

Media and Information Literacy Policies in Turkey (2013)



Experts:

Nurçay Türkođlu, Çukurova University

Esengül Ayyıldız, Çukurova University

May 2014

Media literacy, information literacy and media education are intertwined terms in searching for a better understanding of ourselves, the society and the world as a whole. Classifications in social communication serve for deconstruction and reconstruction of the social grounds within new concepts for this goal of a better understanding. This paper, following the dimensions of ANR ‘for a comparative analysis of media and information education policies in Europe’, aims to give the basics of media and information literacy in Turkey. Detailed information on the development and actual situation of media education in Communication and Media Departments of the universities is excluded here as the focus of this report is ‘media literacy’ in K12 education¹. Historical background with the chronology of media education in the universities and governmental actions related to media and information literacy in Turkey is followed by the legal policy framework, capacity-building; teacher training and teaching/training materials and other relevant content. Media literacy course plan in curricula for secondary schools is compared with UNESCO’s media education kit to see how the content is applied in Turkish curricula. Looking at the role of actors will show the NGO’s and EU networks pay attention to media related projects in the grounds of democratization alongside the state’s regional and provincial activities for media literacy awareness for women and children as indicated in the main concepts and legitimizing values of the projects. In postgraduate research on the other hand, media education and media literacy are popular subjects for young scholars in Turkey as our research indicates. And finally, we will add some suggestions for implementing democratic means in developing of media and information literacy.

1. Dimension	(Short) Historical background
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Communication scholars who teach introduction courses in media departments at the universities were familiar with media education (along with the discussions of critical perspectives) more than 50 years, nevertheless, the launching of the term ‘media literacy’ at the public stage came with a political reference in the last decade. A group of members of the Parliament established a platform in 2003, supported by RTUK (Radio and Television Supreme Council) to increase social awareness on prevention of violence in three spheres: society, family and the mass media. Following several meeting groups and conferences, the platform declared that media have an important role in preventing children from violence. In

¹ Authors of this report would like to thank to Mustafa Elbir (a teacher who taught Media Literacy courses in Secondary Education and holds an MA in Communication Studies) and Prof. Dr. Yaşare Aktaş Arnas of School of Education, Çukurova University, whose help were crucial in understanding the practical aspects of the teacher training.

this declaration, inclusion of media literacy course at the curriculum of primary and secondary education, and organizing education programmes against discrimination and violence for the representatives of the nationwide television companies were recommended. RTUK on its side had already started ‘smart signs’ project for protecting children from negative effects of media in 2000. An official pilot project on media literacy courses for the secondary education was planned by the Radio and Television Supreme Council (RTUK, regulatory authority of media sector in Turkey) in cooperation with the Ministry of Education in 2004. Following some teacher training programmes, Media Literacy courses took part in the 2007 curriculum in secondary schools as an elective course. Here the primary goal of the Ministry of Education of TR can be summarized as protecting children's exposure to media ‘pollution’ and to avoid damage to traditions and customs by the media. The cooperation of RTUK and Ministry of Education led several protocols and a website for media literacy that launched in 2008 ² while several conferences are held and a few books are published on the academic side.

Chronology of media and information literacy in Turkey is as follows.

University and media education:

1947: The need for a school of journalism was first announced by Sedat Simavi (a journalist and the president of the Turkish Journalists Association)

1950: Institute of Journalism within the Faculty of Economics at Istanbul University has launched.

1965: The Journalism and Broadcasting School was founded within the Faculty of Political Sciences at Ankara University.

1970’s: There were 5 Journalism and Broadcasting Schools in Turkey. Postgraduate and Doctorate thesis related to Communication and Media Studies were held under the Political Sciences programmes.

1982: New regulation for Higher Education in Turkey was established.

1988: Postgraduate and Doctorate programmes were launched in the names of Communication and Media Studies.

1992: All Broadcasting schools transformed into faculties (or schools) of Communication with departments such as journalism, radio and television, cinema, advertising, public relations, etc.

2005: First Media Literacy Conference (with international participants) is held in Marmara University, Istanbul. Declaration announced the need for *media literacy* courses in secondary education and the urge for Communication Schools’ graduates to teach these courses.

2005: Secondary Teacher Education MA Programs on Teaching Journalism, Radio-Television and Public Relations for encouraging Communication graduates for becoming Teachers of Media Literacy in secondary education.

² <http://www.medyakuryazarligi.org.tr/>

2007-2013: More than 30 MA thesis and about 10 doctorate thesis submitted have ‘media literacy’ as their main keyword. (A total number of MA and Doctorate thesis in social sciences related to media rises up to 1780).

2012: A number of EU projects on media literacy are conducted (i.e.: Erciyes University (Kayseri) EU, Istanbul Şehir University Grundtvig project).

2013: There are more than 50 Schools of Communication. (Among 179 universities in Turkey, 109 are state and 69 are foundation/private universities.) In 13 of the Schools of Communication, there are undergraduate courses named “media literacy” and the aim of these courses is “*to give basic information and skills to communication students to widespread the media literacy in society*”.

2013: European Conference on Information Literacy- ECIL was held in Istanbul, organized by Department of Information Management of Hacettepe University and Department of Information and Communication Sciences of Zagreb University³.

Governmental actions on media literacy:

2000: Starting of ‘smart signs’ on TV broadcasting by RTUK (Supreme Council, the regulatory body for the radio and television broadcasting in Turkey)

2000: Telecommunications Authority is established as the first sectoral regulatory body for information technologies.

2003: Platform for Preventing Violence recommended media literacy course for secondary education.

2004: Pilot project of teaching media literacy is planned.

2006: Pilot project started in 5 cities.

2007: Media literacy course has started as an optional/selective course in 81 cities.

2007: A promotional teaser for the need of media literacy is filmed by RTUK to be distributed on television channels.

2008: A protocol is signed between RTUK and Ministry of Education for media literacy course.

2008: A website for media literacy is launched by RTUK.

2011: RTUK is fully authorised for promoting media literacy in collaboration with the Ministry of Education.

2012: Several meetings, conferences and a colloquium were organized on media literacy.

2013: RTUK, ‘media and children congress’ (14-15 November) in collaboration with Child Foundation and the Office of the Prime Minister, Directorate General of Press and Broadcasting.

³ <http://www.ecil2013.org/>

2 Dimension	Legal policy framework
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Law for regulation of the Radio and Television Broadcasting is reorganized in 2011 with a special reference to ‘media literacy’ at the paragraphs of defining the authorities and responsibilities of RTUK. Accordingly, along with other missions of regulating radio and television broadcasting, RTUK has to take action “with the aim of promoting media literacy to include all segments of society, in collaboration primarily with the Ministry of Education and with other government agencies”. Prior to this law, a protocol signed by RTUK and the Ministry of Education for establishing media literacy courses in secondary schools in 2006. RTUK in its own regulation code authorises its department of human resources and training to perform the activities related to media literacy. Telecommunication Authority is replaced by Information and Communication Technologies Authority (ICTA/BTK) with a new legislation of Electronic Communications Law which is launched at 2008. RTUK is the body for regulating radio and television broadcasting; BTK is in charge for spectrum frequency allocation and the regulation of audiovisual content broadcast online.

Media literacy authorities are RTUK and Ministry of Education; additionally inter-ministerial mechanisms work in Turkey and the actors are RTUK, Ministry of Education, Ministry of Family and Social Policies. As an instance, a two days workshop titled ‘media literacy’ has been organised by a collaboration of these three ministries in 2012⁴. It is mentioned in the declaration of this workshop that, media literacy courses should be based on practising in manner of media content analyzing and productions; it should be in lifelong learning framework and students, teachers and families are the main actors of this framework; NGOs, media institutions, syndicates and public institutions are defined as stakeholders. Link with other actors is in advanced stage; particularly the facilities and projects are conducted by NGOs such as Child Foundation, local administrations in collaboration of civil organisations. There are no co-regulatory mechanisms such as an independent media literacy centre that have been created a basis for media literacy.

Media Literacy is an elective course for 7th and 8th class⁵. Secondary school is 4 years schools (boarding and day) for secondary school’s students and imam hatip (Islamic divinity) students. The curriculum which is decided by Ministry of Education is conducted in these schools. Elective courses have to be defined by student with supervision of parents, guidance counsellor and class teacher. Teaching materials are defined by ministry as well⁶.

⁴ <http://www.medyakuryazarligi.org.tr/cal9.html>

⁵ <http://www.medyakuryazarligi.org.tr/arastirmalar/moyyy.pdf>, pg. 2

⁶ http://mevzuat.meb.gov.tr/html/ortaogrkurumyon_1/ortaogrkurumyon_2.html

3.1 Dimension	Capacity-building: teacher training
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Secondary Teacher Education MA Programs in departments of “Teaching Radio and TV”, “Teaching Journalism” and “Teaching Public Relations” started in 2005 in Ankara University, Institute of Education. Istanbul University has also launched these MA programs called as disciplines and under the department of Secondary Teacher Education. In the Primary Teacher Training “information literacy” is a compulsory course for the teachers to follow up digital technologies in their teaching tasks.

There are many short term teacher training activities. However, teacher trainings continuously are not present. Initial trainings for teachers are fully present.

School level; junior high training is fully present. Additionally, graduates of Communication Schools of the Universities can teach media literacy without pedagogical formations to junior high level, but are not allowed to teach in kindergarten level.

There is no any certification except MA programmes. Curriculum is fully present; set of competences is in the initial stage. Media literacy is not settled as a specific discipline, but it exists as MA programmes in Social Sciences and Education Institutions of some Universities in Turkey.

3.2 Dimension	Capacity-building: Teaching/training materials and other relevant content
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Turkish translation and English version of FRAU-MEIGS, D, (2006) is published online in 2007, on RTUK website.

Teaching materials and other resources are given by authority (Ministry of Education) and curriculum is defined by ministry. Curriculum has to be processed by teachers.

Media Literacy Course Plan / Modules in Teachers’ Guide / Curricula	
Turkey/ ML course plan	UNESCO/ Content of Modules/ Frau-Meigs, D, ed. (2006) Media Education: A Kit for Teachers
Introduction to communication	Why? The Cultural environment of media
Mass communication	What? Media production
Media	What? Media languages
Television	What? Representations in the media
Family, children and TV	Who? The publics in reception
Radio	How? Pedagogical stages and strategies
Newspapers and magazines	
internet	

Table1: Media Literacy Course Plan / Modules in Teachers’ Guide / Curricula

There are some alternative attempts for Media Literacy course plans by Communication scholars such as Prof. Nilüfer Sarı Sezer’s media literacy book, although hasn’t published yet.

3.3 Dimension	Capacity-building: funding
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Media education policies are funded by central government funding (including public services), provinces and municipalities funding, EU funds, private sector (media and mobile phone companies) and civic society (professional organizations such as Turkish Journalists Association) in Turkey. It is not applicable to give a proportion in relation to the total education services because there is no specific allocation on ‘media education’, all expenditures are allocated within general budget. Therefore there is no yearly financial report open to public.

Radio and Television Supreme Council: (RTÜK; the body for regulating radio and television broadcasting) which is authorised for promoting media literacy in collaboration with the Ministry of Education, although it is a major supporting figure, does not have a specific allocation of budget for ‘media education’ and uses the general budget for the expenditures.

Ministry of National Education: According to the report of “Allocation of the budget of Ministry of National Education for year 2013 by economic classification and it's ratio to net budget appropriation of year 2012” there is not a specific allocation of budget for media education but the budget for media education is contained in general public services, cultural services and educational services.

Directorate General of Press and Information: Similar with the ministries, the office supports various media education activities (such as seminars, conferences, symposiums, etc.) within their general budget and not indicating a specific budget for media education.

4. Dimension	Role of actors (outside school system)
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The activities on media literacy in Turkey are commonly the short-term seminars and/or trainings, which are lasted a day or a couple of days. State institutions and organisations such as governorates, municipalities, district governorates, provincial directorate for national education, provincial culture directorate, Directorate General of Press and Information and also NGO’s, civil society organisations and universities have been conducting media literacy seminars, conferences and trainings.

- 1st CHILDREN AND MEDIA CONGRESS in TURKEY held on 14-15 November 2013, Istanbul had three main partners: the Directorate General of Press and Information, Children’s Foundation and Radio and Television Supreme Council (RTSC/RTÜK); brief in English about the congress program is at the web page⁷: The objective of the congress was

⁷ http://www.cocukvemediyahareketi.org/Files/pdf/kongre_programi/Kongre_Programi.pdf.

announced as: “The most important goal of the Children and Media Movement is the realization of the vision of a Media Literate Turkey. The Congress Program has two aspects: Juvenile and Adult delegates will present papers during the congress to explain their views.”

GOOD EXAMPLES: NGO’s and EU networks;

- Turkish Journalists Association in collaboration with Konrad Adenauer Stiftung, organizes training sessions, seminars and publications for local journalists since 1997. The events serve for the empowerment of the local media⁸.
- Alternative Informatics Association⁹ has pages in Turkish, French and English with reference links.
- Turkish Economic and Social Studies Foundation (TESEV), is a partner of MEDIADDEM for Democratization Program. Among several activities, a conference titled *Media in the Claws of Market, Power and Ownership: Freedom of the Press in Turkey* was held in 2012 in co-operation with the Friedrich Ebert Stiftung-Turkey¹⁰.
- TEGV¹¹ Educational Volunteers Foundation of Turkey arranged some workshops and programs on Media Literacy and Computer Literacy collaboratively with the schools.
- Independent Communication Network (BIA) has an internet news website named bianet.org¹² but it is more than a website. It is a continuously unfolding network since 1997 and embraces "Training Drives" for journalists and communication students and NGOs; handbook series, "Radio Programs" for the local media, conferences, forums, international exchange programs.
- One of the good examples supported by European funds (Grundtvig) is a training program organized by İstanbul Şehir University in 2012, named as “New Media Literacy and Democratic Empowerment for Adults” which has sustainability with social media use¹³.

Regional/Provincial Activities for Media Literacy Awareness

Some examples for regional activities are as follows:

- Sultangazi Women Council’s “Media Literacy Seminar for Ladies” in June 2012. Media literacy is defined as “gaining ability of reach, analyse, evaluate and transmit the written and unwritten media messages which are wide range of formats (television, video, cinema, ads, internet etc.)” in the news on this seminar. It is also mentioned that, the purpose of the seminar is “contribute to reception of media messages truly; provide self expression, also active and positive participation to the social life”. The trainer of the seminar was a psychologist¹⁴.

⁸ <http://www.tgc.org.tr/history.asp>

⁹ <http://www.alternatifbilisim.org/wiki>

¹⁰ <http://www.tesev.org.tr/media-and-democracy/working/1252.html>

¹¹ <http://www.tegv.org/en>

¹² <http://bianet.org/english>

¹³ <https://www.facebook.com/NewMediaLiteracyAtSehir>

¹⁴ <http://www.sultangazi.bel.tr/7-846-kadinlara-medya-okuryazarligi-seminerleri-Content.aspx>

- Media Literacy Trainings at Diyarbakır in April 2009 by RTUK¹⁵.
- Media Literacy Seminar for educators by Van Province Governorate within the scope of Family Training Program of Ministry of Family and Social Policies. The trainer of this seminar was Van District Officer of Press and Information Agency. This program is included issues such as communication, mass communication, media forms, media system and the actors, media content and process, internet and children, internet and television, media literacy as critical perspective. This program has been lasted during a week and 30 educators were the participants¹⁶.
 - Media Literacy seminar for school managers and counsellors by Sakarya Provincial Directorate for National Education and Provincial Culture and Tourism Directorate¹⁷.
 - Media Literacy in-service training by Kocaeli University Communication Faculty in scope of Provincial Action Plan to prevent violence in educational environment of the Kocaeli Governorate Provincial Directorate for National Education. The trainers of the program were the scholars from departments of Radio-TV-Cinema Department and Journalism in Kocaeli University Communication Faculty. The purpose of the program is mentioned that providing the information for participants (20 social science teachers) to evaluate the media in different dimensions and conveying these information to the students in classroom, thus “raising responsible young citizens” who are able to read the media contents, distinguish the fiction from the reality/actuality, reflecting critically. This program includes 30 teaching hours and issues such as “introduction to communication, mass communication, media ethics, television, radio, newspaper/journal and periodicals, internet, cinema, effects of media on children”¹⁸.
 - Kayseri-Erciyes University, EU Dialogue for Civil Society Project has a database open to public: Medi@ware improvement and dissemination of media literacy via virtual learning. Framed by European Union’s Media Literacy Vision and Leonardo da Vinci transfer of innovation, a training programme was held by Italian University Catollica del Sacro Cuore, having workshops and panels¹⁹.

The common principle of the regional/provincial media literacy programs is “raising awareness” especially of women, children and teachers, about media contents. Unfortunately, most of these activities lack of measurement for sustainability and have low level of nationwide circulation online and offline.

¹⁵ http://www.rtuk.org.tr/sayfalar/IcerikGoster.aspx?icerik_id=851923ce-bc46-46ef-be77-a7ccf39299b1

¹⁶ <http://www.haberler.com/bik-van-sube-muduru-oylek-ten-egitimcilere-medya-4384075-haberi/>

¹⁷ <http://www.sakaryarehberim.com/others/haber-medya-okuryazarligi-semineri-165375.html>

¹⁸ <http://www.kocaeliport.com/kocaelide/medya-okuryazarligi-semineri>

¹⁹ <http://mediaware.erciyes.edu.tr/default.asp?dil=en>

5. Dimension	Evaluation mechanisms (inside and outside school)
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A research report is published in 2012 by Ministry of Education and RTUK about the Media Literacy courses. It is stated in the research report that Media Literacy is an elective course for 7th and 8th class²⁰.

RTUK Survey mentioned in this report was conveyed in 2011 in 26 cities: the gratification research on “media literacy course” on the students (2515 secondary school students=who have got the course within comparison of who haven’t got the course) and the teachers (77=who gave the lectures.) Data has been produced by questionnaires to measure impacts of watching TV, using internet, using mobile phones, and getting media literacy courses. The results show that media literacy courses have ‘positive impacts’ on students. *“Students at a rate of between %80 to %90, gaining a critical perspective on the media, being a responsible individual, ‘a positive look at the state-owned media organizations’, to help family in a positive way while watching TV channel selection, the ability to develop creative and critical thinking, ethical, and aesthetic approach on how to obtain a positive role in the course participated in all or part of the opinion. On the basis of these data, Media Literacy course has left a positive impact on the students concluded that a fairly high level.”* (RTUK) (Methodology of this survey is problematic; as it does not have any socio-political reference to media institutions or to the ‘bad values versus good values’ of media. Besides the practice of survey via school administrators is open to question).

Media coverage on Media Literacy news is not remarkable. In RTUK website some of the coverage of mainstream media is selected between the years 2004-2007.²¹ Interestingly during the launching of the term “media literacy” there was quite a number of news and interviews on the issue such as the ones in Newsweek Turkey in 2008.²² In this article, the communication professor interviewees such as Beybin Kejanlıoğlu, Yasemin Inceoğlu and Nurçay Türkoğlu declared their concern on the conservative content of the “media literacy guide book” of RTUK while the RTUK authorities defended the content.

Bianet, as an independent media that try to accomplish the aim of strengthening media with their daily news production that is alternative and out of mainstream media logic. In bianet.org, 66 items of articles are published on media literacy between the years 2002-2013. The news by bia journalists, articles and comments by scholars on media literacy have been seen in bianet.org, at the framework of civil rights, children, freedom of speech/

²⁰ <http://www.medyaokuryazarligi.org.tr/arastirmalar/moyyy.pdf>, pg. 2

²¹ <http://www.medyaokuryazarligi.org.tr/basin.html>

²² (Weekly news magazine Newsweek Turkey had a short life between 2008-2011, the file on media literacy is still available in communication professor Yasemin Inceoglu’s web page: <http://www.yasemininceoglu.com/makaleler39.php>)

mentorship/ access, NGOs events, alternative media, media literacy education (by Ministry of Education and RTUK), conferences on media literacy etc.²³

6. Dimension	Main concepts and legitimizing values
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The announcement of the media literacy course for the secondary school students for the parents *"Dear Parents, if you want your children to comment critically on media and to distinguish between reality and fiction while watching television, using internet, reading newspapers, listening to the radio, to be protected of the negative effects of media, now you can provide it. RTUK for the first time in Turkey in collaboration with the Ministry of Education is organizing selective media literacy courses for the primary schools. For an accurate perception of children's media, select the media literacy course"* at RTUK media literacy web site²⁴.

In the medialiteracy.org ‘media literacy’ is explained in ten FAQ questions. Briefly;

1. What should we understand from the concept of mass communication and media? (Answer is media product and industry: newspaper, book, magazines, movie, photograph, board, radio, television, video, cassette, computer, CD, internet etc.)

2. What is the “media education” and “media literacy” and in which process the need of this course is obvious? (Answer: researches show that, the second country after USA is Turkey in most high rate of TV watching. Children are the defenceless/naked audience group from media effects and it is a necessity that children need to be conscious about media effect).

3. Are there countries where media literacy courses have been taught? (This course is taught as a compulsory lesson in most of the developed countries. It is taught in some of countries elective or takes place as a part of other courses.)

4. What we learn in this course? (Answer: the values which are mentioned in the guide are mentioned in this section. Additional subjects are; communication, mass communication, media, television, radio, family-children-television, newspapers and magazine, internet, etc.)

5. When do we take the media literacy course? (Answer: the students who are at second level of elementary school -6th, 7th and 8th class- could elect this course in period of these three years.)

²³ <http://www.bianet.org/archives/search?utf8=%E2%9C%93&q=media+literacy&locale=en>

²⁴ <http://www.medyaokuryazarligi.org.tr/>

6. Who could teach this course? (Answer: teachers who take place in-service trainings. Because of the under staff, media professionals, members of communication faculties and teachers who are interested in media literacy would have be in the program.)

7. How we have course materials of media literacy? (Answer: www.meb.gov.tr, media literacy web link in www.rtuk.gov.tr etc.)

8. What are the qualities that media education and media literacy courses target to improve? (answer: raising awareness about environment where they live, conscious on media messages; raising talent of decoding media messages; raising critical perspective about media; using critical perspective on creation and reception process; behaving with conscious media literacy responsibility; positive contributing to the social life; being responsible individuals who put the afford for enhancing public and private broadcasting.)

9. What should be aim and frame of media literacy course?

10. As children who have awareness of media consumption consciously, what should we expect from media professional who work in “magic world” of media? (Answer: we assume that all the fact in media is real and we are effected so much: “Do not show us the programmes what you do not let your children watch”, “do not make us watch the media contents such as violence, sex, dangerous behaviours, lie, nakedness, discrimination, dirty/violence language, alcohol, drugs, smoking, magic visuals etc.”²⁵

RTUK webpage puts forward the conservative trend such as: “Media surround our offspring like an avalanche disaster. The priority to protect the virtuous and vulnerable children against this disaster is of the principled producers and ethical broadcasters.” While the main source of UNESCO for the media literacy project in Turkey clearly suggests: “None of the units really sets out to “rescue” students from what are perceived as the negative effects of the media²⁶.”

In the **Primary School Media Literacy Course Guide and Program** which is published by Radio and Television Supreme Council and Ministry of Education, it is stated that children are the most effected group by media in the society; that is why gaining the ability of to be aware of distinction between ‘reality’ and ‘fiction’ is the main aim of the media literacy course. Narrating the fact that why and how media framing the facts and phenomenon with the particular aspects; and raising children as consciousness audiences who would be critical (starting at primary education).²⁷ Additionally, the values which are targeted to gain for the children are defined in the Guide as follows: 1.Respect for the private life, 2.Sensitivity to aesthetics, 3.Honesty, 4.Responsibility, 5.Loyalty for ethical rules, 6.Respect for the differences, 7.Awareness of keeping the liveliness of the cultural heritage, 8.Caring about

²⁵ <http://www.medyaokuryazarligi.org.tr/onsoru.html>

²⁶ (p.33) Frau-Meigs, D, (2006) (Ed.) Media Education: A Kit for Teachers, Students, Parents and Professionals.

²⁷ <http://www.medyaokuryazarligi.org.tr/documents/program.pdf>, , pg. 6

intra-familial communication, 9.Consciousness consumption, 10.Active participation into social life, 11.Being Scientific, 12.Equality, 13.Social cooperation 14.Solidarity 15.Sharing.

- Key learning outcomes in Guide Book, could be summarized as students have knowledge about how media work with audio and video effects, multi-dimensional images, music and camera movements to increase impact on audience, and many non-fictional images are used for the same purpose to create reality. Skills: Observation, research, critical thinking, creative thinking, communication, problem solving, the ability to use information technologies, entrepreneurship skills, accurate, consistent and effective use of Turkish, participation in social and cultural skills. Values: Respect for the confidentiality of private life, aesthetic sensitivity, honesty, responsibility and commitment to the code of ethics, respect for differences, to keep alive the cultural heritage of precision, giving importance to family communication, conscious consumption, active participation in social life, science, equality, solidarity, solidarity and sharing.

- RTUK with Ministry of Family and Social Policies 2012 organized a Colloquium: against cyber-bullying, supporting conscious consumption, supporting universal values (such as: non-discrimination on gender and on ethnicity) and against Human rights violations.

- **Media Space for Family Training of Trainer Programme** (by the Ministry of Family and Social Policies): Target group of this training programme is the trainers who teach media literacy to the family members. The target of the program is defined as: having opportunities of media by family members; gaining critical perspective on media messages by family members. This training programme assumes that media messages have harmful effects on family members. This trainer training mentioned three headlines of Media Space for Family Training of Trainer Programme as: a) Recognising Media (media literacy, basic concepts of media-communication and mass communication, media products, institutions and professionals), b) Apprehending Media (the process of media, the process of media content production, media discourse, effect of media on individuals, family and society) and c) Media Use in Consciousness (critical reception of media content, organising relation with media according to their ‘need’ with a programme, get benefit of media but support the everyday life enlarged and add colour without media, eliminate the risks of false usage of media, gaining ability to participate as active audience to the media). In this programme, it is mentioned that institutions and trainers (trainers are called as formatters) could work/collaborate with Communication Faculties and graduates from Communication Faculties, sociology, psychology and psychological counselling and guidance departments of universities and graduates from these departments.

7. Dimension	General appreciation (and recommendations)
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Pedagogical aspect of media literacy within a conservative way of protecting children is a state policy in Turkey. The main concern is to make children ‘conscious consumers’. In the legislation definitions and in the objectives of the programmes, it is preferred to use ‘receivers’ and/or ‘users’ and ‘consumers’.

The main subjects, methodology and research material in master and doctorate thesis conducted in Turkish universities on media literacy between 2005 and 2013 show that the academic paradigms of conducting research determine the way of handling the concept of media literacy.

Postgraduate Research in Media Education / Media Literacy in Turkey (a sum of 40 MA & PhD thesis submitted, 2005-2013)					
Department	Subject	Methodology	People to look at	Media to look at	Conclusions
Education (Teacher training, Language education)	ML levels, applications & outcomes of the ML course, attitudes, moral values, scale for multi-culture, media use for public good	Survey, uses & gratifications, media effect, course impact, attitude scale, pilot study, opinion/reception research	Teachers, teacher candidate students, parents	Television and internet (strong emphasis on negative content)	ML courses & teachers need development, taking ML courses established media awareness for students, parents need ML, need interactive applications
Communication and Media Studies (Journalism, Radio and TV, Public Relations)	Comparison of curriculums of TR and EU & USA, critical awareness, visual culture,	Critical discourse analysis (of curriculum, of teaching material, of media texts), theoretical discussion	Audience, citizens, youth	Newspapers, Kid’s magazines, TV, internet (media shape reality)	Proposing model for ML (media competent teachers, media responsibility, interactive learning materials, etc.)
Social Sciences (Politics, Women Studies)	Hate speech, Democratic participation, media ecology,	Critical discourse analysis (of media texts), theoretical discussion	Audience, citizens, youth	New media (web 2.0) mass media	Proposing model for ML; emphasis on participation & democracy

Table2: Postgraduate Research in Media Education / Media Literacy in Turkey (a sum of 40 MA & PhD thesis submitted, 2005-2013²⁸)

²⁸ Browsed terms ‘media literacy’ and ‘media education’ in keywords of completed MA and PhD thesis at <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Information literacy on the other hand, although a neglected area for the most of the media literacy projects, is actually an active area not just for the librarians but also is taken seriously for the education policies of some prestigious universities.

CONCLUSION:

Historical background of media education goes back to 1950's in the universities while the launching of elective media literacy courses in secondary schools starts in 2007 in Turkey. Radio and Television Supreme Council (RTUK; the body for regulating radio and television broadcasting) is authorised for promoting media literacy in collaboration with the Ministry of Education. A recent body called Information and Communication Technologies Authority (ICTA/BTK) (by 2008) is in charge for spectrum frequency allocation and the regulation of audiovisual content broadcast online. Teacher training postgraduate programmes for media literacy are available in Ankara University and in Istanbul University. Media literacy curricula has a strong reference to 'introduction to communications' courses of the higher education and conducted by social sciences teachers although the university graduates of Media and Communication Schools campaign for the right to be teachers for media literacy courses in secondary schools. Turkish Journalists Association, Alternative Informatics Association, Turkish Economic and Social Studies Foundation, Independent Communication Network (BIA) are some of the active NGO's that regarding media and information education of importance for implementing democratic participation in society. The activities on media literacy in Turkey are commonly the short-term trainings with a main emphasis on protecting children although there are some training seminars for the adults as well. Numerous researches in postgraduate (MA and PhD) studies indicate that the area of studying media education is popular among young scholars.

Recommendations

Some suggestions the authors of this paper offer for the development of media and information literacy are as follows:

- Information literacy should be taken into consideration as a covering concept for different use of literacy terms such as digital literacy, media literacy, health literacy and law literacy.
- 'Democratic citizenship' is the main ground for the media and information education and should be protected by the legislative frame.
- Media and information education inside and outside of the school deserves more attention by the media professionals, public authorities and citizens.
- Media literacy courses in schools need teacher training programmes in collaboration with scholars of media education.
- Sources (teaching materials) for media and information education have to be in accordance of the translations of international materials and research in original language.

- State and EU funds given for developing media and information education have to be attentively followed for the sustainability of the programmes.
- State and EU supports for developing media and information education have to be planned interactively and open to discussions rather than one way transmitting of rules.
- Tension between theory and practice should be overcome by the collaborative work of media professionals, media scholars, public authorities and citizens.

8. Dimension	Good practices
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- Turkish Journalists Association in collaboration with Konrad Adenauer Stiftung, organizes training sessions, seminars and publications for local journalists since 1997²⁹.
- TEGV Educational Volunteers Foundation of Turkey arranged some workshops and programs on Media Literacy and Computer Literacy collaboratively with the schools³⁰.
- A training program organized by İstanbul Şehir University in 2012, named as “New Media Literacy and Democratic Empowerment for Adults” which has sustainability with social media use, supported by European funds (Grundtvig)³¹.
- Kayseri-Erciyes University, EU Dialogue for Civil Society Project has a database open to public: Medi@ware improvement and dissemination of media literacy via virtual learning, framed by European Union’s Media Literacy Vision and Leonardo da Vinci transfer of innovation³².

9. Dimension	References and resources
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²⁹ <http://www.tgc.org.tr/history.asp>

³⁰ <http://www.tegv.org/en>

³¹ <https://www.facebook.com/NewMediaLiteracyAtSehir>

³² <http://mediaware.erciyes.edu.tr/default.asp?dil=en>

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http://www.cocukvakfi.org.tr/resource/docs/kongre_yayinlari/13_CocukHaklariveMedyaElKitabi.pdf (in Turkish)

Nurdan Öncel Taşkıran, (Editor)(2012), *Medya Okuryazarlığı: Avrupa Profili*, Kocaeli, (in Turkish)

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<http://www.mediapolicy.org/2012/05/mdm-turkey-report/>

Nurçay Türkoğlu, (2011) “Mediated Public Voices Need Theory to be Heard”, *CM: Communication Management Quarterly*: 21 139–156, Belgrade.

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State regulatory bodies for media and information:

- Office of the Prime Minister, Directorate General of Press and Information (DGPI)
http://www.byegm.gov.tr/docs/katalog2013/ebook_en/FLASH/index.html
- Radio and Television Supreme Council (RTUK)
<http://www.rtuk.org.tr/sayfalar/English.aspx>
- Media Literacy web site of RTUK: <http://www.medyaoakuryazarligi.org.tr/index.html>
- Information and Communication Technologies Authority (ICTA/BTK)
<http://eng.btk.gov.tr/>

ANR TRANSLIT and COST “Transforming Audiences/Transforming Societies”

- Ministry of National Education: <http://www.meb.gov.tr/english/indexeng.htm>
- Ministry of Family and Social Policies: <http://www.aile.gov.tr/en>

Online sources for media training:

- <http://bianet.org/english> (supports training for journalists on issues such as culture, economy, education, freedom of expression, gender, health, human rights, labour, media, minorities, people, politics, religion, women and youth).

Online information literacy sources:

- <http://library.ozyegin.edu.tr/Hizmetler/Information-Literacy?lang=en-US>
- <http://libguides.ku.edu.tr/content.php?pid=40374&sid=3425201>
- <http://www.ilipg.org/bilgi-okuryazarligi>
- <http://hubo.hacettepe.edu.tr/>
- <https://www.facebook.com/bilgiokuryazarligi>

Online Statistics:

- <http://www.turkstat.gov.tr/Start.do>; Turkey Statistical Institute Website,
- http://sgb.meb.gov.tr/istatistik/meb_istatistikleri_orgun_egitim_2012_2013.pdf; Ministry of Education.