

Assessing Media Literacy: An Analysis of University Students

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Preprint

Abstract

Media literacy refers to the ability to access, analyze, evaluate, and create messages in a wide variety of media modes and formats. Even though the media is so globalized and easily accessible, it is necessary to correctly perceive and read the messages, make sense of them, analyze, evaluate, criticize, etc. Before accessing media literacy equipment, the individual is only in a passive position in front of the messages presented by the media. However, with the media literacy equipment, individuals take an active position that evaluates questions, analyzes the media messages, and keeps a distinction in the context of the criteria it sets.

It is important to examine media literacy level of university students who have a great role in shaping the future. The study aims to determine university students' media literacy levels, to compare the media literacy levels of university students who took and did not take a media literacy course and determine what socio-demographic factors affect media literacy.

In this study, the "Media Literacy Level Determination Scale" developed by Karataş was used with his permission. The universe of the research consists of university students studying at Yeditepe University. The sample consists of 801 students.

As a result of the research, the fact that taking a media literacy course increases the level of media literacy shows that there is a statistically significant difference between students who take this course and those who do not. Another result is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy levels of the senior students are higher than the other classes. When socio-demographic characteristics are taken into account, no significant difference was found in media literacy in terms of gender, family structure and place of residence.

Keywords

Media literacy; socio-demographic factors; university students

INTRODUCTION

Media literacy refers to the ability to access, analyze, evaluate, and create messages in a wide variety of media modes and formats and encompasses recognizing the role and influence of media in society (Aufderheide, 1993; Hobbs, 1998)

It is seen that a new field of media literacy, that is a new field in the name of taking, making sense, synthesizing, and reproducing the codes of the media contextually, has emerged since the day the media emerged. In the emergence of this field, it is seen that the meaning of the information, documents, and messages that are tried to be conveyed to people by the media has gradually found its place in the literature. (Pala, 2017, p.60)

The change and development of technology today have also affected the media, and therefore the mass media. With the developments experienced, the speed of people's information acquisition has increased, and they have access to different information from many other sources. Thus, the world has become globalized. In today's world, there are only physical distances between a person living in America and a person living in Turkey. These two people can access the same news through the same channels and read this news in their language, and they can consult and communicate with each other on a topic, even if it is miles away.

Even though the media is so globalized and easily accessible, it is necessary to perceive and read the presented messages correctly, to make sense of them, to analyze, evaluate, criticize, etc. With media literacy, having sufficient equipment to distinguish between positive and negative features is possible. (Barut, 2018)

Even though media literacy is a new area that has come to the fore frequently in recent years, it is possible to talk about its importance in human life since the mass media emerged. Because media literacy provides the conscious consumption of mass media and a critical perspective against the messages presented by mass media. According to Barut (2018), the perception of the mind that distinguishes between positive and negative people is created in the face of what is presented in the media, and a conscious target audience appears that receives or consumes messages correctly. The fact that the media literacy has a place in human life is undeniable, as well as being a positive situation in terms of society, and individually. Before the individual accesses the media literacy equipment, he or she is in the position of the receiver, which is only in a passive position against the messages

presented by the media, that is, he or she receives the messages only as they are. However, the individual who has access to the media literacy equipment goes from being passive in the face of the messages presented, to an active position that evaluates, questions, analyzes the media messages and makes a distinction in the context of the criteria he has determined. This creates a positive situation for individuals and societies, who receive what is presented in the media, from passivity to activeness. (Barut, 2018)

Hence, in keeping with Aufderheide (1992), a media-literate person can decode, evaluate, analyze, and produce both print and electronic media.

Given this crucial role of media, it is quite important to increase apprehension in academic settings. Media literacy allows people to take part in society actively, and despite families' obvious role in this object, media are not kept within the walls of the parents; hence, educational institutions have an important influence to arrange learners to use media in an acceptable manner. (Simons, Meeus&T'Sas, 2017)

This approach makes a point of young people should be effective, resilient, and active in their choices as both media consumers and innovative producers; it values the joy of experiencing being media end users and media makers. (Jenkins et al., 2009).

Media literacy studies in Turkey are mostly concentrated at the primary or secondary education level, and there need to be more studies at the higher education level. Since media literacy is a lifelong process that starts from an early age, at all levels; This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. Research questions sought in this study:

Q1: Do university students' media literacy levels differ according to classes?

Q2: Is there a difference in the media literacy skills of university students who take media literacy courses and those who do not?

Q3: How do socio-demographic factors (age, gender, region, family structure, etc.) affect media literacy?

Methodology

This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. The purpose of this study to determine university students' media literacy levels, to compare the media literacy levels

of university students who took and did not take a media literacy course and determine what socio-demographic factors affect media literacy.

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When we look at the literature, studies on the level of media literacy are mostly done for teachers, teacher candidates and children studying in primary or secondary school. There are few studies that reveals the relationship between the level of media literacy and whether taking courses related to media literacy on university students. According to the data obtained as a result of this study, it will be possible to recommend that the media literacy course be taught more widely in universities.

A minimum of 389 students were determined as a sample from Yeditepe University students. However, 801 people were reached in our study. A voluntary consent form was obtained from the participants to participate in the study. The ethics committee of the study was approved by Yeditepe University Humanities and Social Sciences Ethics Committee Commission with 27.05.2022 date and 30/2022 number.

“MedyaOkuryazarlıkDüzeyBelirlemeÖlçeği (Media Literacy Level Determination Scale)” developed by Karataş was used with his permission. (Karataş, 2008)

“MedyaOkuryazarlıkDüzeyBelirlemeÖlçeği (Media Literacy Level Determination Scale)” consists of 3 parts.

In the first part, expressions with socio-demographic content, in the second part, expressions involving the Use of Mass Media, and in the third part, expressions involving Media Literacy were used.

In the first section, questions related to the gender, age, department, type of education, high school graduated, family structure and educational status of students, and where they live were included.

In the second part, students' relationship with mass media was determined. For this purpose, the frequency of following newspapers, the pages they prefer to read in the newspaper, the basic functions they are looking for on these pages, the frequency of watching television, the programs they watch on television, the basic function they are looking for in the programs they watch on television, the frequency of listening to the radio, the programs they listen to on the radio and the basic functions they are looking for in these programs were asked questions.

In the last section, there are statements about media literacy. A 5-point Likert type rating was used in this section. The students were asked to mark the option that best reflects themselves from the options “Never”, “Rarely”, “Sometimes”, “Often” and “Always” for each statement in this section. The data obtained were digitized and transferred to the computer environment. The reliability of the tool was found to be Cronbach Alpha= ,84.

The first part of the “Media Literacy Level Determination Scale” contains 12 demographic questions, the second part contains 12 questions on the level of use of mass media, and the last part contains 17 Media Literacy statements and consists of a total of 41 questions.

The questions in the scale were transferred to Google Forms. After the ethics approval was obtained, the students informed about the questionnaire in online platforms. At the same time, the lecturers teaching at Yeditepe University were informed about the survey by sending an e-mail and asked for help in delivering it to their students. The questionnaire was sent via Google Forms immediately after receiving ethical approval. Students could field it for 3 weeks. The number of students who completed the questionnaire was determined with weekly checks. The survey was planned to stay for 3 weeks, and the survey was closed when a sufficient number of students was reached at the end of 3 weeks.

The study has got some limitations. The first one is limited to Yeditepe University students only and distribution of students on the basis of faculties is not equal. The other limitation is for media literacy level only one survey was used. All the results and the conclusion are related to this survey.

Statistical analysis of data obtained from surveys SPSS with the package program 13.0 (Statistical Program for Social Sciences). Statistical analyzes are frequency, percentage, mean, standard deviation, correlation, Posthoc Tamhane T2, Mann Whitney U and Kruskal Wallis tests. Percentage was used for demographic data. In order to compare the two answers, the mean and standard deviation were taken first, and then the statistical significance was checked with the Mann Whitney U test. Kruskal Wallis tests were used in relation to variables such as family structure, region of residence, classes, and gender of the respondents. Posthoc Tamhane T2 analysis was performed to see the difference in scores according to grade level.

RESULTS

For the findings the mean age of the volunteer participants in this study was 22.36 ± 0.06 years. Gender, class level, family type, region of residence, and taking a media literacy course at the university are shown in Table 1-5. 62.96% of the participants were female, and the rate of students attending the 4th grade was 43.57%. The family characteristics they belonged to were mostly of the nuclear family type. It was determined that the region they live in is a metropolis with a rate of 73.78%. When the media literacy of the participants was questioned, it was determined that 81.40% did not take any course on this subject.

Table 1

Results on gender of the participants

Variables		n	Percent (%)
Gender	Female	510	62,96 %
	Male	284	35,06 %
	Did not specify	7	0,88 %

Table2

Results on class level of the participants

Variables		n	Percent (%)
Class level	1st	111	13,86 %
	2nd	175	21,84 %
	3th	166	20,73 %
	4th	349	43,57 %

Table 3

Results on family type of the participants

Variables		n	Percent (%)
Family Type	Small family	647	80,77 %
	Broken family	62	7,74 %
	Large family	92	11,49 %

Table 4

Results on region of residence

Variables		n	Percent (%)
Region of residence	Metropolis	591	73,78 %
	Province	91	11,36 %
	District	102	12,73 %
	Town	9	1,12 %
	Village	8	0,99 %

Table 5

Results on media literacy course

Variables		n	Percent (%)
Status of taking a media literacy course	Yes	149	18,60 %
	No	652	81,40 %

Media literacy level assessment scale resultsshow in Table 6.

Table 6

Media literacy level assessment scale results

	Answer	n	Percent (%)
I become aware of the implicit (background) messages conveyed by the media.	Always	36	4,5
	Often	93	11,6
	Sometimes	243	30,3
	Rarely	319	39,8
	Never	110	13,7
I can decide for myself whether the messages in the media are true or false.	Always	21	2,6
	Often	52	6,5
	Sometimes	167	20,8
	Rarely	358	44,7
	Never	203	25,3
I become aware of values such as consumption culture, violence, etc. produced by the media.	Always	11	1,4
	Often	26	3,2
	Sometimes	128	16,0
	Rarely	369	46,1
	Never	267	33,3
	Always	12	1,5

I am aware that the media has political, economic, cultural and social priorities.	Often	41	5,1
	Sometimes	137	17,1
	Rarely	340	42,4
	Never	271	33,8
I realize the purposes for which the messages are created (social responsibility, consumption, information, entertainment, etc.).	Always	12	1,5
	Often	28	3,5
	Sometimes	136	17,0
	Rarely	352	43,9
	Never	273	34,1
I determine the positive and negative sides of the publications in the media.	Always	14	1,7
	Often	33	4,1
	Sometimes	129	16,1
	Rarely	358	44,7
	Never	267	33,3
I follow whether the legal and ethical rules are adhered to in the publications of the media.	Always	28	3,5
	Often	99	12,4
	Sometimes	223	27,8
	Rarely	260	32,5
	Never	191	23,8
I immediately understand that there is biased reporting in the media.	Always	14	1,7
	Often	26	3,2
	Sometimes	123	15,4
	Rarely	269	33,6
	Never	369	46,1
	Always	20	2,5
	Often	34	4,2
	Sometimes	169	21,1

I take a critical look at the messages given by the media.	Rarely	330	41,2
	Never	248	31,0
I am competent in deciphering the meanings of messages given by the media.	Always	14	1,7
	Often	37	4,6
	Sometimes	194	24,2
	Rarely	335	41,8
	Never	221	27,6
I am competent in how the media affects individuals	Always	16	2,0
	Often	25	3,1
	Sometimes	160	20,0
	Rarely	344	42,9
	Never	256	32,0
I make suggestions to protect from the negative effects of the publications in the media.	Always	53	6,6
	Often	131	16,4
	Sometimes	262	32,7
	Rarely	207	25,8
	Never	148	18,5
I react positively and negatively to messages in the media.	Always	35	4,4
	Often	95	11,9
	Sometimes	220	27,5
	Rarely	264	33,0
	Never	187	23,3
I know that the messages given are created in different ways in different media.	Always	19	2,4
	Often	38	4,7
	Sometimes	215	26,8
	Rarely	321	40,1
	Never	208	26,0
As an individual, I know how much influence I can have on the	Always	35	4,4
	Often	111	13,9
	Sometimes	250	31,2

production process in the media.	Rarely	253	31,6
	Never	152	19,0
I notice hidden advertising in the media.	Always	19	2,4
	Often	50	6,2
	Sometimes	194	24,2
	Rarely	333	41,6
	Never	205	25,6
I can observe the influence of the sponsors on the broadcast.	Always	19	2,4
	Often	53	6,6
	Sometimes	183	22,8
	Rarely	297	37,1
	Never	249	31,1

The sum of the participants' Media Literacy Level Determination questionnaire scores is shown in Table 7. It was determined that the media literacy level of the participants was good with an average of 65.02 points.

Table 7

Total of Participants' Media Literacy Level Determination Scores

	Mean±SD
Media Literacy Leveling Skor	65,02±11,39

Media Literacy Level Determination scores were compared with the Mann Whitney U test according to the participants' media literacy course (Table 8). As a result of the findings, it

was determined that the media literacy level determination scores of those who took a media literacy course at the university were significantly different than those who did not take this course ($p < 0.001$).

Table 8

Comparison of Survey Scores of taking media literacy course

	Mean±SD	p
Yes	68,54±10,25	
No	64,22±11,49	<0,001

Media Literacy Level Determination scores of the participants according to their family types were compared with the Kruskal Wallis test (Table 9). As a result of the findings, it was found that media literacy level determination scores did not differ significantly according to family type ($p = 0.895$).

Table 9

Comparison of Survey Scores by Family Type

	Mean±SD	p
Small family	64,98±11,32	
Divorced family	64,98±11,18	0,895
Large family	65,37±12,09	

Media Literacy Level Determination scores according to the regions where the participants lived were compared with the Kruskal Wallis test (Table 10). As a result of the findings, it was found that the media literacy level determination scores of the participants did not have a significant difference according to the regions they lived in ($p=0.297$).

Table 10

Comparison of Survey Scores by Region of Residence

	Mean±SD	p	The Media Literacy Level
Metropolis	65,33±11,11	0,297	
Province	64,21±12,67		
District	64,32±12,08		
Town	66,89±10,45		
Village	58,38±6,92		

Determination scores of the participants according to their grade levels were compared with the Kruskal Wallis test (Table 11). As a result of the findings, a significant difference was obtained in the media literacy level determination scores according to the grade level ($p=0.004$).

Table 11

Comparison of Survey Scores by Grade Level

	Mean±SD	p
1st	63,62±10,39	
2nd	63,39±11,48	0,004
3th	64,78±11,01	
4th	66,40±11,70	

Posthoc Tamhane T2 analysis was performed to see the difference in scores according to grade level (Table 12). As a result of the findings, the questionnaire scores of the fourth-year university students were significantly higher than the second-year university students ($p < 0.05$). There was no significant difference between other grade levels ($p > 0.05$).

Table 12

Posthoc Analysis of Grade Level Scores

Grade		Mean Difference	p
1st	2nd	0,22	1,000
	3th	-1,16	,940
	4th	-2,77	,106
2nd	1st	-0,22	1,000
	3th	-1,38	,829
	4th	-3,00	,032
3th	1st	1,16	,940
	2nd	1,38	,829
	4th	-1,61	,564
4th	1st	2,77	,106
	2nd	3,00	,032
	3th	1,61	,564

Media Literacy Level Determination scores according to the gender of the participants were compared with the Kruskal Wallis test (Table 13). As a result of the findings, no significant difference was found in media literacy level determination scores according to gender ($p < 0.645$).

Table 13

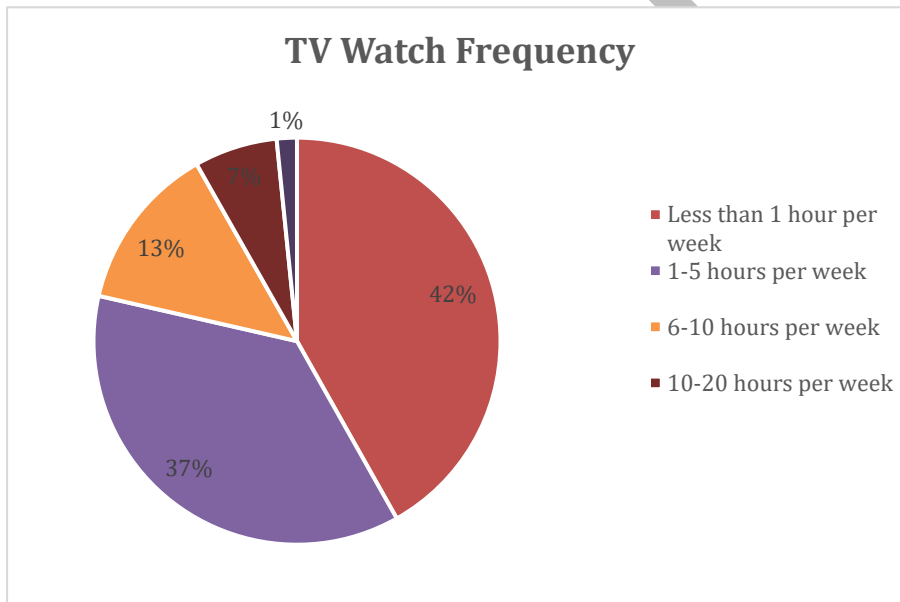
Comparison of Survey Scores by Gender

	Mean±SD	p
Female (n:510)	65,17±10,37	
Male (n:284)	64,86±13,02	0,645
Did not specify (n:7)	61,00±12,55	

Considering the TV watch frequency of the participants ratio of watching less than 1 hour a week and 1-5 hours a week was found to be the highest. TV watch frequency of the participants were seen in Figure 1.

Figure 1

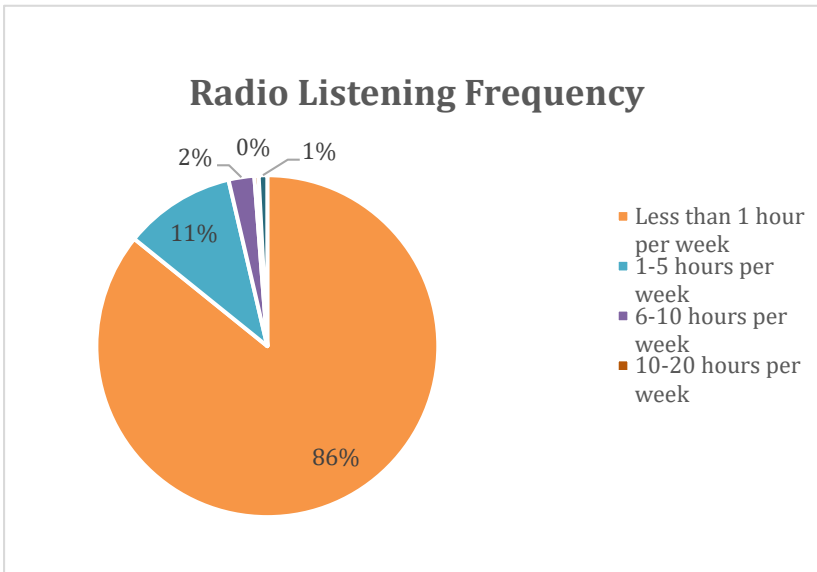
Television Watching Frequency



Considering the radio listening frequency of the participants ratio of listening less than 1 hour a week was found to be the highest. Radio listening frequency of the participants were seen in Figure 2.

Figure 2

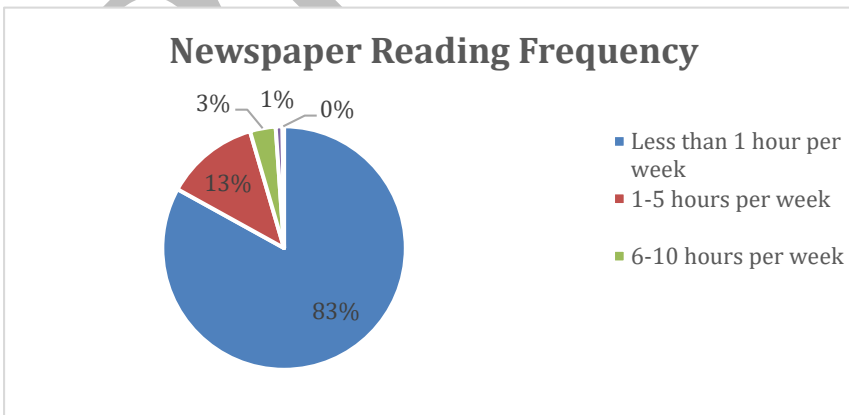
Radio Listening Frequency of Individuals



Considering the newspaper reading frequency of the participants ratio of reading less than 1 hour a week was found to be the highest. Newspaper reading frequency of the participants were seen in Figure 3.

Figure 3

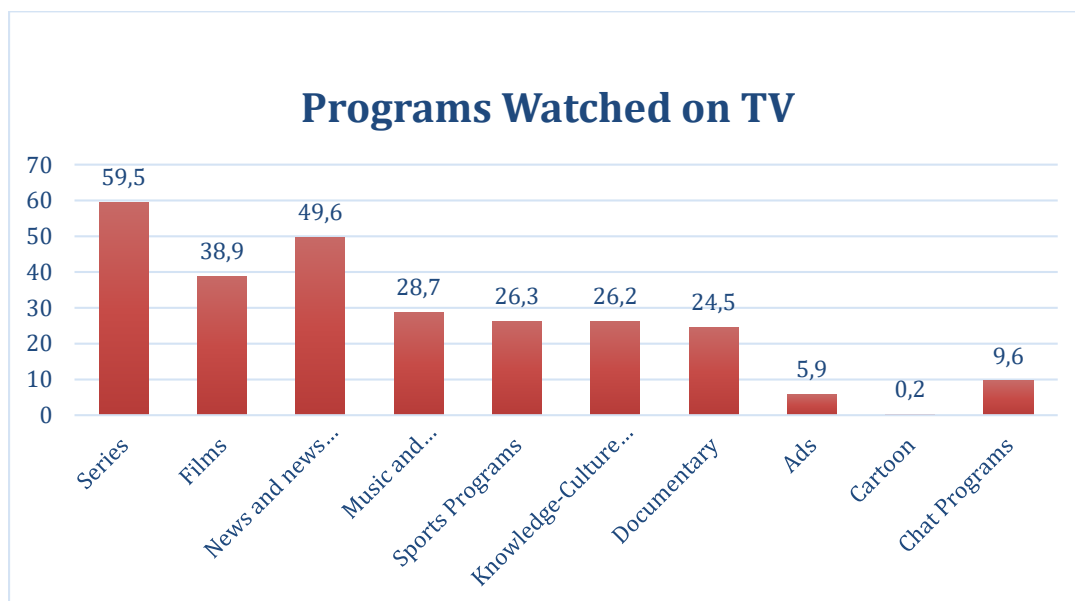
Newspaper Reading Frequency of Individuals



It is seen that the programs that the participants prefer while watching television are TV series and news programs with the highest rate. Programs watched on TV of the participants were seen in Figure 4.

Figure 4

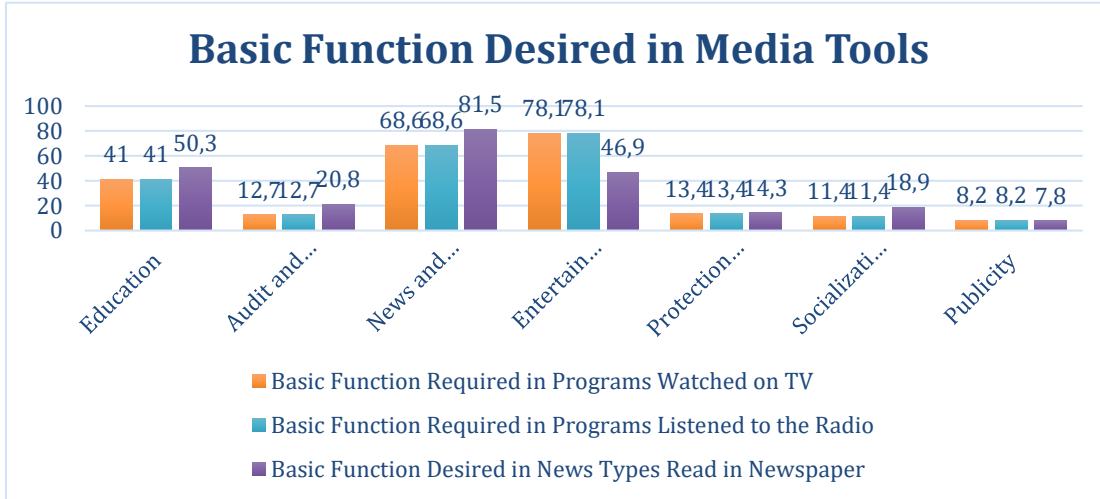
Programs Watched by Individuals on Television



It is seen that the participants use media tools mostly for entertainment and news-information. Basic function desired in media tools of the participants were seen in Figure 5.

Figure 5

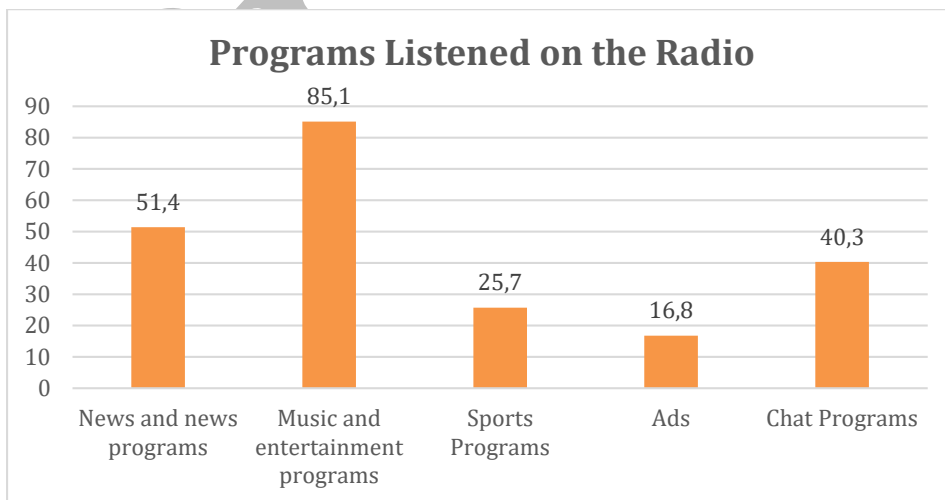
The Basic Function Individuals Seek in Media Tools



It is seen that the programs that the participants prefer while listening radio are music and entertainment programs with the highest rate. Programs listened on the radio of the participants were seen in Figure 6.

Figure 6

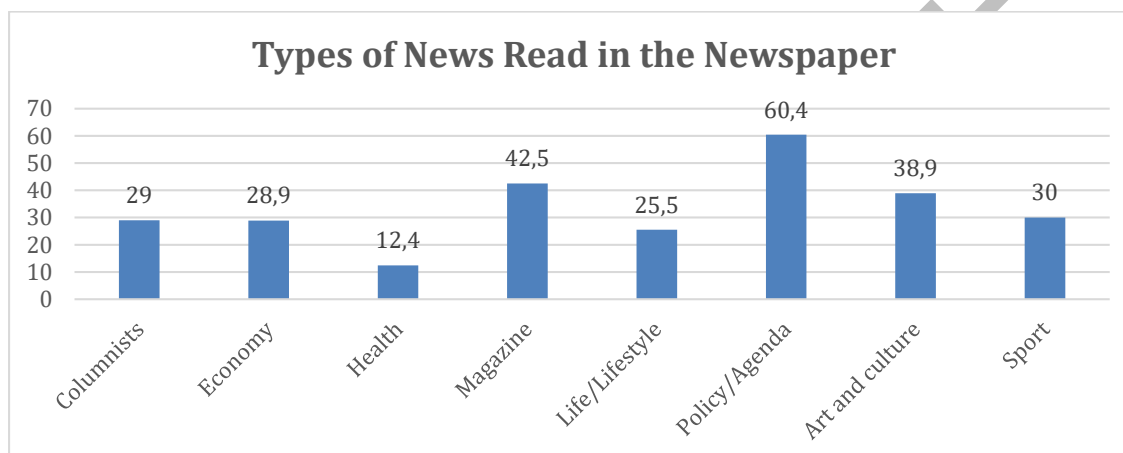
Programs Listened to by Individuals on the Radio



It is seen that the highest rate of politics and agenda is the answer to the question of which type of news the participants read most while reading the newspaper. Types of news read in the newspaper of the participants were seen in Figure 7.

Figure 7

Types of News that Individuals Read in the Newspaper



DISCUSSION

Today, it is very important to read and interpret the media correctly. Especially with the media being so globalized and easily accessible, individuals should read, analyze, and evaluate the media correctly. Although the media seems to have prepared the messages in a structure that can appeal to everyone, these messages are created using some special techniques. By understanding these special techniques, people who receive media literacy training are in a more advantageous position than people who do not receive this training in distinguishing the positive and negative features of messages. Because people who have not received media literacy education are passive in the face of the messages given by the media, those who have received this education take an active position in the face of the messages given by the media and perceive the messages correctly, ask questions, criticize, or analyze them. Considering the problems such as media literacy being given to secondary school students only 1 hour a week and as an elective course, secondary school students are not aware of taking this course as an elective or this course does not attract enough

attention and the families of students do not adequately understand the importance of this education. Taking these situations and problems into consideration with this study, it was requested to reveal the awareness of university students about media literacy education, which is the last educational stop before starting their career. It is an inevitable fact that university students need media literacy no matter what professions they choose when they complete their education. It has been observed that many of the studies related to media literacy in Turkey focus on the media literacy level of teachers, teacher candidates, or elementary and secondary school students. Thus, the importance of conducting research on measuring and evaluating the media literacy awareness of university students who will shape the future has emerged.

Wondering whether university students take a media literacy course at some time in their lives, whether their media literacy level depends on their classes, the effect of taking a media literacy course on media literacy level, and whether socio-demographic factors such as age, gender, region, or family structure affect media literacy level constitute the basis and background of this research.

This study was planned considering that it is important to examine it especially for university students who have a great role in shaping the future. The first aim of this study's was determined the media literacy levels of university students in different classes, the second aim compared media literacy skills and relations between university students who took and did not take courses in media literacy. The last aim of this study was determined the socio-demographic factors (age, gender, region, family structure etc.) that affect media literacy.

The results of the study, which were put forward for these purposes, can be summarized as follows:

University students with an average age of 22.36 years got from the last part of the media literacy survey, which is related to level measurement, was found to be 65 point. Considering that the highest score that can be obtained from the media literacy level is 85 points in total, we can say that the students have an awareness of "just above the average". In addition, the fact that taking a media literacy course in our research question increases the level of media literacy shows that there is a statistically significant difference between

the students who take this course and those who do not, and this difference is statistically significant.

Another result that supports this finding is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy level of the seniors is higher than the other classes.

When we look at the relationship between demographic factors and media literacy, no difference was found in terms of gender. Related to this, in the thesis on "Media Literacy Levels of Teacher Candidates" prepared by Karataş, no difference was found between genders in the studies conducted with teachers. (Karataş, 2008) In addition, there was no significant difference in media literacy when family structure and region were taken into account.

In the study, 62.96% of the participants were female, and the rate of students attending the 4th grade was 43.57%. The family characteristics they belonged to were mostly of the small family type. It was determined that the region they live in is a metropolis with a rate of 73.78%. When the media literacy of the participants was questioned, it was determined that 81.40% did not take any course on this subject. In the light of these data, there is no significant difference between the level of media literacy in demographic data with regard to family type, gender, and place of residence.

It was determined that the fourth graders had the best results in favor of the fields and in terms of grade level in terms of getting media literacy. In the master's thesis, in which Karataş examined the Media Literacy Levels of the Teacher Candidates, it was seen that the media literacy levels of the pre-service teachers did not change in terms of age, gender, department, type of education and the high schools they graduated from. (Karataş, 2008). However, according to the type of score graduated from high school, it was determined that students graduated from "equal weight" are in a better situation in terms of media literacy. In our study, however, no analysis was made according to the type of scoring used by the faculties when recruiting students.

In our study, the highest response to 15 questions was rarely given for 17 questions in the 17-question Media Literacy statements section. The question "I make suggestions to protect from the negative effects of the publications in the media" 3 sometimes answers are given. Never was the answer to the question "I immediately understand that there is biased

reporting in the media. When viewed in this way, in fact, the answers of the participants in general have not always and often been for any question. This shows that the level of media literacy is at an intermediate level for all participants. In Karataş's study, there is rarely and never any answer to the 17 questions. The answers are given often and sometimes.

When looking at the total score, 65 points were scored in general out of the score that should have been 85, the fact that the fourth grades, which are the highest among the grade levels, received 66.4 and there was a significant difference Decisively compared to other grades and the fact that the average of those who took the media literacy course is 68.5, and again it turns out to be more significant than those who did not take it, shows that the level of media literacy is at an average level in the universe we are looking at.

Another study conducted in the students of the Department of Computer and Instructional Technology Education found that the level of media literacy varies according to their classes (Kurt and Som, 2012). In other words, as students' grade levels increase, their media literacy levels also increase. These results show the same result as our study. Again, in the same study, the total score of the media literacy level was found to be 65.5 and showed a similarity with our study at this point. The researchers attributed this result to the fact that the students did not take a media literacy course. However, it is suggestive that the average of those who took the media literacy course in our study was also at the intermediate level of 66.4.

Computer education and instructional technologies and pre-school in the Department of media literacy levels of the students who are studying in another study which examined in a comparative way, students media literacy scores of students in their study of the effect of Section variables, and significant differences were observed. (Özkan and Yılmaz, 2013) This difference was realized in favor of Computer and Instructional Technology students. In other words, the level of media literacy of Computer and Instructional Technology students was found to be higher than that of Preschool Teaching students. According to this result, it can be said that the students of the Department of Computer and Instructional Technologies necessarily use mass media such as computers, the Internet, social networks in their courses, students are more advanced in accessing information on the Internet, following the agenda, communicating over the Internet, and improving their research skills, and therefore analyzing and evaluating information. In our study, we could not compare

the level of media literacy of students of different faculties with each other, because the number of participations from faculties was very variable.

In our study, when looking at the use of television, radio, and newspapers by university students, it was found that today's young people use these media for less than 1 hour. We can interpret the small amount of this usage as the use of the Internet, the presence of social media and the fact that digital content platforms are an alternative to television.

In the study of Karataş, there are the following statements about the effect of watching newspapers, radio and television on media literacy. Karataş (2008), said that “In the dimensions of media literacy, awareness, and knowledge, watching TV between 10-20 hours a week has a better effect than watching less than 1 hour. Here, the frequency of watching TV is stated as a maximum of more than 20 hours and watching a lot of TV is not a good situation, but watching less than 1 hour is not a good situation either. Watching TV for 10-20 hours a week, that is, an average of 85-170 minutes per day. Watching TV has a positive effect. The reason for this is that watching less TV restricts the interaction of the individual with the media (in terms of TV), so it is not possible to talk about a literacy situation, otherwise, watching more than 20 hours leads to TV addiction. As long as the habit of watching TV does not become addicted to TV, it can be said that it affects media literacy levels as it supports skills such as using information technologies, observation, critical thinking and effective and correct use of Turkish. Continuously following newspapers and radio in the dimension of media literacy behavior has a positive effect. In this, the problem of following the newspaper and radio is the problem solving, creative thinking, critical thinking, effective, correct and beautiful Turkish. It provides the development of skills such as the use of can be said to have a positive impact. From these findings, it is possible to follow the newspaper and radio constantly. We can say that it is an important criterion and that following newspapers and radio is directly proportional to media literacy.” (Karataş 2008).

It can be said that in our study the new generation's sample of the research carried out, the fact that the students spend more time on the Internet and almost never watch television in line with the data obtained from the demographic information section of the data collection tool are effective in the emergence of this result. In this context, focus group discussions

can be held with the new generation on the use of television, which can be used for educational purposes and can reach large masses, and its relationship with media literacy. Thus, students' opinions on why they watch television very little and how this tool can be used more effectively for educational purposes can be obtained.

When we examine the type of program that is watched the most on television, we can say that young people watch the most series and watch cartoons the least. When we look at the functions of television, radio and newspaper, young people use newspapers the most to get news and information from these three media tools. Young people, who use television and radio equally for entertainment, use all three media tools for promotion at least. University students who prefer to listen to music programs on the radio mostly follow the news of politics and agenda in the newspapers.

In the study of Karataş, it was revealed that news programs were watched the most on television. In addition, in their study, it was found that constantly following newspapers positively affects the level of media literacy, the content of the selected program while watching TV affects the level of media literacy, and the purpose of watching TV is important in terms of media literacy. (Karataş 2008).

In the study of Kurt and Som (2012) on Department of Computer and Instructional Technology Education, it has been found that there is no significant difference between the time students spend watching television and their media literacy levels. This finding of the research differs from the research finding of Karataş (2008). In their research, Karataş (2008) found significant differences between pre-service teachers' media literacy levels in terms of frequency of watching TV. This means that TV can reach millions of people at the same time, transmitting the same content to individuals in many different parts of the world at the same time, giving messages, keeping the world's agenda up-to-date, and improving individuals' critical thinking about content through broadcasts such as news, advertisements, and various programs. It can be expressed as providing interaction with individuals from different parts of the world.

CONCLUSION

In all this framework, we had 3 goals in the research we did. The first of these aims is to determine the media literacy levels of university students in different classes. By finding the media literacy for this subject according to different grades, it was found that the university students with the highest media literacy were in the fourth grade. Our second goal was to compare media literacy skills and relationships between university students who took and did not take courses in the field of media and communication, when we look at the knowledge about media literacy, we can see that people who take media literacy courses and those who do not have more knowledge on this subject than those who do not. Finally, in our research, we looked socio-demographic factors (age, gender, region, family structure, etc.) at the impact on media literacy and we found that there was no significant difference in media literacy when age, gender, family structure and region were taken into account.

Ultimately based on the literature review, in the light of the information we have learned that the studies conducted with university students are very few and almost all of the studies are conducted with the students of the faculty of education. It is thought that the studies in this field are intensified because the education faculty students will be in different education levels and the media literacy course has been added to the curriculum. Considering that it is important to be a conscious and active citizen with media literacy skills, it is critical for everyone to receive this training. In the literature review we conducted, we knew that the goals of media literacy education are to raise conscious individuals who correctly understand, evaluate, analyze and criticize messages in the media, we learned that this education is limited to secondary schools in Turkey and is an elective course given only once a week, and since the 2000s media literacy courses have been started to be given in the media, communication and education departments of universities, but these trainings are given in very few universities, so these results obtained in our research emphasize the importance of spreading the media literacy course at all levels of education. These results also supports that people who read the media correctly and make correct statements to the media will be more successful in their private and business lives in the coming years, because they can correctly read the media and explain how the media constructs news, analyze ads like a customer, distinguish different political

views as a citizen, and criticize messages in the media from cultural, political and economic aspects. Finally, as the importance of the media increases, the increase in media literacy skills at this rate can also be considered as an indicator of the development of society.

The aim of the study is to determine the media literacy levels of university students, to compare the media literacy levels of university students who take courses in media literacy and to determine what socio-demographic factors affect media literacy.

University students with an average age of 22.36 years got from the last part of the media literacy survey, which is related to level measurement, was found to be 65 point. Considering that the highest score that can be obtained from the media literacy level is 85 points in total, we can say that the students have an awareness of "just above the average". In addition, the fact that taking a media literacy course in our research question increases the level of media literacy shows that there is a statistically significant difference between the students who take this course and those who do not, and this difference is statistically significant.

Another result that supports this finding is that when the scores in the distribution of the students according to the classes are examined, it is concluded that the media literacy level of the seniors is higher than the other classes. When we look at the relationship between demographic factors and media literacy, no difference was found in terms of socio-demographic factors.

Comparing the students of different faculties in terms of media literacy level, updating the content of the courses related to media literacy and re-applying this questionnaire, applying the questionnaire to university students in different cities to compare the levels, In order to understand the intercultural differences, especially the students of the faculty of communication or education faculty who have a similar education, to determine the level of media literacy by working with the departments in the country where they are partners of ERASMUS and revealing the differences, more frequent conferences, workshops or panels on media literacy for university students are suggested as a result of this thesis for future studies.

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Preprint