terms implementations of media literacy education.

In *The Primary Schools Media Literacy Course Syllabus and Guidebook* (2007-2014) (from now on it will be referred as *Guidebook*), one of the most emphasized points is the protection of children from the harmful effects of the media. In this context, it is stated that, starting from elementary education it is necessary to raise the awareness of those children who are seen as vulnerable receivers in relation to audio, visual, and printed media. With the help of the media literacy courses students would be able to read and decode media instead of being passive receivers.

The insights expected to be gained from education can be summarized such that students should understand that media uses sound and visual effects, multidimensional images, music and camera movements to increase the effect they expect to impose on people and it may use/uses many unrealistic fictionalized images for its own purpose (RTÜK and MEB-TTK, 2006: 5-8). It is

important that for some purposes communication technologies and technique are viewed as fictionalized. However it is problematic whether such insights will enable a critical questioning of the purposes for such ideologies and interests portrayed in the media. Whole of the program was prepared with the aim to protect children and preserve certain values. This approach was criticized by scholars and researchers in different respect. For example, Gencil Bek stated that critical media literacy education should be focused on citizen's consciousness and responsibility instead of protective approach (2011).

*Teacher's Handbook of Media Literacy Course (2007-2014)* was prepared by RTSC (from now on it will be referred as the *Teacher's Handbook*). In accordance with the understanding of constructivist education, different materials such as newspapers, radio and television news and the Internet can be used in the Media Literacy course. In other words, instead of a teacher-based education, different course materials and activities are used for an education in which the student actively participates. From the point of view of child's right to education, this positive approach allows the child to actively participate and to apply. However, instead of equipped children with a critical outlook and making them active subjects in media usage, the predominant approach in the *Guidebook* and the *Teacher's Handbook* aims at protecting the child from the negative effects of media (Asrak Hasdemir, 2009). Moreover, in these publications communication is mostly seen in the context of the mainstream liberal approach which reinforces the protective approach mentioned above. Before analyzing the sources in detail let's have a look at chapter titles or as written in the sources, to the "unit" titles.

Within the ML course, prepared by the RTSC and the MoNE, the chapter titles are arranged as such:

- Introduction to Communication (Communication, the process and content of communication, types of communication),
- Mass Communication (Mass communication, mass media, the relation between communication and mass communication),
- Media (Media, the main functions of media, the economic aspect of media, media and ethics, the concept of media literacy, its purpose and significance),
- Television (Television as an effective mass medium, television broadcasting in Turkey, types of television programs),

- Family, Child and Television (The habit of watching television, the negative effects of television, the analysis of television programs, warning signs),
- Newspaper and Magazine (Principal notions about newspaper, the importance and comparison of news and pictures in the newspaper, the application of newspaper preparation, magazine types and their functions),
- Internet (The features and functions of the Internet, the points to take into account in Internet usage)<sup>xi</sup>

There are traces of an approach close to mainstream media literacy in these titles, which are far from being critical. This kind of approach delimits the audience. Nothing is said about the background of the media process and system, and the roles of the political, economic and social determinants in this process. The titles discuss media, which gives a contextual and independent message. Parallel with the impact analyses, which are used in mainstream communication theories, the definitions are also impact-based. The book is built upon protecting the child from the media. Apart from and beyond protection from the media, with such a syllabus, the child might gain the ability of critically approaching, analyzing, concluding and practicing media and media outputs (Asrak Hasdemir, 2015:83-84).

In the study elaborating RTSC's media literacy page with a critical perspective and regarding notion of visual communication, the scholars indicated that comics on television made by children and sent to RTSC to be included in its webpage reflected the attitudes of RTSC to the television: It is harmful (Karabacak and Erdinç, 2010).

#### **4. Media Literacy, Media Usage Habits of the Children in Turkey and Some Conclusions**

In Turkey's case, media literacy as an elective course has become part of the basic education since 2006. We discussed problems related with the content of source books (being taught during 2007-2014 terms) as well as some approaches during the first five years of the implementation of the course.

Before 2014-2015 term, the media literacy course could be elected by the primary school students at grades 6, 7, and 8; however, these students could take this course only once during these years. Nowadays, the students of grades 7 and 8 can elect this course; however, the course duration is the same: 40 minutes a week. In that sense, the time allocated to media literacy is not sufficient to

elaborate issues augmented over the time in relation to media. In our research conducted in Ankara, one of the main complaints of the teachers is the lack of time to analyze the issues specified in the program, and also to allow student to create their own media products.

With the decision of the National Board of Education (23 May 2014), the curriculum of the media literacy course was renewed and a student's book was prepared. In accordance with the recent changes in the curriculum and the program of the course, grades 7 and 8 students can elect this course once during these years, while before 2014-2015 term, the media literacy course could be elected by primary school grades 6, 7, and 8 students.

Beginning with the 2014-2015 education term, in the student's book, the new titles of the Media Literacy course's units are as follows:

- Media as the medium of entertainment,
- I am asking a question to the media- Media as the medium to have information,
- Let's think about it-Media as the medium to have information,
- My media- Media as an area of participation.

In terms of the units of the student's book, issues and practices related with traditional-old media as well as new media are distributed in all units. It is seen that the last unit is especially reserved for handling issues and practices related with the new media<sup>xii</sup>.

One of the important criticisms directed to the curriculum between 2007-2014 was that the issues related with the new media, including internet were not adequately handled and taught despite the fact that the right to internet access is one of the topics discussed widely not only by the academicians but also media professionals, practitioners and other persons related with the issue. This right and different patterns of new media usage were also elaborated and handled in the domain of international human rights systems including the United Nations as well as the Council of Europe. Beside other human categories, children and youth, and their relations with media including new media are specifically addressed by the international documents.

The UN Convention on Rights of the Child (1989) is one of the international legal documents dealing with the relationship between media and children, including children's communication rights. For example, article 13/1 of the Convention declares the "right to freedom of expression" through any kind of "media of the

child's choice", while article 17 emphasizes that "States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources". Beside it, in recent years, new media technologies and the internet have moved into the centre of attention, as special UN reports promote the protection of the right to freedom of expression and facilitate its execution amongst children.

Regarding children and youth as new media audiences and the problems alongside with the facilities of new media, the issues of new media literacy is among the highlighted issues. From public institutions to individual users, the digital literacy is especially concerned at the national as well as international levels. Not excluding different contexts and levels in which children and youth gain literacy skills, Sefton-Green, Marsh, Erstad and Flewitt insist on the role of schools for educating digital literacy: "The educational institutions (early years settings/schools) can also be a powerful actor in this process, particularly if those institutions have policies and practices that inhibit or facilitate practitioners' designs with regard to digital literacy" (Sefton-Green et al 2016:19).

In this panorama, Turkey's position to new media and internet usages can be exemplified by certain data driven from "Information and Communication Technology (ICT) Usage Survey in Households and Individuals, 2004-2014" which was conducted by Turkish Statistical Institute. In this study, people between the ages 16-74 are in the scope of the survey, but, out of the data, we especially deal with the statistics related with 16-24 age groups, which are important for the aim of this study as to explore and understand the positions of young audiences in new media environment. When we compare the numbers of computer users aged 16-24 in the year 2004 and 2014, the percentage of the users become doubled in total. 32% of child and youth use computer in 2004 whereas this percentage is 70,3% in 2014 (TurkStat, 2014).

Another recent research study on child-new media relationship at the local level points out that an important number of students have computer and internet access. According to the data of MEDYAK Project (Media in Comparison-MEDCOM)<sup>xiii</sup>:

- ✓ 69.7% of the students have a desktop computer;
- ✓ 71.3% of them have a notebook;

✓ 88.2% of the students have an internet connection (Asrak Hasdemir et. all, 2013)

Also the literacy skills of children and youth are very important along with their access to computer and Internet. Binark pointed out that “only access does not solve the digital divide: there is a literacy divide such as technical skills, knowledge skills, etc.” (Binark, 2014) To overcome difficulties stemming from literacy divide, children and youth should gain basic digital skills at home and especially in their schools.

According to the EU Kids Online Survey in 2011, there are four categories specifying the countries position by regarding the children’s internet usage and the risks they encountered: lower use-lower risk, lower use-some risk, higher use-some risk and lastly, higher use-higher risk. Turkey is among “lower use-some risk” countries like Ireland, Portugal, Spain (Livingstone et all, 2011). However this risk has a tendency to grow up with the increase in the new media usage of children and youth in Turkey with the years. It means that Turkey, like other countries in this category, has “the lowest internet usage, although there is some excessive use of the internet and some problems with user-generated content” (Çağiltay, 2011). When considering Turkey’s country report written by Kürşat Çağiltay, within the EU Kids Online Survey, in relation to the basic skills of using internet, it is reported that “half of the children in Turkey can change privacy settings in Facebook while in Europe 77% can do it”. This means that these children in Turkey “generally leave their privacy settings on default values” (Çağiltay, 2011). Another report also underlined the importance of school curriculum to provide safer new media environment for child and youth. They recommended to “[i]ntegrate online safety awareness and digital skills across the curriculum”; (O’Neill and Staksrud, 2014:4).

Regarding the story of media literacy course in Turkey, it can be said that vision, content as well as the elective status of the course need to be questioned and necessary changes should be made by taking into account the criticisms.

In the child, youth-media relationship, media literacy should not be regarded only in the context of protecting children and youth, but the aim should be making them more active users-producers in media environment including the new media, especially.

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#### Notes:

2. [http://portal.unesco.org/ci/en/ev.php\\_URL\\_ID=15886&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php_URL_ID=15886&URL_DO=DO_TOPIC&URL_SECTION=201.html), a.d.30.5.2008.

3. In the acknowledgment of the handbook, it is stated that this kit is "a partly product of MENTOR project co-founded by UNESCO and European Commission and supported by CLEMI, CEDFOP and MİZAR Multimedia" (Frau-Meigs (edt.), 2006:4).

4. [http://portal.unesco.org/ci/en/ev.phpURL\\_ID=23334&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.phpURL_ID=23334&URL_DO=DO_TOPIC&URL_SECTION=201.html), a.d.30.5.2008.

5. [http://portal.unesco.org/ci/en/ev.phpURL\\_ID=27070&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.phpURL_ID=27070&URL_DO=DO_TOPIC&URL_SECTION=201.html), a.d.30.5.2008.

6. [http://ec.europa.eu/information\\_society/eeurope/i2010/docs/digital\\_literacy/digital\\_literacy\\_review.pdf](http://ec.europa.eu/information_society/eeurope/i2010/docs/digital_literacy/digital_literacy_review.pdf), a.d. 29.5.2008.

7. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2009:227:0009:0012:EN:PDF>, a.d.



7.5.2010.

8. <http://www.declarationdebruxelles.be>, a.d. 28.5.2011.
9. Although reflecting upon the discussions in the journal go beyond my purpose here, I'd like to talk about articles which classify and analyze main discussions and approaches. Some of them come from Hobbs (2004), Brown (1998), Meyrowitz (1998), and Jewis and Jhally (1998). Moreover, other than summarizing the discussions, Potter's work (2004) is an important source which provides justification for a search of a theory of media literacy.
10. The pilots schools were selected from five cities: Adana, Ankara, Erzurum, İstanbul ve

İzmir

11. Socio-economic determinants were regarded and three socio-economic levels as "low", "middle" and "high" were specified into sampling the schools.
12. <http://www.meb.gov.tr>, a.d. 2.6.2008.
13. [http://www.meb.gov.tr/Ders\\_Kitaplari/Ders\\_Kitaplari\\_2014.asp](http://www.meb.gov.tr/Ders_Kitaplari/Ders_Kitaplari_2014.asp), a.d. 17.6.2015.
14. MEDCOM Project (2013) aims at exploring and understanding the position of young audiences in the diverse forms of the media settings, from traditional to new media.. The sample of the children educating at the 5th to 8th grades in Ankara are chosen randomly; 1821 students were questioned within this project.

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