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Development of students' professional skills through media technologies

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Abstract

The concept of generation is used to describe a group of people who were born in the same years and experienced similar social events, troubles and obligations under the conditions of the same age. Generational formation is generally classified according to age and sociological phenomena. However, today, factors such as technology, differentiating social values, changing career perceptions, education and working conditions reveal the necessity of evaluating the classification according to different dimensions. The field of professional competence is an important issue all over the world. Especially with the technology that has developed and continues to develop in recent years, the qualifications of teachers in this field are important. We live in the age of technology. The aim of this study is to determine the opinions of teacher candidates studying at the Faculty of Education about the 'Media Literacy' course. For this purpose, the case study method, one of the qualitative research approaches, was used. 71 students studying in the Faculty of Education at the university constituted the study group

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of the research. Semi-structured interview questions prepared by the researchers were used. In the analysis of data collection tools, the qualitative data analysis programme NVivo 8.0 was used and the results were interpreted with content analysis. When the results obtained from the research were examined, it was concluded that the media literacy course should be given in earlier periods. The most preferred media tools were television and the Internet. It has been concluded that media literacy provides human skills and teaching in the teaching process. Considering the results of this research, the importance of the media literacy course in terms of professional development at the university was emphasised.

Keywords: Student, media literacy, technology, educational technology;

1. Introduction

The increasing dissemination of information through social media enables traditional media companies to benefit from and effectively use these new communication technologies. The users of social networks in the world and in our country share the news and content they see and like with their subscribers and users by increasing their readability and popularity with a wider audience and advertising them.

Access to information, dissemination of information and other opportunities it provides have made the Internet an important tool for the journalism industry. Thanks to the convenience provided by technology and the Internet, traditional media is lagging behind. The user immediately prefers the light, fast and convenient application. Considering the application base, the user prefers the one that is fast and easy to use. More interactive and faster news in online journalism increases this speed on social networks. With the spread of Web 2.0 technologies and mobile devices, the use of social networks has increased. The media, which is called the fourth power, has also changed its news activities by adapting to new communication technologies and new journalism systems over time. Social media users share the news they see, like and dislike on their accounts. In this way, the followers of the sharing users not only see and share the shared content themselves, but also contribute to the dissemination of the news by transmitting the content to a wider audience. Newspapers and news organisations have realised that they need to broadcast using social media platforms to reach users (Onay, 2018).

The new media, which is equated with computer and communication technologies, together with the Internet, enables the transmission of information no matter where in the world one is. With the new media, communication technologies have become easier and media technologies are used by users (Görgülü Aydoğdu, 2015).

Depending on the changing scientific, economic, social and cultural developments in the world, the level of competence sought in professions is constantly increasing. The development and change in technology significantly affect education and require the development and updating of skills in this field. In order to ensure communication and harmony with students, it is important to master new technologies, increase experience and strengthen teachers' harmony. According to the European Centre for the Development of Vocational Education (CEDEFOP, 2018), the share of highly qualified occupations will increase from 29% to 34% from 2010 to 2020. The share of low-skilled jobs will also fall from 23% to 18% over the same time period. Only education systems can meet this demand for change in the job market (CEDEFOP, 2018). Moreover, CEDEFOP (2018) is a smart business to work

with people in the age of globalisation and Industry 4.0. This highlights the need to be able to meet the business and professional demands of the future with their machines.

Media literacy includes access to various forms of media messages, both print and electronic. Consistency is defined as the ability to analyse, evaluate and create these messages (Aufderheide, 2003). Within the framework of media education, knowledge, skills and abilities related to media literacy are acquired, and it aims to develop critical understanding, active participation, interpretation and judgment skills (Buckingham, 2003). In recent years, media literacy has played an important role in raising critical and responsible citizens. This factor also increased the need for media education in raising new-age citizens (Tirado-Morueta, Hernando-Gómez, & Aguaded-Gomez, 2016).

While world education is being restructured with a critical perspective, it is critical for students, teachers and individuals to be educated about media literacy (Kellner & Share, 2007). Young members of society use the media and participate in public life. To be more effective and creative individuals in our world surrounded by media, there should be pedagogical goals to increase the level of media literacy (Aydemir & Erdamar, 2018; Giordano et al., 2011).

Multiple-literacy pedagogy (Cope & Kalantzis, 2009; Kalantzis & Kope, 2012) and new literacies (Lankshear & Knobel, 2011) advocate increasing literacy rates and education involving digital technologies. This is a digital contest about being able to use various technical tools, Internet, multimodality, global connectivity and cooperation provided. Educators and teachers are called to serve by designing a learning environment that reflects global and local peer-to-peer collaboration and student engagement technologies that interact internally, such as social networks. This is a call to action using digital and next-generation technologies. Teachers have said that 'teacher education can play a role in transformation school practice' (Nagle, 2018; O'Brien, Salinas, Reinhart, & Paratore, 2018).

The main purpose of education faculties is to prepare qualified personnel for the market. Given this situation, the traditional skills available to students in these institutions need to be reconsidered. In today's age, the skills defined according to the needs of the 21st century should be presented to the students through teaching and discussing them. Of course, this important task again falls on the teachers. For this reason, the training process of teacher candidates and, above all, learning the importance of these skills is important. The importance of these skills in the classroom is promoted by teachers who are the most important role models for their students. It is the duty of the teacher to continue the education and training process by emphasising and integrating these skills. For this reason, the importance of media technology, which is one of the new technologies, in professional development was investigated together with the students studying in education faculties.

1.1. Purpose of the research

The opinions of the students studying in the Department of Education of the university are very important in the professional competence area of media literacy. In this context, in the media literacy course, teaching the basic concepts of media literacy, information law, media analysis, media literacy in the world, media literacy status and education of families and evaluation of programmes such as digital games are covered. The views of the students who took this course were sought. Within the scope of this general purpose, answers to the following questions were sought:

1. What is the importance of media literacy in the learning and teaching process?
2. Which media tools do you use?
3. What are the positive aspects of the media literacy course?

2. Method

The aim of this research is to determine the opinions of the engineering faculty students of the university on artificial intelligence materials. For this purpose, the qualitative research method was used to examine students' views in depth. In the research, the phenomenological design from the qualitative research method was used. The phenomenological design is a qualitative research design that aims to identify and highlight the perceptions and thoughts of individuals according to their own perspectives (Çarpar, 2020; Maldybaevna et al., 2022).

2.1. Study group of the research

To achieve the results of the study, students of the pedagogical faculty studying at the university are included. When selecting the main study group, the most diverse sample was selected from the target sample types. The purpose of choosing this method is to ensure that the diversity of individuals who may be involved in the problem is reflected in the smallest sample group at the highest level (Kiral, 2020). The research team for the study consists of 71 students studying at the university and selected on a voluntary basis.

Personal information of the participants participating in the research is given in Table 1.

Table 1. Demographic information

Variable	Group	F
Gender	Female	31
	Male	40

2.2. Collection of research data and analysis of data

Ethics committee approval was obtained for the implementation of this study. As a data tool, questions were prepared by the researcher by obtaining the opinions of the experts. A semi-structured interview was prepared for the research data. The experts consulted for their opinions consist of three faculty members who have completed their doctorate in computer science and two faculty members who have completed their doctorate in software engineering. The research questions were finalised by taking the experts' opinions. A pilot study was conducted to measure the clarity of the questions. As a result of the interviews, the form was given its final shape and three questions were included as research questions. At the end of the interview, the answers were approved by the students who participated in the research after the answers were transferred to paper. The research findings were explained in detail in the content analysis method.

3. Findings

3.1. The importance of media literacy in the learning and teaching process

Table 2. Importance of media literacy in learning and teaching process

Theme	<i>f</i>
Beneficial	39
Easy to learn and teach	13
Instructive	11
Efficient but...	8

A question was asked to determine the views of 71 students studying in the Faculty of Education at the university during the teaching and learning processes of the media literacy course. In the answers given by the students, it was found that this course was efficient for their media literacy education and was effective in terms of teaching. The majority of students stated that it was beneficial to learning (39 students). There were 13 students who said that media literacy is important because it facilitates learning during the learning process.

Some of the opinions of the university students are as follows:

‘Diversity is always important in learning. As teachers of the future, we have to provide education. We are in the age of technology. Using all areas of technology in education means providing better learning for the new generation of learners. For this reason, teaching becomes more efficient with the media technologies that we use in every aspect of today's home, school and work’.

‘Media literacy means using the technological developments at our disposal in education and training. This is a very effective method. It is of great importance in the teaching process. Thanks to this lesson, I realised that’.

‘The main aim of the media literacy course is to enable students to become good media viewers and that he is literate. Our aim is not only to teach, but also to educate. It is important to criticise and learn the information conveyed by the media to the individual’.

3.2. Media tools

Table 3. Media tools used

Theme	<i>f</i>
TV	55
Internet	34
Newspaper	8
Magazine	5

University students were asked which media literacy tools they use or which ones they would most prefer in their future professional lives. The answers they gave were first television, followed by the Internet, newspaper and, lastly, magazine.

Some of the opinions of the university students are as follows:

‘Of the media tools, I would prefer television the most. Everyone has a television at home’.

'Internet and television are my preferred media tools. I don't much prefer magazines or newspapers. Because everything can be accessed through television and the Internet. I will definitely use media tools during my teaching in my future professional life'.

3.3. Positive achievements of the media literacy course

Table 4. Positive achievements of the media literacy course

Theme	<i>f</i>
Different perspective	41
Critical thinking ability	32
Adding the social environment to teaching	22

Future teachers studying in the education faculty of the university were asked for their views on the positive achievements of media literacy. The results included the following themes: different perspectives, critical thinking ability and inclusion of the social environment in teaching.

Some of the opinions of the university students are as follows:

'People have skills. As teachers, we have a great responsibility in gaining, changing and developing these skills. After taking the media literacy course, I look at things from a different perspective. He had an opinion and made positive contributions to research and criticism. It is one of the greatest positive aspects of media literacy that learners gain in this way'.

'He has high-level people skills. The youth of our age have the characteristics of being critical and productive. It is very important for us teachers to develop these skills. Thanks to the media literacy course, these gains are increasing. As the only negative answer, I think that this course should be given in the first years of the university. I would like to use what I learned in this lesson in other lessons. If arrangements are made in this direction, I am sure it will be better for everyone'.

4. Conclusion, discussion and suggestions

The importance of the media literacy course in the teaching and learning processes of the education faculty students was asked. As a result of the answers given to this question, it was concluded that it is necessary in education and training. In the answers given by the students, it was seen that this course was productive for media literacy education and was effective in terms of teaching. The majority of students (39 students) stated that it is beneficial to learning. There were 13 students who said that media literacy is important because it facilitates learning during the learning process. These results are very pleasing. It can be concluded that future teachers will use media literacy in teaching. When the literature is examined, it is consistent with the results obtained from this study. On the media literacy of teachers, the importance of training and development has been emphasised in many studies and media literacy skills have begun to be included in the teacher training programmes of universities. The reason for this is that it is a lesson that the next generation's teachers should take and the importance of media literacy in teaching should be emphasised (Almenara & Liano, 2011; Dezuanni, Kapitzke, & Iyer, 2010; Hobbs, 2010; Robertson & Hughes, 2011). In Ülker's (2012) Media Literacy Teacher's Guide and Curriculum, the instructor who teaches the media literacy course in the study, in which he

evaluates the consistency, takes part in the selection of graduates of the Faculty of Computer and Instructional Technologies.

University students were asked which media literacy tools they use or which ones they would prefer in their future professional lives. The answers were television, followed by the Internet, newspapers and, finally, magazines.

Future teachers in the university's Faculty of Education were asked what they thought about the positive achievements of media literacy. Inferences made by students draw conclusions about different perspectives, the ability to think critically and the inclusion of the social environment in learning media literacy course. The negative perception about the importance of the course, which is an elective course, stems from the fact that the teachers who teach the course do not have sufficient knowledge in this field. Not receiving education and seeing themselves as inadequate has been one of the ongoing problems since the first years of the course, and important steps cannot be taken towards these problems (Işkın & Kesten, 2016) or the course required. Altun (2014) argues that media literacy should be adequately addressed with a multidisciplinary approach, not implemented. The relationship of media literacy with other courses and education in Tüzel (2013) stated that with the inclusion of media education in the relevant departments of their faculties, the problem of teacher training can be solved and there will be no need to create an education for an additional department. As one can see, important steps need to be taken in media literacy. However, Kangin (2014) also argued that while teaching media literacy, students gain a critical perspective. He argued that for education to be sustainable the course should be compulsory in order to produce any digital technological tool or even social media tools within the teacher. It is an undeniable fact of education. For critical social media literacy, the teacher needs to enable students to acquire skills by using these tools. Teachers who do not know how to use popular technologies should be taught them to use these technologies. Cook and Bissonnette (2016) warn that some technologies may become popular; however, 'popularity does not guarantee that all students will enjoy the lesson'. It is necessary for teachers to enhance their teaching by experiencing these technological media tools. Considering the findings obtained in this research, the professional competence of teachers in this field is very important.

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