A critical review to the media which constructed in media literary course in secondary education

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Abstract

Nowadays, in which mass media has been widespread and effective nearly in all parts of our life, the importance of media literacy has increased both in the world and Turkey. Not only is media enhancing its area of activity by means of the opportunities of communication technologies, but also has started to distribute various and excessive information. The course of media literacy, which is supposed to have some functions, such as reaching “the truth” from this excessive information, analyzing the reached information and evaluating primarily has entered the curriculum of the faculty of communication in Turkey and has started to be given as an elective course in the curriculum of secondary education from 2007-2008 Academic Year. This study will deal with edited media, which is taught in media literacy in secondary education, in a critical perspective that is often referred in communication studies. And in this study, edited media, in Media Literacy Teacher Resource Book, has been chosen as a research item.

Keywords: Media literacy; critical media studies; education of media literacy in Turkey.

1. Introduction

It is known that media, an important source of information in circulation in social area today, has significant effects on daily life experiences. It is not wrong to express that almost all individuals are influenced in a way by the informative, cultivating, educative, enlightening, gaining new models of life and behavior, entertaining, argumentative, socializing features of media, which has been important establishment of socialization (Vural, 2001: 117-118). That media, which offers a series of image, idea and evaluation to the individuals, who will be able to use while identifying their own styles of behaviors (Mcquail and Mindahl, 1997: 115), can be said to have come forward

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relatively to other socialization theories with influencing more or less all individuals of the society and permanence of this effect.

The significance and influence of media, which circulate a great deal of symbols, values, information and news edited by professionals everyday in modern societies as a part of daily life cannot be denied. People, who have never spoken face to face in modern society, are able to share a widespread experience and collective memory with products of culture that media offers (Thompson, 1992: 163). Yet, a modern individual can be said to have had the inspiration that will be enough for his/her intellectual movement in every circumstance from newspapers or televisions (Güneş, 1995: 51). In addition, that media, which is an important variation in consisting of collective memory, has built the reality in which this memory is consisted or the framework of this reality can be expressed. As Ramonet stated, whatever radios, televisions or newspapers show about an event or phenomena, is considered real. Even if this is wrong, the right thing is the one all media has accepted correct (Ramonet, 2000: 52).

Media, known to have effect on societies, is seen to raise and deepen its area of activity with the development of communication technologies. Nowadays, media products (sound, vision, text), which are produced in any parts of the world, have been a matter of time to reach the rest of the world in order to exceed the geographical and national borders by means of systems which have no obstacles technologically. The contents -especially negative- which have been produced in media equipped with technological possibilities and thereby have become global, have started to be seen as an important problem not only for individuals but also for societies and countries. States or societies which try to come through these problems are seen to take various precautions so as to accommodate these new circumstances that media has globalized. As precautions are being taken especially for the protection of children and teenagers, the curriculum has started to be revised in order that this part of the society can use the contents of media more consciously, as well.

Most countries are known to take action by defining national policies to protect especially children and teenagers from negative effects of media and increase the level of consciousness against media which is exposed to accusations like false consciousness, misguidance, concealing facts. Ultimately, today the lesson of media literacy takes part in the curriculum of primary and secondary education under various names like, media education, media pedagogies, media instruction, media literacy, computer literacy, internet literacy and electronic literacy (İnal, 2009: 13). The lesson of media literacy has been offered as elective course in secondary education since 2007-2008 academic years in Turkey. It will not be wrong to say that the lesson of media literacy, which aims generally to improve a conscious attitude or behavior against the contents of media, is to be taught with critical perspective due to its aim. Media, which will be established in this course, as expressed in the studies of critical communication, can be analyzed in the framework of “media”, whose contents are formulated with a specific ideological perspective. And this study deals with the constructed media in a framework of critical approach in communication studies. This media is constructed in Media Literacy Teacher’s Guide Book which shows the process of Media literacy lesson that takes place in the curriculum of secondary education as an elective course.

2. The Development of Media Literacy in Turkey and the World

Generally speaking, the connection between media and education is seen to have been established in 1930’s with the popularization of the means of communications like, newspaper, telephone, radio and television. The idea of benefitting from these means which can reach the messages formulated from a certain center to masses, as an education material, has densely been articulated in USA and Europe especially in 1920’s and 1930’s (İnal, 2009: 13). Therefore, the ideas or applications about proper usage of media are seen to have emerged initially in 1930’s in Europe and USA even if the concept of media literacy wasn’t used. Media education which started in the USA in1932, had repercussions in Europe especially in England and Scandinavian countries in 1970’s and came into question of European Union at the beginning of 2000’s.

The thought of citizen’s protection against negative effects of media, which globalized especially after 1980’s, has been clarified. The importance of education of media literacy has started to have been discussed in various projects by international institutions; it has been alleged that there is a need to the new and rich communication skills so as to live as an active citizen in a world equipped with messages consisted by press and visual media (Türkoğlu, 2007: 95 transmitted by İnal, 2009: 37). UNESCO, which tries to keep on the agenda the media literacy
from 1960’s till now, has held a meeting of which experts of nineteen countries have attended in Federal Germany on 22 January 1982. And in the declaration at the end of this meeting, among the users of media texts, the responsibilities of families, formal-informal institutions of education, teachers, media workers, and decision makers to develop the criticism, have been emphasized (Buckingham, 2014). As seen, when we consider the development process of media literacy from 1970’s till now, gaining a technical ability about media or consisting its own media can be said to have transformed into a form of enlightenment or awareness that will provide protection against negative effects of media instead of the skill of distributing the messages.

Nowadays, it can be seen that there are plenty of countries which have noticed the importance of media literacy and have arranged their education policies in this way. The course of media literacy is being taught in different names or ways initially in developed countries such as, the USA, Canada, Australia, Japan, France, Germany, Italy, Spain, England, Austria, Belgium and Switzerland and in some countries of Africa and Asia and in Australia. But in Turkey, the ideas which correlate the relation of education with mass media are seen to have occurred from the beginning of 1930’s till the end of it (See. İnal, 2009: 148). However, whether these ideas will be evaluated or not within the scope of media literacy, which expresses being informed and conscious against media texts, is an issue that is moot. These ideas are in fact focused on usage of education as an instrument of mass media. So, it will not be wrong to state that the education of media literacy is new in today’s Turkey. To be included in the curriculum of secondary education, the course of media literacy, which was formerly seen in faculties of communication, were carried out in 2007-2008 academic year. The lesson which was taught compulsorily in a lot of faculties of communication is being taught as an elective course in secondary education.

3. The Concept of Media Literacy

It can be said that there is not an exact definition or category of definition to achieve consensus upon when literature in media literacy is examined generally. On the other hand, it is possible to describe what is intended with this concept or the definition referred to this concept. Generally, media literacy can be described as an access to the messages in different formats (television, video, cinema, advertisement, internet, etc…) analyzing them (critically), evaluation and ability to transmit (İnceoğlu, 2011:19). Similarly, it can be explained as an access to the content in any media, analyzing them, evaluating and the ability of creating the new ones (Hepkon and Aydın, 2011: 74). Education within media literacy can be described as society’s access of consciousness that will provide it to perceive the disadvantages with media, power, and ideology and the process of gaining the awareness, as well (Taşkıran, 2007: v).

As it is understood from the definitions, the concept of media literacy is seen to have emphasized on two main points. The first and more prominent one is the media literacy of which the individual’s evaluating the messages from media critically, the ability to filter and equipped with its knowledge. But, the second one points out the ability of recognizing and using the knowledge of (media, especially the new one) in a way of creating its own messages (Pekman, 2011: 37). Similarly to these definitions and explanations, many descriptions which try to explain the concept can be aligned. Nevertheless, as it was expressed before, we should state that a framework of definition which deals with the concept of media literacy in all ways and which is accepted with the studies done in this field, is not available. This situation can be attributed to the diversity of approaches which deal with media literacy from different angles. While classifying the kinds of approaches on the issue, you can go to dual distinction, like an approach which sees media literacy as an educational problem and an approach which sees it as a political and ideological preference (Hepkon and Aydın, 2011: 74). This dual distinction is in the capacity of leading up to the approaches of mainstream media literacy and critical media literacy as well.

4. The Necessity of Media Literacy

Today, with the opportunities enabled by communication technologies, media has been increasing its activity of the field and has started to distribute various and excessive information, too. To reach “the right” through this excessive information, to analyze the attained information correctly or to deliver the messages by creating its own field especially with the internet, which diversifies media, has become an important skill. The need for this skill,
which is described as media literacy, has emerged by transferring to the audience the contents of media which are associated with ideology, popular culture, consumption patterns, and tabloidization in press, visual and electronic field (Karakoç and Avcı, 2013: 142). Based on previously described, the necessity of looking at the media contents with a critical perspective arises. Attitudes or behaviors which are being tried to be gained can be listed as follows: (1) understanding the meaning how media messages have constructed, (2) identifying the ones who have created the certain media messages, (3) understanding the things what to be believed or what to be wanted to be done of constructers of media messages, (4) defining the tools or methods of persuasion used, (5) understanding the prejudices, wrong information, lies in media messages, (6) discovering that there is always a part of story that is not mentioned in media texts, (7) evaluating media messages in the framework of their own experience, beliefs and values, (8) create and distribute its own media messages (medialiteracyproject.org. 12.04.2014).

Overall, attitudes and skills, which are targeted to be gained with media literacy, indicate that media is not a tool which is the voice of all parts of society, which meets the need for information in an objective manner, and which follows conscious editorial policies. Even if it is implicit, media is assumed to have caused wrong consciousness, misleading and disinformation with the messages it has been distributing. Hence, the need of supervision in some way of media, whose effect is widely accepted, arises. Today, even the control is not done obviously with the censorship mechanism; countries/societies apply to the measures like media literacy course so as to protect from strong influence of media exposed to considered accusations or to take advantage of media enough as an educational tool.

With media literary course, students are supposed to realize that the information which some of the media coverage offers is subjective, carefully selected, edited with a certain perspective and a reproduction that is consisted of several effects. In addition, it is emphasized that as commercial devices, media organizations have undertaken the function how to consist a consumer appetite on people through ads, movies, music etc. (İlköğretim Medya Okuryazarlığı Dersi Öğretim Programı ve Kılavuzu, 2006). Young people and children, who get much everyday or non-everyday information from media with the course, are expected to develop a critical way of thinking in order to understand the messages correctly. When they need, it is asked from students to create their own media and acquire the ability to distribute messages. Forasmuch, this dynamic segment of society, whose interaction with media increases everyday, who gets an important part of information they need from media, can be said to have exposed to the negative effects of media more. It is seen as a general acceptance that children and young people who are among the most important media consumers should be informed about and aware of media (İnal, 2009: 17). That the efforts of enlightenment or awareness against media contents need to be shown, to not only young people or children but also to adults, is emphasized. Because, in order that people can be citizens who adopt democracy in the global media culture, they should have the critical way of thinking which media literacy will bring and the ability to express himself/herself (Jols and Thoman, 2008: 14). Therefore, media literacy, also foresees a type of citizen equipped with skills who will be able to express oneself, who will be able to access all kinds of information about society, who will be able to evaluate the information correctly and who will be able to think critically against media that he/she acquired the information. This type of citizen, who is in recognition of what is happening around, indicates a democratic citizen type, who is willing to participate in the process of making social/political decisions, who is able to develop conscious behavior in the process of decisions, who is able to decide consciously and be aware of the responsibilities.

5. Critical Media Literacy

As can be seen, media literacy is not just the ability to access media contents, evaluate and analyze them or distribute his/her messages by creating his/her own media. At the same time, it brings on the necessity of critical mind in the framework of critical and democratic citizenship (Türkoğlu, 2011: 254). This form of literacy, which is described as critical media literacy, aims citizens to take part in any decision mechanisms as an active actor in social, cultural, political and economic fields. And also, it aims citizens to gain the ability to take responsible of the decisions they make. Critical media literacy develops awareness on individuals against greed, ruthlessness, intolerance in media contents in circulation, insensitivity and indifference against the others’ pain, war-mongering, the racism, pacifism, sexism and homophobia (Binark and Bek, 2010: 10). It does not only develop conscience but also leads the individual to take action and generate towards the developed awareness. Thus, critical media literacy
may lead to the development of democratic consciousness especially with the effect of some concepts (such as responsible, participatory, active citizenship) that progressive politics and ideologies insist on emphasizing (İnal, 2009: 19). Critical media literacy is accepted as a reproducer of dominant values in everyday life of both traditional and new media. And it expects from media literacy to develop an awareness of questioning of the dominant values reproduced continuously and inserted into social spheres. Therefore, it requires media, which is constructed in media literacy, to be dealt with in a critical perspective.

6. Critical Approach to “Media” in Media Literacy

Nowadays, that media literacy comes up with the critical notion stems from media’s, which is the actual perpetrator of the field, social situation and quality of the content it produces. Critical approach to media assumes to serve their consent of media texts in general, the owners of capital surplus replication in market economy, reproducing their beings, their legitimacy, hence given and naturalized of dominant classes of dependent classes in society (Binark and Bek, 2010: 47). Thus, as liberal media theories claim, media, which is in the same distance to all social strata and not an area in which all strata express themselves, sees itself as an ideological tool which is under the control of society’s dominant class. Audiences/consumers who receive the messages distributed from media, which is monopolized under the control of dominant class, can interpret these messages in various ways, as they have different life experiences. However, the production of meaning from these texts is the activity of audiences/consumers; it does not eliminate the fact that media texts are produced within the institutional structure of market relations (Binark and Bek, 2010: 47-48). On that condition, critical media literacy is necessary to arise against manipulation, disinformation and inaccurate awareness of media, which does not transfer the reality in all ways due to its nature, but transfers by building the reflection of the reality inside itself. Now, the important thing here is not taking advantage of the media as an educational tool or learning it technically, but consistence of its democratic and participatory consciousness structure or model against manipulative nature of the media may be alleged. Media, which has been industrialized, monopolized and turned into a tool that serves to specific class benefits, has failed to create responsible, conscious and critical citizens (İnal, 2009: 15-16). Besides, it can be said that critical media literacy has started to be visible on the thought that mass media field has to lead a more functional role in establishment and institutionalization of democracy.

As seen, media, which is assumed by critical media literacy, in fact can be said to be which critical approach describes in communication studies. Media’s ownership structure, impacts on cultural structure, critical media approach which emphasizes on ideological elements in media contents, actually observes the relationship among media, communication and social powers (Fejes, 1999: 310). According to critical approach which follows the idea (although not all aspects) of class structure of society of Marxist theory, class, which has economical values in a society, would also have the potential to shape the mental and intellectual world of that society. Critical approach, which is based on the assumption that the ones who keep control of the means of production are the ones who keep the control of media, the power of media which shapes our awareness against things, which determines the agenda, which reinforces specific ideas, but which slanders some, always serves to the interests of ruling classes (Berger, 1990: 157). The ruling classes uses media to ensure the continuation of their power, to legitimize their ideology, to adopt their cultural values and to spread their view of the world. Media, which reproduces and legitimizes the ideologies and the worldview of dominant class, generalizes thoughts belong to this class, as well. It is seen as a “tout” which strengthens its opinions in society. Consequently, media creates a mental framework which is created with opinions of ruling class by transferring messages that are always compatible with the interest of it. Media also creates an “illusion of freedom” for audiences by granting the freedom to act within the borders of this mental framework. Each individual, who is exceeding the limits of this framework, is pushed out of the system; and is considered “the other” or “the enemy”.

Impact of media on audiences in critical media studies, is seen in creation and maintenance of hegemonic system (Fejes, 1999: 313). Audiences, even they sometimes try to overcome or struggle with the hegemonic system, formed in accordance with the opinions of the ruling class, are unlikely to obtain alternative means for opponent definitions so as to reject the definitions offered by media (Gurevitch, 1986: 1). According to critical thinking, the images and definitions which media provides for audiences are distorted and incorrectly transferred state of reality. Because,
these definitions and images have been formed in accordance with governing political and economic groups’ own interests. Thus, critical commentators adopt the view that media is strong and has the power and is creating “false consciousness” ideologically for the audiences and resuming by preserving status quo (Berger, 1990: 137).

Critical approach and described orthodox interpretation to media, which rises above classical Marxist thought, are known to undergo revision over time. While abandoning the idea that media is manipulating the mass in such a simple way, the thought that it is not completely under control of ruling class, and thus it is autonomous in specific proportions, but its effects are not as strong as assumed, becomes common. For example, Berger, who established interesting detections about media manipulation, expresses that even media owners are affected by the false consciousness that media distributes. According to Berger, who mentions “a mediatic system” and says media is beyond a tool used by dominant class so as to keep masses under control, both media owners and controllers of media and people who see and hear these messages believe in ideological messages. So, that's not a conscious manipulation but is the unconscious proliferation of ideological thought by the owners of media (Berger, 1990: 156).

After general detections of critical theories are shown related the media, which is described in critical media literacy, the constructed media taught in media literacy course in secondary education in Turkey, can be evaluated with perspectives described.

7. The Constructed Media in Media Literacy Course Teachers’ Guide Book

In Turkey, two foundations are featured in the studies on media literacy in secondary education: The Ministry of Education (MEB) and The Supreme Board of Radio and Television (RTÜK). It can be said that especially RTÜK may give more importance to media literacy with the projects it held, with applications, with educations it gave and with documents it published. The Media Literacy Course Teacher’s Guide Book, on which this study is carried out, has also been prepared by RTÜK. It has been accepted as educational tool by the 23.07.2008 and 5711 decree of the Ministry of Education Board. And it has begun to be used in media literacy course, which is an elective course in 6th, 7th and 8th grades. When we look into education system in Turkey in general, due to the fact that classroom training effectiveness is practically teacher-based, education in media literacy course may give more effective results by examining it through teacher’s guide book. The first pages of it, like other textbooks taught in secondary education, consist of the National Anthem, Atatürk’s Address to Youth and a picture of Atatürk. General aims of Turkish national education are arranged in the way they are written in National Education Basic Law. The aim of Turkish national education is emphasized as bringing up citizens, as well as the behaviors and skills intended to gain with education, that all the members of Turkish nation are loyal to nationalism of Atatürk; they adopt, protect and enhance the national, moral, spiritual and cultural values of Turkish nation; they love their family, country and nation and try to exalt them every time; they know their duties and responsibilities against Republic of Turkey, which is a democratic, secular and social state that is based on the human rights and the basic principles at the beginning of the Constitution (p.19).

It must be pointed out that, the arrangement of general aims of Turkish national education means that it is a reminding again to the teacher the necessity of teaching media literacy course compatibly throughout aims stated. It is seen that the media literacy course's general approach, which is supposed to be taught towards sorted aims, is mostly based on synthesis of protecting and informing children. This synthesis is expressed like this in the text written to the teacher who will be giving the lesson and participating in the book: "In this lesson it is aimed that children who are in defenseless condition against on visual, audial and written media should be growth as a person who can follow media, who achieved the level so as to be able to decode the media language, who can critic the media instead of a passive receiver against the media by informing from the beginning of the primary school” (p.18).

The necessity of the media literacy course is expressed like this in the book in which children are considered as the most sensitive and open group to be affected against television: “Another danger of being clear of television messages for children is that children believe the possibility of its' reality by they perceive as real what they see as they are not at the age of being able to distinguish real and fiction” (p.20). In the expressions it can be said that negative effects of media is put forward in a similar way to main stream of media literacy. Nevertheless, it is seen that there has not been done any emphasis about whether critical media literacy can be done in a field in which fiction is mixed up with the dominant values in society or interests of social class while it is emphasized that media
messages are fiction as critical media literacy claims. However, in the book it is seen that it contains some evaluations which digressions regarding to media context can be considered within critical media literacy after the aims of media broadcast are ordered as, to persuade, to enjoy, to inform, to explain, to supply gain under the title "Assessment and Measurement in the Media Literacy Course" (p.26). It is also listed some skills which are expected to be improved in student with the media literacy course within the scope in which general qualifications of media and media texts are described" (p.26).

First of all, all of the media products are described as packages wrapped up carefully by emphasizing essentially to improve the ability to understand contents of media messages to show the students how the aims of mass media are configured. It is pointed out that meanwhile wrapping messages, to be shown naturally receiver, are positioned in wrapping carefully. Secondly, it is expressed that media which makes up changing shapes of reality configures realities according to the receiver society’s purpose, tendency and ideas. Thereby, it is pointed out essentially of gaining skill of commenting text to tell differences between text forms via Media Literacy Course. Thirdly, it is expressed that students who take the lesson can also react differently against the media texts by expressing every person can develop different reaction against on media contexts. Fourthly, there is not any information about media contents are affected from economic and trade area as critical media literacy points out while it is emphasized that media is a sector that needs to gain money and economic support to market its products to audiences. The last point at which it is told about function of media's ideology, it is pointed out that media makes agenda, some media forms aim an audience mass which heap up around some ideologies or some values and it is an important skill to discover media forms and value agendas in analysis of social communication devices.

When we look at the media in which its contents aims to protect children from media's negative contents and against this to inform children, make them be able to look critically media contents, it is expressed that there’s not any mentioned media description which is equal to critical media literacy. The media's functions book in which mass media and their publication is described as media: (1) giving information, (2) socialize, (3) education, (4) amusement, (5) protection of cultural values, (6) creating public opinion. (7) advertise.

Function of giving information which is described as the most important function of media is “reaches both national and international information and news which belong to life's enormous area to people via media tools”. It is told as “We are being informed just as we are being led” (p.64-65). Although the concept of "guidance" which is very important in terms of critical media studies is emphasized, it is seen that there is no other detail in relation to the concept. It is told in the book socialization function of media is told as “Media makes easy person to become integrated and adapt to social life” (p.64) just like perspective of liberal media describes it. Education function is expressed with a similar perspective with these expressions: "The media helps people, especially children in development age, by developing their perception, ability, mind level" (p.64). The media whose functions are described in the book is seen as a device which come forward with its positive sides instead of a device which is need to be well minded and full of knowledge against media's negative sides as it is expressed in perspective of critical media literacy. It is pointed out that media serves its amusement function by saving people from life’s boredom. Amusement function is expressed with these sentences like this: "it gives a chance to people to have fun and get away from routine of social life" (p.65). It can be said that the distance between the media edited in the book and critical media literacy that is to say the media which critical communication approaches describe, is opened only in matter of media's effort making public opinion. Media is edited in the book in which it is pointed that media serves a social task, as a device which inspects in the name of public like this: "the public foundation has right to criticize and inspect in the name of public. It acts as conscience of public so as to advocate citizen rights” (s.65). It can be expressed that media's presentation function which has important roles on protecting cultural values, keeping alive it and developing it provided that it should be used well, is told with the perspective of advertisement area. “Media is the most important presentation device of countries, companies, foundations, even people. Today's economy is based on marketing. Market's most important device is media, as well” (s.65). Media's role in the free marketing economy is expressed particularly in the text in which free marketing economy is emphasized.

Expressing that media serves its ordered functions or media is functional can be said that it is a matter of liberal media's approach rather than a paradigm of critical media literacy. The liberal approach which claims that media stays in the same distance to the all parts of public, also expresses that media serves some functions in public. Media which is pointed out that it supports democracy, fulfills publics' desires, is seen as a functional foundation which is
combining public with this shape. According to the liberal ideology, it is out of the question that neither of groups or benefits has always domination above them. Media is an independent foundation from dominant groups or political parties or government. Media is considered as “watchdog” which is independent from government's domination, power and criticizes them. This role of media is sometimes considered as “forth power” (Trompsan, 1992: 248). Thereby, it can be pointed out that it’s not really possible that media which is described with its only functions cannot gather skills which is tried to be gained to children with critical media literacy.

8. Conclusion

It can be said that media literacy, which aims individuals to be knowledgeable and conscious against media contents, whose effect is known gradually increasing with the developments in mass media technologies, has two important functions. The first one is, individual’s developing a critical perspective against media contents that reach him/her, being equipped with the ability and knowledge to filter messages; the latter is gaining the ability to transfer messages to others by creating his/her own media. It can be expressed that both situations indicate a critique as a result of the lack of current established media or not processing in the way that it is wanted. Therefore, it should be emphasized that it is an understandable situation of primarily the concept of media literacy is continuously mentioned with critical media theories.

In Turkey, when we consider the methods of which media literacy course in secondary education is being taught, it can be seen that the information which is given is the adoption of enforcing the settled values, protecting and preventing children. As Binark and Bek stated, the course is not being fed by critical pedagogy as an extension of the dominant political culture in Turkey as well; it does not bring together the percept of participatory and responsible citizen with media literacy; that it is reducing the use of media through with the high viewing time and strong influences of media to the effect paradigm and the syllabus has been developed with a mentality of protectionist/preventer for the course (Binark and Bek, 2010: 11). Therefore, it should be stated that however the media literacy course in general needs a critical perspective; the media literary course in Turkey needs a critical approach at the same rate.

It may be said that, although it has been stated that media literacy course will be taught with a student-based approach, the education system in Turkey is actually teacher-based. Therefore, it will not be wrong to state that Media Literacy Teacher’s Guide Book, in which the communication, the mass media, the media, the television, the radio, the newspaper and the internet are taught in a technical language (as not tools of which messages are edited, framed with ideology or dominant values but as tools which only convey messages), provides important data about media literacy in secondary education. Considering the topics in the book and the methods they are taught; it is concentrated on the communication, the definitions, the features and functions of mass media and media, instead of the effects of media which is emphasized more often in critical media literacy. Although it is emphasized that it is aimed for students to gain the ability to look critically at the media contents in some of the texts of the book with the media literacy course, it can be said that there is not a description of media intended for this aim in the section related to media of this book. In the book, in which the media, which is described in mainstream communication studies, is highlighted; the media, which is featured with its functions, which stays on equal terms to social power centers, which controls them on behalf of the public as “the fourth force”, rather than a media which has contents framed with the ideological and dominant values. However, due to the nature of media literacy course, it can be expressed that it is in the situation of describing the media that is described in critical communication theory. Because it is known that one of the main objectives of the course is to gain the individual the ability to be conscious, knowledgeable and have critical perspective against media messages. The ability to look critically can be by approaching media critically. Therefore, the media, of which the messages it transfer and its reality are reconstructed with a particular worldview by professionals of media, must be described; but not a media which transfers its messages and reality in an impartial way within the course.

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